

Merinda 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 **Merinda State School** from **7 to 8 August 2017**.

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

John Bosward

Internal reviewer, SIU (review chair)

Mark Winrow

Peer reviewer



1.2 School context

Location:	Bergl Street, Bowen
Education region:	North Queensland Region
Year opened:	1898
Year levels:	Prep to Year 6
Enrolment:	77 students
Indigenous enrolment percentage:	23.37 per cent
Students with disability enrolment percentage:	2.59 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	907
Year principal appointed:	2016
Full-time equivalent staff:	5.6
Significant partner schools:	Queens Beach State School, Gumlu State School.
Significant community partnerships:	Bowen Police-Citizens Youth Club (PCYC), Bartec Rural Services Pty Ltd.
Significant school programs:	nil



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four class teachers, two visiting teachers, three teacher aides, Business Manager (BM), 12 students, Parents and Citizens' Association (P&C) president and two parents.

Community and business groups:

- Local long-term community member.

Partner schools and other educational providers:

- Year 7 coordinator Bowen State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Responsible Behaviour Plan	School Opinion Survey
School improvement targets	School newsletters and website
Merinda State School Whole-School Curriculum Plan	School pedagogical framework



2. Executive summary

2.1 Key findings

The tone of the school reflects a commitment to purposeful, successful learning and the wellbeing of all stakeholders.

Interactions between staff members and students are considerate, polite and inclusive. There is evidence that the school promotes quality learning and engagement of all students. Conversations with students and staff members demonstrate a sense of belonging. Visitors are welcome and students and parents interviewed speak highly of the school.

Teachers provide students with timely and specific feedback regarding learning.

Students receive verbal feedback and there is evidence of written feedback through bookwork. Students articulate how much they value the quality of feedback they receive and how it contributes to their learning. Students are encouraged to reflect on their achievements.

High expectations for success are apparent across the whole-school community.

The principal has established and is driving a broad improvement agenda of improving students' achievement in English. Staff members' responses regarding the 2017 improvement agenda are not yet consistent. The roles and responsibilities of key personnel in the implementation of the improvement agenda and other main responsibilities are not yet clear to all staff members.

The principal and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

A whole-school curriculum plan, *Merinda State School Whole-School Curriculum Plan*, details curriculum units to be taught across all learning areas. The multi-age nature of the school makes it necessary to develop an overview for the delivery of curriculum units utilising a cyclical process of A and B years. Whole-school programs outlining consistent expectations for the teaching of reading and writing across the school are not yet apparent.

A strong collegial and support culture is apparent throughout the school.

Teachers are highly committed to the continuous improvement of their own teaching and focused on the development of knowledge and skills required to improve student learning. The principal recognises the need for an observation, coaching and feedback cycle to ensure consistent implementation of evidenced-based, effective teaching strategies.



The principal articulates a belief that reliable and timely data on student outcomes is crucial to the school's improvement agenda.

Evidence of student learning achievement and growth towards school benchmarks and targets is displayed on a data wall in the staffroom. The principal recognises the need for formalised approaches to enable the discussion, analysis and response to data to inform classroom practice. Teachers indicate varying degrees of confidence in analysing student achievement data.

Classrooms are welcoming places in which to learn and teachers take pride in the presentation of these environments.

The principal and school staff members are united and committed to improving the learning outcomes for all students and work hard to support the range of complex learning needs in the school. Students speak positively of the learning environments in their classroom and feel supported by their teachers in the learning process.



2.2 Key improvement strategies

Collaboratively develop a narrow and sharp Explicit Improvement Agenda (EIA) that identifies a key improvement area with identified targets, accountabilities, agreed strategies for implementation, monitoring systems and timelines.

Embed agreed strategies for the teaching of all elements of the English curriculum to ensure consistency of practice across the school.

Provide regular observation, feedback and coaching opportunities that focus on evidenced-based teaching strategies to improve student learning outcomes.

Provide time and support to build on teachers' data literacy skills to enable in-depth staff discussion of systemic and school-based achievement data to evaluate and inform classroom strategies.