1. Introduction

1.1 Background

This report is a product of a review carried out at Mt Murchison from 18 to 19 June 2015. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Lot 137 Dawson Highway, Mount Murchison</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1935</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>20</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>5 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>10 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>994</td>
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<tr>
<td>Year principal appointed:</td>
<td>2014</td>
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<tr>
<td>Number of teachers:</td>
<td>1</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Biloela State School, Biloela State High School, Thangool State School, Prospect Creek State School, Wowan State School, Goovigen State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td></td>
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<td>Unique school programs:</td>
<td></td>
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1.3 Review methodology
The review was conducted by a team of three reviewers.

The review consisted of:
- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Seven school staff
  - School Chaplain
  - Music Specialist
  - 20 students
  - 10 parents and community members
  - Parents and Citizens’ Association executive
  - Neighbouring school principals
  - Small Schools Support Officer

1.4 Review team
Racquel Bushell Internal reviewer, SIU (review chair)
David Curran External reviewer
Ross McHutcheon Peer reviewer
2. Executive summary

2.1 Key findings

- The school has a broad explicit improvement agenda.

  The principal is committed to finding ways to improve on current student outcomes. A number of improvement goals are published and targets are established in the school Annual Implementation Plan. There is evidence of these strategies being broadly understood by school staff and the parent community however, a clear and narrow focus for school improvement is unclear for staff and parents.

- Clear evidence that the data is being utilised to inform, adapt and adjust curriculum and pedagogy to meet the needs of individual students.

  The school has a database that records individual student data using a wide range of assessment tools. There is alignment between data collection and adjustment of pedagogy and curriculum to meet the needs of the full range of students. There is evidence of the targeting of students with specific learning goals.

- Students, staff and parents speak highly of the school and value its small school culture.

  The school community works hard to present an attractive and stimulating school environment. There is a positive, caring relationship between staff and students. The school presents as calm and positive and classes are orderly and purposeful.

- The school has a responsible school behaviour plan and student behaviour was observed as being conducive to learning.

  The school promotes behavioural and learning expectations through the implementation of the Responsible School Behaviour Plan.

- There is informal supervision, coaching and mentoring to build on current practices.

  Staff work together and learn from each other’s practices, mainly via staff meetings. Staff members reported a willingness to accept feedback to enhance their performance.

- The school has a Curriculum and Pedagogical Framework.

  These frameworks comprise a comprehensive plan to cater for the multi-age aspect of the school. These frameworks are known by staff and drive everyday practice.

- Communication with parents is timely and effective.

  The school has an effective Parents and Citizens’ Association that is clearly supportive of the school and its direction. There has been some attention to building strategic partnerships with the wider community to benefit the school standing in the community and to support school programs.
2.2 Key improvement strategies

- Ensure that the curriculum improvement agenda is narrow and sharp and is accompanied by appropriate and collaboratively determined targets, timelines, appropriate resourcing and professional development for all school personnel.

- Develop teacher efficacy in the usage of OneSchool as a primary collection point for all school data and develop a feedback culture that informs students and teachers on their current successes and next steps in their learning journeys.

- Further develop a systematic whole school approach to building teacher capacity through a focussed coaching, mentoring, feedback and supervision process.

- Review whole school curriculum programs, assessment framework and pedagogical framework. Review school processes for curriculum planning and delivery, including the use of data to inform intervention support at all levels.

- Expand opportunities for parents and carers to be partners in their children’s learning and build relationships with community organisations to promote and enhance student learning.

- Review the school’s Responsible Behaviour Plan for currency and effectiveness to determine its fit for purpose.