

Monogorilby 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 School Improvement Unit (SIU) at **Monogorilby State School** from **7 to 8 May, 2019**.

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

1.1 Review team

Darren Marsh

Internal reviewer, SIU (review chair)

Judy Vidulich

Peer reviewer



1.2 School context

Location:	Monogorilby Road, Monogorilby
Education region:	Darling Downs South West Region
Year opened:	1936
Year levels:	Prep to Year 6
Enrolment:	6
Indigenous enrolment percentage:	16 per cent
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	929
Year principal appointed:	2006
Day 8 staffing teacher full-time equivalent (FTE):	1.3
Significant partner schools:	Chinchilla State High School, Mundubbera State School P-10.
Significant community partnerships:	Kragra Gymkhana Assoc., Monogorilby Hall Committee, Mundubbera Returned and Services League of Australia (RSL)
Significant school programs:	Hot Shots Tennis, Regional Arts Development Fund (RADF) art tuition



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Teaching principal, music/French teacher, Health and Physical Education (HPE) teacher, teacher aide, Business Manager (BM), six students, preservice teacher, Parents and Citizens' Association (P&C) president and four parents.

Partner schools and other educational providers:

- Principal of Kogan State School and principal of Mundubbera State School P-10.

Government and departmental representatives:

- Councillor for North Burnett Regional Council, ARD and Darling Downs South West Region Leadership Capability Officer.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Wellbeing planning documents
Investing for Success 2019	Strategic Plan 2018-2021
Reading plan	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
Regional benchmark targets	IMPACT program outline
School pedagogical framework	Developing performance plans
School Opinion Survey	School newsletters and website
Responsible Behaviour Plan for Students	Headline Indicators (April, 2019 release)



2. Executive summary

2.1 Key findings

The school projects a positive culture within the community promoting a caring, stable, learning environment; and recognises the importance of families as integral members and partners in the education of their children.

Expectations that promote a culture for learning are established and clearly articulated by the principal for students to engage in their schooling. Parents acknowledge the professional efforts of staff members towards student learning. They report feeling confident to approach school staff to discuss student learning or school-related concerns. The principal has developed respectful and inclusive interactions with the parent body. The school regularly interacts with parents through various communication channels to ensure all stakeholders are well informed on whole-school practices involving student learning and successes.

The principal and staff are committed to supporting student learning and possess a range of experience and confidence in the areas in which they teach.

Staff members are united in their commitment to the school and work to improve the quality of learning for students. The school has established a long-term, experienced staff who take collective and personal responsibility in ensuring the learning needs of students are a priority. Staff are dedicated and work together as a team to identify opportunities to improve the learning outcomes of students. They report feeling supported and valued in their roles within the school. This includes the provision of opportunities to develop their own personal and professional capabilities.

A belief that systematic curriculum delivery should be based on the Australian Curriculum (AC) and adapted to suit student learning needs is held by the principal.

A school plan that outlines AC learning area implementation against the reporting periods of Semester 1 and Semester 2 for students enrolled in the school exists. The principal develops weekly curriculum plans for individual and cohorts of students. A whole school curriculum plan that is explicit, coherent and sequenced for curriculum delivery across the years of school which makes clear what, and when, teachers should teach and students should learn is an area for development.

The regional charter for improvement underpins the school's Annual Implementation Plan (AIP) and an Explicit Improvement Agenda (EIA) of Curriculum, Pedagogy and Learning and Leadership and Capability Development is identified for 2019.

The principal and staff members demonstrate a commitment to the learning and achievement of every student. The school community are united in supporting school staff in providing quality learning outcomes for students. It is recognised that developing an EIA for the school that is collaboratively determined through the analysis of school performance data and maps out the strategies to be implemented including timelines, roles and responsibilities, success measures and resources would be beneficial to achieving school improvement in the identified priority areas.



Staff acknowledge the importance of using school-based data to identify priority areas in addition to informing teaching and student learning, including the measuring of student progress over time.

A school-wide plan for the systematic collection of a range of student performance data, including the analysis and discussion of learning outcomes and wellbeing data occurs informally. The principal acknowledges a need to formalise this process. A clear data schedule that contains collection tools, a timeline and the purpose for collecting the data is to be developed. The principal uses some diagnostic and formative assessment to identify starting points for improvement and to monitor progress over time at an individual student level.

The school has a documented pedagogical framework that includes Explicit Instruction (EI) and Gradual Release of Responsibility (GRR) as the main approaches to teaching.

Staff at the school express a commitment to utilising teaching practices to ensure every student is engaged, challenged and learning successfully. Staff understand some components of the pedagogical framework. Clear articulation of the school's approach to the agreed teaching practices is limited. The principal articulates a desire to improve student outcomes through effective pedagogical teaching that aligns to the learning needs of students.

Staff and parents acknowledge the benefits of developing and maintaining strong partnerships between the school and the wider community that promote improved learning outcomes for students.

The school seeks ways to enhance student learning and wellbeing by partnering with various community persons and groups, local businesses, health professionals and educational clusters. Many of these partnerships are informal in nature and occur at commonly agreed times during the school year. The school community, including partners, are unified in supporting school staff in providing quality learning outcomes for students.

The Parents and Citizens' Association (P&C) is a well-established and highly-valued group within the school community.

The principal acknowledges the importance of this association to assist the school to create an environment that supports and encourages learning. They hold an annual community cricket day as their major fundraiser. This is a highly anticipated event that provides an opportunity for the wider community to connect. Funds from the day contribute towards extracurricular activities including school camps and the purchasing of resources to support teaching and student learning.



2.2 Key improvement strategies

Develop a whole-school multi-age curriculum plan that is explicit, coherent and sequenced for curriculum delivery across the years of school that makes clear what, and when, teachers should teach and students should learn including the agreed reading and writing frameworks.

Collaboratively develop an EIA to clearly reflect the identified needs of the school, including improvement strategies, roles and responsibilities, a timeline for implementation, success checks and targets.

Develop a data collection schedule and analysis plan that includes collection tools, timeline, storage location and the identified purpose for collecting and using the data.

Collaboratively review and refine the pedagogical framework to include agreed, clear and explicit, research-based teaching practices for implementation at the school.