



School Improvement Unit Report

Mount Nebo State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Mount Nebo State School from 9 to 10 March 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Mount Nebo Road, Mount Nebo
Education region:	Metropolitan Region
The school opened in:	1931
Year levels:	Prep to Year 6
Current school enrolment:	38
Indigenous enrolments:	10 per cent
Students with disability enrolments:	0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1101
Year principal appointed:	2012
Number of teachers:	2.5 (full-time equivalent)
Nearby schools:	The Gap State School, Hilder Road State School, Payne Road State School, Samford State School
Significant community partnerships:	nil
Unique school programs:	Honours Program



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Three teachers and two teacher aides
 - Guidance officer
 - Speech language pathologist
 - Administration officer
 - Cleaner
 - 21 students from Prep to Year 6
 - State Member for Ferny Grove, Mr Mark Furner
 - Deputy principal of The Gap High School, Carolyn Speers
 - Six parents
 - Community member

1.4 Review team

Andrew Helton	Internal reviewer, SIU (review chair)
Peter Cooper	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The school has created a strong, collegial culture based on trust and mutual respect between staff, students and parents.

The school values the backgrounds of all students from the local community and celebrates diversity of culture and inclusion. Parents are engaged in their child's learning and are supportive of the learning culture of the school. Parents feel comfortable interacting with their child's teachers. The school community demonstrates an agreed commitment to high expectations and maximising student's learning and welfare.

- The principal and staff are committed to improved learning outcomes for all students in the school.

The principal and staff members place a high priority on understanding the learning needs of students and allocating resources to address these learning needs. There is evidence of a united staff that pursue opportunities to enhance the education of all students.

- The school works strategically to understand the community which it serves.

The school places a high priority on building positive relationships within and beyond the school. Community members speak highly of the school and how it participates in several community projects and competitions.

- Staff members demonstrate the belief that all students are at different stages in their learning.

The multi-age organisation of the school classes promotes differentiation as a part of daily teaching practice. A case management process is in place to document the range of adjustments for students who require significant support. A school-wide strategy to assist students to monitor their own learning and meet set goals for behaviour has been implemented.

- The school provides a *Curriculum Content Snapshot* to guide the school's curriculum.

This document provides a short list of texts, unit titles and themes which guide teacher planning. Some classroom units are drawn directly from the Curriculum into the Classroom (C2C) overview. A whole-school curriculum plan is yet to be established.

- The school has developed an Explicit Improvement Agenda (EIA).

The improvement agenda is reflected in the 2016 Annual Implementation Plan (AIP). It contains timelines and some targets for improved student outcomes. The school communicates clearly that it has high expectations for all students.



- The school is beginning to build a culture of self-evaluation and reflection.

The principal regularly reviews student outcome achievement data and utilises it to analyse trends across the school. Staff members have access to a range of student diagnostic data. Teaching staff identify starting points for improvement and monitor progress over time. There is informal support given to teachers to develop their data literacy skills. The school summarises, displays and communicates data on student achievement to parents and students.

- The principal and teaching staff have developed flexible strategies for the allocation of human and financial resources.

Resources are used to cater for the learning needs of the range of students in multi-age classes. Processes to monitor outcomes from these programs and strategies are developing.

- The principal spends time working with teaching staff providing feedback on teaching.

A plan for classroom walkthroughs and classroom profiling at scheduled times throughout the year has been developed. Staff members have informal opportunities for feedback and to reflect on classroom practice to enhance learning. More formal procedures are developing.



2.2 Key improvement strategies

- Develop and implement a whole-school curriculum plan that improves teaching practice within the pedagogical framework and identifies signature, school pedagogies.
- Review the school's curriculum overviews to ensure clear expectations of assessment processes to allow the front-ending of assessment for all units of work.
- Collaboratively develop and implement a consistent strategy to refine targets and monitor the school's improvement agenda to ensure programs are systematically evaluated.
- Provide opportunities for teaching staff members to develop capacity in data analysis to support systematic school practices.
- Ensure alignment between key school priorities, allocation of human and financial resources with appropriate timelines and processes for the monitoring of student learning outcomes.
- Develop a rationale with supporting policy, strategies and timelines for formalised feedback for staff members to develop a culture of self-reflection.