

Meringandan State School

Executive Summary





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1.2 School context

Location:	Shirley Road, Meringandan
Education region:	Darling Downs South West Region
Year opened:	1876
Year levels:	Prep to Year 6
Enrolment:	248
Indigenous enrolment percentage:	10.1 per cent
Students with disability enrolment percentage:	4.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2007
Full-time equivalent staff:	15.72 - teaching 7.6 – non-teaching
Significant partner schools:	Geham State School, Goombungee State School, Gowrie State School, Highfields State School, Highfields State Secondary College, Kingsthorpe State School
Significant community partnerships:	Pre-Prep provider: Highfields Crèche and Kindergarten (C&K) District Kindergarten Assoc Inc, Goombungee Police
Significant school programs:	Positive Behaviour for Learning (PBL), Positive Education, school reading program, Prep speech/language programs Oral Language Early Years (OLEY), Prep Metalinguistic Awareness Program (PMAP), Story Dogs



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), master teacher, Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher, 14 teachers, four teacher aides, facilities officer, grounds officer, Business Manager (BM), school crossing supervisor, Parents and Citizens' Association (P&C) president, 18 parents and 24 students.

Community and business groups:

- Director Highfields C&K District Kindergarten Assoc Inc.

Partner schools and other educational providers:

- Principals of Kingsthorpe State School, Highfields State School, Gowrie State School, Goombungee State School and Highfields State Secondary College.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Reading program and placemat	Teaching and Learning Handbook
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school vision of *'Igniting Learning - Shaping the BEST future together'* is informing the school improvement agenda and providing a platform for continuous school improvement.

The principal is leading a strong improvement agenda, informed by the analysis of school data and grounded in evidence-based research of best practice for teaching and learning. Staff are committed to the continuous improvement of their teaching practices and addressing the learning and wellbeing needs of all students.

Teaching staff members clearly articulate the alignment of student learning data and the development of interventions, enhancements and pedagogical choices.

All data collected is reviewed for its purposefulness and is utilised to inform groupings and structures across the school, identify starting points for learning or provide opportunity for reflection on school and personal practice. Teachers utilise anecdotal and diagnostic data to inform classroom differentiations.

A positive, inclusive culture is apparent across the school.

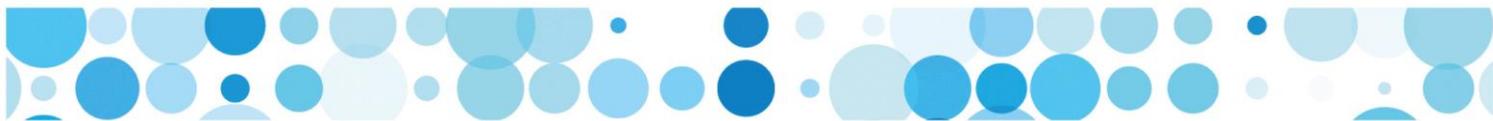
The school has a shared understanding that students progress at different rates and that every student is capable of achieving when provided opportunities and support. There is strong evidence of embedded differentiated teaching practices to support and challenge learners. Case management processes have been established across the school for all learners, particularly learners capable of high achievement.

A case management process enables teachers to collaboratively discuss the learning needs of their students and plan responses to intervention.

Members of the leadership team are exploring the attributes of highly effective teams and acknowledge the case management collaborative process could provide further opportunity for staff to build high performing teams and collaboratively explore teacher practice and student performance.

The principal is focused on building a school-wide professional team that takes a shared responsibility for student learning and success.

All staff participate in the Annual Performance Review (APR) process and meet with the principal to discuss personal learning goals and learning goals aligned with the Explicit Improvement Agenda (EIA). Some teachers have the opportunity to lead school initiatives and priorities beyond their classrooms. Some teachers express a desire for further opportunity to develop their leadership capabilities.



The school promotes high expectations for student learning and behaviour.

The dedicated and professional staff express the belief that every student is capable of achieving success. The principal identifies the need to further acknowledge and share the contributions of all staff in promoting student learning success within the school and wider community.

Classroom-based professional learning is an integral part of the school professional learning suite.

The school has developed a collegial engagement framework. Teachers are aware of the framework and know they are able to seek support when required and work with and watch other peers as requested. Staff uptake of these opportunities is limited and staff members discuss a number of inhibitors for them to engage in the process.

The principal acknowledges regular and timely feedback to staff and students as essential to identifying further actions for learning progress.

Members of the leadership team provide feedback to teaching staff members as part of an observation and feedback model delivered through instructional rounds, learning walks and informal walkthroughs. Conferencing is a key process embedded across the school and teachers utilise a range of strategies to provide descriptive feedback to learners regarding key aspects of their achievement. The level of feedback provided to students and teachers varies across the school.

The school has been recognised by the region as a showcase school for its embedded practices.

The school has a calm, positive and friendly tone with a strong focus on actively engaging students. The school has adopted Positive Behaviour for Learning (PBL) as the key foundation to establish and maintain a school-wide framework. Its consistent implementation across the school promotes the shared responsibility for managing student behaviour.

Members of the community, parents, staff and students display enormous pride in the school.

Parents express confidence their child is receiving a good education. A high priority is given to the building of positive and caring relationships between staff members and students as part of the evolving Positive Education program. The engagement, wellbeing and transition agenda is targeting different groups in the school community and is a direct response of school data analysis. Staff, students and families hold the school in high regard and speak positively of it.



2.2 Key improvement strategies

Strengthen the school case management process to provide further opportunity for staff to build high performing teams and explore teacher practice and student performance.

Continue to provide opportunities for staff members to participate in school decision making and leadership opportunities within and outside the classroom.

Develop strategies to further celebrate the school's successes and achievements, particularly the work and contributions of staff.

Implement the school collegial engagement framework and work with staff to overcome inhibitors for participation.

Continue to strengthen and implement processes to ensure reciprocal feedback to students and staff occurs across the school.