

Mount Marrow State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mount Marrow State School** from **4 to 5 March 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Christine Dolley

Internal reviewer, EIB (review chair)

Louise Parry

Peer reviewer



1.2 School context

Location:	Thagoona-Haigslea Road, Mount Marrow	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	62	
Indigenous enrolment percentage:	6.45 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	3.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	18.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1006	
Year principal appointed:	2013	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), four classroom teachers, Support Teacher Literacy and Numeracy (STLaN), three teacher aides, cleaner, 42 students and eight parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary.

Partner schools and other educational providers:

- Advisory Visiting Teacher (AVT) – Inclusion, regional inclusion coach and principal Grandchester State School.

Government and departmental representatives:

- State Member for Ipswich West and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Mount Marrow Way
Investing for Success 2021	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School pedagogical framework	School newsletters and website
School Opinion Survey 2021	Quality Differentiated Teaching Practices
Student Code of Conduct	Curriculum Clarity template
Headline Indicators (October 2020 release)	Curriculum, Assessment, Reporting and Moderation Plan (CARMP)



2. Executive summary

2.1 Key findings

Teaching staff members articulate a united commitment to their core objective to improve learning outcomes for all students.

Staff members express their appreciation for the fully consultative process regarding the development of the vision, principles, focus areas and targets developed to drive school improvement. The school strives to understand current student achievement levels and how these levels have changed over time by empowering students and teachers to become expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven.

The principal and staff members express a strong commitment to developing and maintaining an environment that is highly conducive to learning.

Community members comment on their perception of the demonstrated importance placed on positive, caring and mutually respectful relationships. The work and commitment of teachers and teacher aides are highly valued by students and their parents. The principal and staff recognise that academic success is valued and promote a view of high expectations that every student is able to be successful in their learning. A collegial culture of professionalism, support and trust is apparent amongst staff members and the school leader, and is recognised by parents and the broader community.

The principal articulates the importance of evidence-based pedagogical practices.

The school has recently invested in Universal Design for Learning (UDL) guidelines. The school's pedagogical framework identifies evidence-based practices, targeted instruction, safe, supportive and inclusive practices, student-centred approach, alignment to Australian Curriculum (AC) and high expectations. The principal acknowledges that this is an emerging piece of work that will continue to be prioritised. There is a clearly articulated plan to formalise observation and feedback rounds for the consistent use of UDL pedagogical practices across the curriculum.

The curriculum leadership team has developed a Curriculum, Assessment, Reporting and Moderation Plan (CARMP).

The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of schooling implementing an 'A' and 'B' cycle approach to cater for the multi-age classroom structure. The school has developed a clear plan for moderation practices. High levels of teacher engagement occur across the school in relation to school-wide moderation practices. Teaching staff express that all students are capable of learning and achieving personal learning success. The principal has clear expectations for staff members regarding differentiation, and communicates these expectations to all staff.



A high priority is placed on ensuring that teachers identify and address the learning needs of individual students in their day-to-day teaching.

Particular emphasis is placed on students yet to achieve year level expectations. School-wide processes include a tiered approach towards differentiation. Teaching staff express a desire for higher achieving students to be extended in their learning. The principal articulates the importance of exploring opportunities to extend high achieving students through the general capabilities, cross-curriculum priorities and in-class differentiation.

The early years teacher identifies the 'Birth to 5' transition plan as an important partnership that is continuing to develop.

Teaching staff members outline the importance of developing a strong kindergarten program option for families. The early years teacher and the principal express that the establishment of a birth to age 5 playgroup as the next developing partnership will have a positive impact on student school readiness. The school works with children, their families and the community prior to the commencement of school to reduce children's vulnerability through observation opportunities during pre-Prep sessions with visiting specialists to identify potential health and learning needs prior to beginning school.

Staff members are proud of their small rural school and the strong relationships with the community.

The school builds partnerships with parents, community and local schools. There is a long history of foundation families and as such, staff members value the strong partnerships with the local community. Parents and the community are viewed as integral members of the school. Parents and staff speak highly of the school. Parent partnerships are identified as an important practice by the principal. Teachers articulate the benefits of parent involvement, particularly in the early years.

Professional partnerships are acknowledged as a strong practice in the school.

The principal actively seeks to enhance relationships with regional education advisors and other small schools within the cluster. Teachers express that they value relationships with cluster schools. Cluster schools value the leadership and mentoring undertaken by the principal. Professional networks, cluster moderation, the regional inclusion coach, Principal Advisor Education Services (PAES), the School Inclusion Network for Educators (SINE), the engagement of preservice teachers and links with a Head of Special Education Services (HOSES) – Inclusion are amongst a range of professional relationships being developed to embed and deepen leadership, teaching expertise and student learning.



2.2 Key improvement strategies

Collaboratively formalise observation and feedback rounds for the consistent use of UDL pedagogical practices across the curriculum.

Deepen and extend instructional leadership processes to support regular, timely 'before, after, after, end' moderation within and beyond the school.

Explore further opportunities to extend higher achieving students through the general capabilities, cross-curriculum priorities and in-class differentiation.

Enhance practices to further develop partnerships with the Birth to 5 transition plan to establish a playgroup and stronger links to early years providers for improved processes for entry to Prep.