

# Mapleton State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





## Contents

1. Introduction .....	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders .....	6
1.4 Supporting documentary evidence.....	7
2. Executive summary.....	8
2.1 Key findings.....	8
2.2 Key improvement strategies .....	11



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mapleton State School** from **10 to 12 September 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

Laurelle Allen	Internal reviewer, SIU (review chair)
Michael Sutton	Peer reviewer
Robert Cole	External reviewer



## 1.2 School context

<b>Location:</b>	Flaxton Drive, Mapleton
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1899
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	200
<b>Indigenous enrolment percentage:</b>	2.5 per cent
<b>Students with disability enrolment percentage:</b>	3.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1030
<b>Year principal appointed:</b>	2017
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	10
<b>Significant partner schools:</b>	Maleny State School, Montville State School, Maleny State High School, Burnside State High School
<b>Significant community partnerships:</b>	RangeCare – aged care, The Range Community Kindergarten, Mapleton Returned and Services League of Australia (RSL) Sub Branch, Mapleton Community Library, Independent Grocers of Australia (IGA), La Botiga – coffee shop, Mapleton Caravan Park, local author, QCCC (Queensland Conference and Camping Centre) Mapleton
<b>Significant school programs:</b>	Instrumental music, choir, Cosmic Kids



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), curriculum teacher, Support Teacher – Literacy and Numeracy (STLaN), guidance officer, 14 teachers, seven teacher aides, music teacher, wellbeing committee, transition committee, Students with Additional Needs (SWAN) committee, Local Consultative Committee (LCC) committee, behaviour committee, school chaplain, administration officer, Business Manager (BM), Parents and Citizens' Association (P&C) president, 102 students and 25 parents.

Community and business groups:

- RSL representative and four local business owners.

Partner schools and other educational providers:

- Principals of Maleny State High School, Burnside State High School, Maleny State School and Montville State School, and director of The Range Community Kindergarten.

Government and departmental representatives:

- Member for Nicklin and ARD.



## 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	School Data Profile (Semester 1 2019)
Headline Indicators (April 2019 release)	School budget overview
Homework Policy	Bookwork Policy
Collegial Engagement Framework	Curriculum planning documents
School improvement targets	Gifted and Talented Education document
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Reporting Guidelines
School Improvement Hierarchy	Mapleton State School Data Plan
Inclusion Policy	EIA - Writing
Gifted and Talented Policy	How to teach Writing
Roles and responsibilities document	EIA - Reading
Behaviour Management Plan	How to teach Reading
Walkthrough template	EIA - Mathematics
Attendance and Behaviour Tracker	How to teach Mathematics
Coaching Framework	SWAN framework
Learning Walls	Mapleton State School Data Plan
Moderation at Mapleton document	Mindfulness activities
Professional learning plan 2019	OneSchool Individual Curriculum Plans
Wellbeing Explicit Improvement Agenda 2019	Scan and Access P-12 CARF Audit document
School based curriculum, assessment and reporting framework	Parent and Community Engagement Partnership
Report card and NAPLAN update Semester 1 2019	Responsible Behaviour Plan for Students



## 2. Executive summary

### 2.1 Key findings

**The school is highly regarded by the community as having a culture of mutually trusting, professional and caring relationships.**

Parents describe positive, welcoming and inclusive relationships as apparent amongst staff members, students and families. Students speak positively regarding their teachers and explain how they help them to achieve their learning goals. The principal and staff members acknowledge their student-centred approach and high expectations for student engagement in learning.

**Staff members present as a cohesive and professional team with a clear focus on the four agreed priorities of the Explicit Improvement Agenda (EIA).**

Staff morale is high with collegial support clearly apparent throughout the school. The school leadership team is highly regarded and well supported by staff and the school community. School leaders actively lead and model professional learning through their daily involvement in classrooms and through regular collegial and professional networking. Teachers and teacher aides describe their strong working partnership and shared commitment to successful student learning.

