

Mundingburra State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mundingburra State School** from **18 to 20 June 2018**.

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 consider 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Paul Pickering	Peer reviewer
Clare Grant	External reviewer



1.2 School context

Location:	Ross River Road, Mundingburra
Education region:	North Queensland Region
Year opened:	1884
Year levels:	Prep to Year 6
Enrolment:	670
Indigenous enrolment percentage:	13 per cent
Students with disability enrolment percentage:	2.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1004
Year principal appointed:	2015
Full-time equivalent staff:	62
Significant partner schools:	Fab 4 Schools comprising Mundingburra State School, Bohlevale State School, Oonoonba State School and Heatley State School, Pimlico State High School - partner secondary school, Aitkenvale State School - Special Education Program (SEP) cluster
Significant community partnerships:	Mundingburra Outside School Hours Care (MOSHC)
Significant school programs:	Positive Behaviour for Learning (PBL) including 'You Can Do It (YCDI) - Program Achieve', four lesson sequence and guided reading, Bring Your Own Device (BYOD) program - all Year 5 and 6 classes, oral language programs - Oral Language Early Years (OLEY) and Prep Metalinguistic Awareness Program (PMAP), Music Mates - choir and instrumental music including Fanfare and Eisteddfod, Science Mates, Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIP) Committee including National Aborigines and Islanders Day Observance Committee (NAIDOC) Day, Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP) Challenge, Deadly Choices program, lunchtime activities - games room, computer room, library, Readers Cup, Premier's Reading Challenge, Book Fair, Book Club, Book Week Parade, Lego Robotics Challenge, Science, Technology, Engineering and Mathematics (STEM) Project with James Cook University (JCU), Life Education Talk About It Program, Opti-MINDS, Reef Guardian School, Active Bodies, French Club, Newspapers in Education



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), four Support Teachers Literacy and Numeracy (STLaN), student welfare officer, acting Head of Special Education Services (HOSES), 29 classroom and specialist teachers, 14 teacher aides, 49 parents, Business Manager (BM), three administration officers, two schools officers, four cleaners and 63 primary students.

Community and business groups:

- Five Parents and Citizens' Association (P&C) representatives, coordinator Mundingburra Outside School Hours Care (MOSHC) and seven EATSIP committee members.

Partner schools and other educational providers:

- Principal Pimlico State High School.

Government and departmental representatives:

- Local Councillor for Division 9 Townsville City Council, State Member for Mundingburra, Federal Member for Herbert and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Improvement through Collaborative Inquiry
Investing for Success 2018	Strategic Plan 2015-2018
School Workforce Planning documents	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation surfboards
School data plan	School newsletters and website
Responsible Behaviour Plan for Students	School Opinion Survey
School based curriculum, assessment and reporting framework	Headline Indicators (Term 1, 2018)



2. Executive summary

2.1 Key findings

The school provides a calm, safe and respectful learning environment with well-maintained facilities and attractive tidy grounds.

A number of families speak of multi-generational links with the school. The school grounds present as an aesthetically pleasing combination of old and modern building structures surrounded by magnificent shade trees across the campus. Classes are calm but busy, orderly and purposeful, and attractively presented with current visual reminders for learning journeys displayed.

All staff members are collectively committed to providing a caring and nurturing educational environment.

All students feel safe in their learning at the school. Many parents and members of the wider community express the view that the teaching expertise and dedication of staff members are strongly valued within the community.

The collaborative inquiry cycle process is strong and teaching staff positively support its impact on their pedagogy.

Class teachers and 'knowledgeable others' participate in the collaborative inquiry cycle process prior to and after the completion of each English unit to identify appropriate high-yield instructional practices for student success that are aligned to the demands of assessment. Teacher engagement is embedded and is reflected by teacher sentiment that they are 'challenged to lift their pedagogical game'.

School leaders are committed to ensuring staff member wellbeing.

The leadership team has acknowledged the levels of staff morale and have surveyed staff members to ascertain what school staff members value and to identify areas for improvement. Most staff members speak highly of a staff that demonstrates high levels of professionalism, collegiality and support for each other. Some staff members express a desire to see all staff members united in the school's improvement journey to improve their practice to realise whole-school improvement.

All teachers speak confidently regarding aspects of their work that have links to school's Explicit Improvement Agenda (EIA).

The leadership and some staff acknowledge that 2018 is a consolidation year for the school's current improvement journey. Most staff members identify time as the key factor that will ensure a common understanding of key priorities, quality implementation of the agreed strategies and celebration of reaching targets for improvement.



School leaders recognise the importance of formal processes to provide feedback throughout the school to strengthen and ensure consistency of teaching practice.

The principal acknowledges the benefits of the coaching and mentoring model including the extended leadership team and is committed to providing broader opportunities for teachers to participate in regular coaching and mentoring processes and models of feedback involving colleagues or school leaders. Some teachers report they would welcome the opportunity to have access to a more formalised coaching and mentoring model in their classrooms.

The school-wide expectations of ‘We Learn, We Care, We Persevere’ form the basis of the Positive Behaviour for Learning (PBL) model.

A school-wide behaviour matrix outlines the agreed rules and specific behavioural expectations in all school settings. Behaviour expectations are explicitly taught in all year levels. A range of support measures is established to promote and teach students self-regulating behaviour. Students and staff members recognise the management of behaviour as a priority area. Appropriate behaviour is rewarded through the use of ‘Mundy Merit’ awards, classroom rewards systems and student of the week certificates. There is a belief that PBL will lead to more respectful relationships across the school community. Some staff members and students indicate that consistent implementation of PBL processes across the whole school is yet to be achieved.

The leadership team places a strong emphasis on contemporary research to assist with curriculum planning.

Teaching staff report that they feel more confident in their knowledge of the Australian Curriculum (AC) and what and how they have to teach and assess. Teachers consistently adhere to whole-school and year level curriculum plans. Learning journeys are collaboratively created with teachers and students, in alignment with the learning intent and the success criteria to support the practice of making learning visible. Learning walls and anchor charts are displayed in all classrooms. Most class teachers and students utilise and value these artefacts to support learning activities.

The school has a dedicated and enthusiastic Parents and Citizens’ Association (P&C).

The P&C executive and a group of willing volunteers go to great lengths to support the endeavours of the school to ensure that all students are actively engaged in learning. The P&C provides significant financial support for the school and operates the school’s tuckshop, uniform shop and Outside School Hours Care (OSHC) program. The P&C coordinates two student extracurricular programs, *Science Mates* and *Music Mates*.



2.2 Key improvement strategies

Continue to collaboratively build a strong professional culture of mutual trust and support amongst all staff members and implement a range of strategies to ensure that high levels of staff morale and wellbeing are achieved.

Maintain the collaborative development of the agreed school-wide teaching practices relating to the EIA, ensuring sufficient time is allowed for teachers to embed these as part of their range of practice.

Continue to support and build the capability of all staff members through a coaching process to ensure the effective implementation and deep understanding of the key improvement strategies of the EIA.

Ensure high expectations for student behaviour are maintained and that all staff members' roles and responsibilities for the consistent application of PBL practices are well known, enacted and monitored.