

Mount Nebo 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 Education Improvement Branch (EIB) at **Mount Nebo State School** from **25 to 26 June 2020**.

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 Lead Principal to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Anthony Ryan	Internal reviewer



1.2 School context

Location:	Mount Nebo Rd, Mount Nebo	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	38	
Indigenous enrolment percentage:	19.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8.1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	34.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1071	
Year principal appointed:	2019 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, Business Manager (BM), three teacher aides, grounds person, eight parents, 23 students, chaplain and cleaner/groundsman.

Community and business groups:

- Bus driver.

Partner schools and other educational providers:

- Deputy principal of The Gap State High School.

Government and departmental representatives:

- Local Councillor, Moreton Bay Regional Council and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1, 2020)
OneSchool	School budget overview
Professional Learning plan 2020	Curriculum planning documents
Data Wall	School pedagogical framework
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

Staff members have a shared belief that all students are able to be successful learners.

The education team is described by parents as highly collaborative. Staff members are committed to knowing every student as a learner in reading and to the development of appropriate activities to meet the needs of each student. Teachers and teacher aides commend the close working relationship that is part of the culture of the school. Teacher aides work in collaboration with the support teacher and class teachers to maximise student learning in reading.

Students are enthused by the use of the whole-school environs to complement their classroom instruction.

Staff work to make the school an inviting and welcoming place to learn. The school is situated in a beautiful bush setting and is enhanced by permanent works of art, including murals, Indigenous totem poles, and sculptures. Buildings and playgrounds are constructed on multiple levels and are utilised for outdoor learning on a daily basis. The Forest School provides a low ropes course, handmade pizza oven, open air classroom, Yarning Circle and cubby houses. Classroom environments are inviting spaces with teachers displaying artefacts and student work.

Staff members articulate the 2020 Explicit Improvement Agenda (EIA) priorities as reading and behaviour.

The principal has narrowed the two EIA focus areas – the ‘Development of an expert teaching team through a shared understanding and a consistent approach to the teaching of reading and Re-energise consistent positive behaviour practices and create a whole-school language for use by students, staff and parents, in order to promote a culture that promotes learning’. Each improvement strategy is supported by actions and targets. Most targets identify an outcome to be achieved and are yet to show alignment to the improvement agenda. The principal identifies an opportunity to unpack the EIA to review the alignment of school targets. A clear understanding of targets and processes to monitor progress of the improvement priorities are yet to be developed.

The principal and staff members are united in their commitment to the core objective of improving learning and wellbeing outcomes for all students.

The principal articulates the complexity of the role of teaching principal that is characterised by competing priorities, and acknowledges the need to draw upon the skills of others to lead components of the school’s agenda. A roles statement that lists operational responsibilities has been collaboratively developed. The principal articulates that the development of a roles and responsibilities statement aligned to school EIA and school priorities, inclusive of timelines, would further support the monitoring of the impact of the improvement agenda.



The principal is aware of school performance data over a period of time and is cognisant of school trends.

The range of assessment tools used to monitor student learning has an emphasis on literacy and numeracy. The school has identified the use of Curriculum into the Classroom (C2C) resource assessment tasks to monitor school-wide achievement and student progress as an emerging agenda. Consistency in the data sets and clarity regarding the intentional use of the collected data are yet to be determined.

The principal recognises that strong instructional leadership will build consistency in highly effective teaching practice to improve student outcomes.

The school has a one-page pedagogical framework that was created in 2013 and revised in 2015. The framework is based upon the Art and Science of Teaching¹ (ASoT). Teachers are yet to be aware of the pedagogical framework. Staff members identify the use of the 'I do, We do, You do' lesson sequence as consistent practice. The principal articulates that the pedagogical framework requires refinement to reflect the agreed whole-school pedagogical expectations.

The principal is actively building the capability of the whole school team.

Staff members articulate appreciation for opportunities to observe modelled teaching practices, including reading strategies. The practice of mentoring is in the early stages of development within the school. The principal currently provides all mentoring opportunities for teachers. Teachers acknowledge that mentoring opportunities are informal and unscheduled. Staff members articulate enthusiasm for learning and a desire to improve as practitioners. Feedback is descriptive and designed to inform growth. Provision of feedback from teacher to teacher is viewed as an opportunity for growth in the school.

Parents and families are recognised across the school as integral members of the school community and partners in their child's education.

Parents speak highly of the school, expressing that they are welcomed into the life of the school, and feel comfortable in approaching staff members and the principal on matters relating to their child's learning and development. Parents work alongside school staff to write and choreograph the school's end-of-year play. The parent body is active in working with Early Childhood Education and Care (ECEC) centres and the wider community to support Prep transitions to school, and provides a selection of homemade treats for staff and students through the tuckshop.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



Staff and students view the school as a safe and happy place in which to work and learn.

The school communicates a clear moral purpose that values every member of the community and prioritises positive learning and wellbeing outcomes for all. The warm and caring environment, in which everyone's opinion is heard and respected, is further promoted by the newly added school rule – '*Be Kind*'. Parents explain that the caring relationship between their child and staff members supports successful learning.



2.2 Key improvement strategies

Establish targets and timelines aligned to the EIA and implement Quality Assurance (QA) processes to monitor enactment of planned strategies.

Collaboratively develop a roles, responsibilities and accountabilities statement with timelines aligned to the EIA and emerging school priorities.

Build teachers' data literacy and understanding of the intended use of diagnostic, formative and summative assessment and the intent of data to monitor improvement over time and inform teaching practice.

Develop and implement an agreed pedagogical framework, reflecting evidence-based signature strategies with clear alignment to the Australian Curriculum (AC) learning areas and EIA priority of reading.

Develop and implement formalised observation, mentoring, coaching and feedback processes to support development, implementation and consistency of the school's EIA and signature practices.