

Mapleton State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mapleton State School** from **29 to 31 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

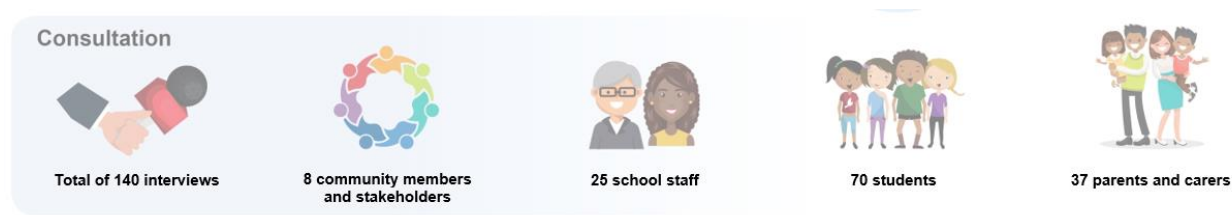
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal Reviewer, SRR (review chair)
Sue Cannon	Peer reviewer
Karena Loomes	Peer reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Jinaburra nation and the Gubbi Gubbi/Kubbi Kubbi people of the Gubbi Gubbi/Kubbi Kubbi language region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	161
Indigenous enrolment percentage:	3%
Students with disability percentage:	9.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	1056

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **10 to 12 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1030 and the school enrolment was 200 with an Indigenous enrolment of 2.5% and a student with disability enrolment of 3.5%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively refine the current range of improvement priorities to a precise Explicit Improvement Agenda (EIA), including targets and timelines, and clearly communicate this to the school community (Domain 1).
- Build upon current collegial engagement processes enabling staff to work together and learn from each other's practices to improve learning outcomes. (Domain 5)
- Build teacher capability and confidence to collaboratively plan and implement curriculum including the general capabilities and cross-curriculum priorities. (Domain 6)
- Support staff members to develop greater understanding, ownership and capability to implement inclusive practices across the school, including consideration of student interests and talents. (Domain 7)
- Provide ongoing detailed feedback for all staff members regarding their classroom practices through formal observation and feedback by school leaders. (Domain 8)

2. Executive summary

2.1 Key affirmations

Parents speak proudly of the school and value its strong and friendly school culture.

Many families having an intergenerational relationship with the school. Parents comment on the welcoming nature of staff, and appreciate the opportunity to attend information sessions to be active participants in their child's learning. Students articulate the love of their school, communicating that staff are supportive, approachable, and caring. They share an appreciation for their teachers supporting them in their academic, social, and emotional needs.

Teachers describe a culture of mutual trust and collegial support being embedded.

Teachers express their appreciation for the leadership of the principal, who they describe as calm, caring and responsive. The teaching team expresses appreciation for the support the principal and Head of Department – Curriculum (HOD-C). They speak highly of the work of the HOD-C in supporting them professionally to provide differentiated curriculum to identified students as well as leading curriculum development, staff coaching, student support and wellbeing.

Leaders value the skills and expertise of teachers in supporting students with a range of educational needs.

A Students with Additional Needs (SWAN) committee, comprising of the principal, HOD-C, inclusion teacher and guidance officer, meets weekly to discuss the needs of referred students, and consider targeted intervention strategies and opportunities for focused teaching. Teachers use a referral form and present student information at SWAN committee meetings, where individual support plans are collaboratively developed and reviewed. The use of additional teacher aide time to action intensive and targeted support for students is a direct response to SWAN committee processes and decision-making.

Leaders understand the importance of maximising the allocation and use of resources to provide optimum learning opportunities for all students.

Staff express an appreciation for how well the school is resourced and the visible school improvements that have occurred in the past year. The principal and leadership team have dedicated funds to internal and external painting, refurbishment of classrooms and new electronic screens in every classroom. Staff and community members express appreciation for the work completed and acknowledge the effort and dedication to improve the school environment.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Further develop teachers' understanding of the AC, and what A standard of student work looks like, to lift the number of students achieving an 'A' and 'B Levels of Achievement (LOA).

Domain 2: Analysis and discussion of data

Build data literacy of teachers to inform differentiated practice for all students, including students with potential to achieve 'A' and 'B' LOAs.

Domain 8: Effective pedagogical practices

Further explore a range of pedagogies and high-impact strategies focused on engagement and innovation to improve student potential to achieve 'A' and 'B' LOAs.

Domain 7: Differentiated teaching and learning

Implement strategies to differentiate for high achieving learners to help ensure more students are able to achieve 'A to B' LOAs.

Domain 5: An expert teaching team

Build the capability of teachers to lead components of the curriculum, teaching and learning cycle to ensure the sustainability of processes.