



# School Improvement Unit Report

## Mary Valley State College Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Mary Valley State College from 18 to 20 July 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Edward Street, Imbil
<b>Education region:</b>	North Coast Region
<b>The school opened in:</b>	1897
<b>Year levels:</b>	Prep to Year 10
<b>Current school enrolment:</b>	152
<b>Indigenous enrolments:</b>	6.6 per cent
<b>Students with disability enrolments:</b>	2.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	941
<b>Year principal appointed:</b>	2016
<b>Number of teachers:</b>	13.34 (full-time equivalent)
<b>Nearby schools:</b>	Kandanga State School, Amamoor State School, Dagon State School
<b>Significant community partnerships:</b>	Mary Valley Arts Association, Mary Valley Show Society
<b>Significant school programs:</b>	Breakfast Club, Skipping, Gardening Club, Buddy Reading, Crochet, PC access, Sport Shed borrowing, Funtastic Friday, Swim Club, Run club, Choir, Smart Moves, Instrumental Music, Homework Club, Playgroup, Auskick Clinic



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Head of Department (HOD)
  - 12 teachers
  - Four teacher aides
  - 23 students
  - Business Services Manager (BSM)
  - Parents and Citizens' Association (P&C) president
  - Tuckshop convenor and eight parents
  - School chaplain
  - Five community partner representatives

### 1.4 Review team

Kate MacDonald	Internal reviewer, SIU (review chair)
Karyn Hart	Internal reviewer, SIU
Mark Farwell	Internal reviewer, SIU



## 2. Executive summary

### 2.1 Key findings

- A positive caring culture pervades the school community.

Interactions between staff members, students, parents and families are polite, caring and inclusive. Staff and community members consistently characterise the college as one that cares about each student. All teaching staff and college leaders demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the college community.

- The college monitors performance data, including data relating to student attendance, school disciplinary absences, and student behaviour.

A whole-college target for student attendance is set and well known by students, staff members and parents. Whole-college targets for behaviour management 'High 5s' are established and well known by students, parents and staff members. Systems are in place to monitor and celebrate student achievement of set targets including rewards' days and camps.

- All staff members report a strong sense of commitment to the college and students, and a desire to see the college grow and thrive.

Staff members and parents unanimously report that there is a growing, positive collegial culture of mutual trust and support among teachers and college leaders, and parents are valued for their contribution to student learning and wellbeing. These relationships are not yet developed to their full potential in promoting a culture of high expectations of every student and intellectual rigour in all classrooms.

- The college has a team of highly capable staff members who apply their expertise in developing sequenced learning and assessment programs for their classes.

The college has an informal culture of collaboration and teamwork. Most teachers demonstrate an active leadership role in developing and implementing teaching plans using the intended curriculum in their class.

- The college Curriculum, Teaching, Assessment and Reporting Plan 2016 identifies the broad curriculum programs from Prep to Year 10 and an overview of pedagogical approaches.

Most teachers have year level curriculum plans which include a year level overview, unit plans and assessment plans. A clear whole-college practice that ensures alignment of curriculum and the pedagogical framework is not yet established.



- Members of the teaching team work to develop a high level of knowledge about each child's academic level and the support required to effect improvement.

Students in most classes are encouraged to use Art and Science of Teaching (ASoT) based tracking processes to monitor their personal learning progress. In many classes students are encouraged to set goals for future learning and some teachers assist students to identify strategies to achieve their targets.

- The college leadership team recognises the importance of consistent, research-based approaches to teaching in all classrooms to ensure that every student learns successfully.

All teachers express that they have some understanding of ASoT but do not use it to substantially guide teaching practice. Some peer observation and feedback protocols have been used previously. Teachers express a willingness to explore ASoT strategies to inform their teaching practice.

- There is emerging evidence of an increase in the community perception of the college as a positive part of the community.

Community engagement and participation are recognised as a focus area for improvement in the Annual Implementation Plan (AIP).



## 2.2 Key improvement strategies

- Develop a culture of high expectations for all students.
- Develop a strategic approach to the continued building of a positive perception of the college within the community.
- Develop a structured professional learning agenda which provides for a range of learning opportunities to effectively implement the pedagogical framework.
- Build staff knowledge and understanding in curriculum, assessment and pedagogy alignment.
- Establish uniform teacher practice to record, analyse and discuss achievement data with students to ensure effective tracking and goal-setting and classroom differentiation.
- Develop a targeted system of teacher observation and feedback aligned to ASoT.