**The school's leadership team is united and committed to whole-school improvement that targets improved learning outcomes for all students.**

Staff members acknowledge that the school has undergone significant change due to the strong and committed focus on improvement. Leaders express pride in the significant improvements achieved in the areas of writing and curriculum planning, and identify further work required across other broad priority areas. Leaders of the school acknowledge that time is required to fully embed gains in priority areas and that there is opportunity to further narrow and sharpen the improvement agenda. Parent understanding of the improvement agenda varies.

**School leaders developed a collegial engagement framework through broad consultation and are identifying ways for staff members to collaborate and share practice to improve student learning outcomes.**

The framework guides staff members to be instructional leaders and supportive of each other through observation and feedback, coaching, mentoring, and other mutual support processes. The Local Consultative Committee (LCC) has endorsed the framework. Staff members speak positively of opportunities to co-teach or Watching Others Work (WOW). Leaders acknowledge that regular opportunities for staff to intentionally collaborate and engage in collegial observation and feedback are yet to be fully embedded in school practice.





**The school has a coherent, sequenced plan for curriculum delivery across all year levels of the school, making clear what and when teachers should teach and students should learn.**

The Whole-school Curriculum Plan: P-6 Curriculum Overview was created by school leaders and systematically shared with teachers. The plan provides explicit expectations for curriculum and assessment, and a summarised overview of the units taught in each year level, including multi-age units. Leaders acknowledge that the general capabilities and cross-curriculum priorities are yet to be fully embedded within the school's curriculum.

**A consistent practice of assessing and identifying individual learning needs and differentiating teaching based on these needs is developing within the school.**

The school places a high priority upon ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of the full range of students through curriculum planning and the development of individual student goals. Some staff indicate a need to further develop confidence, knowledge and skills in delivering classroom practices that are inclusive of the diverse learning needs of their students.

**Leaders and staff members express commitment to improving the quality of teaching and learning throughout the school by building consistency of practice.**

A whole-school coaching framework has been developed and supports the school's pedagogical framework and EIA. The model includes principal walkthroughs, modelling of writing and phonemic awareness strategies, WOW, collegial coaching, data conversations, classroom profiling, co-planning and co-teaching. Leaders acknowledge that the school is yet to implement formalised observation and feedback by leaders to support teachers to enhance their pedagogical practice.

**School leaders view reliable school data as an essential contributor to school improvement.**

The leadership team places high priority on the analysis of key datasets to inform school-wide, cohort and individual class decision making. Teacher capability to analyse and use data to inform next steps in student learning has been prioritised through Professional Development (PD). Staff members speak confidently in relation to collecting and interpreting student achievement data.

**Students throughout the school demonstrate exemplary behaviour and an awareness of the importance of strong peer relationships to support their learning.**

Staff members articulate that they receive a high level of respect from the student population and that behaviour management issues impact minimally on teaching and learning time. Members of the community comment on the high expectations for behaviour promoted as '*The Mapleton Way*'. Parents comment that staff members treat students fairly and that any issues or concerns brought to the teacher or principal's attention are resolved quickly and thoroughly.



**The school has developed strong and mutually beneficial partnerships that are enhanced by positive relationships and feelings of appreciation.**

Local organisations and community members speak of strong and supportive links between the school and community groups. These partnerships support the school financially, with program enhancements, sharing of facilities, and locally relevant events. Staff members praise the support of volunteers and parents in the beautification of the school grounds through the establishment of gardens and the painting of murals linked to '*The Mapleton Way*'.



## 2.2 Key improvement strategies

Collaboratively refine the current range of improvement priorities to a precise EIA, including targets and timelines, and clearly communicate this to the school community.

Build upon current collegial engagement processes enabling staff to work together and learn from each other's practices to improve learning outcomes.

Build teacher capability and confidence to collaboratively plan and implement curriculum including the general capabilities and cross-curriculum priorities.

Support staff members to develop greater understanding, ownership and capability to implement inclusive practices across the school, including consideration of student interests and talents.

Provide ongoing detailed feedback for all staff members regarding their classroom practices through formal observation and feedback by school leaders.