School Improvement Unit Report

Milman State School

Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Milman State School from 22 to 23 August 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Milman Road, Milman</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>1913</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>7</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>0</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>0</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>962</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2015</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>1.6 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>The Caves State School, Marlborough State School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Bunnings, Glenmore High School</td>
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<tr>
<td>Significant school programs:</td>
<td>Healthy Eating program, Paddock to Plate program</td>
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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 Assistant Regional Director (ARD)
- a school visit of two days
- interviews with staff members, students, parents and community representatives, including:
  - Principal
  - Teacher
  - Seven students
  - Teacher aide
  - Administration Officer
  - Cleaner
  - Parents and Citizen’s Association (P&C) executive
  - Five parents
  - Community member
  - Local Livingstone Shire Councillor
  - High school transition coordinator

1.4 Review team

Alison Welch Internal reviewer, SIU (review chair)

Sean Maher Peer reviewer
2. Executive summary

2.1 Key findings

- A culture of supportive, authentic and caring relationships is a key feature of the school.

  A climate of belonging and collective belief in the values and ethos of the school is apparent from all groups—students, staff members and parents. Interactions between students, staff and parents indicate high levels of mutual trust and respect.

- The principal and staff members have established and are driving a clear and focused Explicit Improvement Agenda (EIA).

  The school has a sharp and narrow EIA. The school improvement priorities of reading, writing and numeracy have been set and communicated widely to staff members and parents.

- Differentiation is a key practice at the school and takes into account the needs of individual learners.

  Explicit targets for improvement in student achievement levels are set and communicated to staff members and parents. All students in the school have individual learning plans which identify specific targets and timelines.

- Students are encouraged to take responsibility for their own learning.

  Each student has a reading, writing and numeracy goal which is clearly displayed in the classroom. The extent to which students could explain their learning goals varies across the school.

- The Australian Curriculum (AC) is delivered through the Curriculum into the Classroom (C2C) resource for English, science, geography, history, Arts, technology, and Health and Physical Education (HPE).

  The teaching of mathematics occurs through the I-Maths program. A numeracy framework is currently being developed. The school plans to develop a school-based mathematics program.

- Students speak highly regarding their learning at school and report they are engaged and challenged.

  Cross-curricular skills and the general capabilities outlined in the AC relating to critical and creative thinking, Higher Order Thinking Skills (HOTS), are yet to be developed. The principal plans to provide PD opportunities to build staff members’ skills in school priority areas.
Staff members and parents identify the declining enrolment as an area for immediate action.

Student enrolment numbers have declined over the last three years. All staff members and parents identify the need to communicate the benefits of a quality education in a small school setting to the wider community.

Staff members are committed to the development of effective teaching and learning practices across the school.

A formal observation and feedback process to monitor the implementation of Explicit Instruction (EI) is developed. A formal process of coaching and mentoring is recognised as the next stage in building leadership capacity.

Students indicate high levels of satisfaction with their learning and the way teachers and support staff members provide verbal feedback regarding their progress.

Feedback is provided in a number of ways including awards, class dojo and some positive comments on book work. Practices for providing specific written feedback to students are developing across the school.

School staff members and parents agree that a strong school community partnership exists.

This aspect of the school positively contributes to successful outcomes for students. Parents and families are recognised as integral members of the school community and partners in their child’s education. The school is viewed as the hub of the community.

Parent involvement in the school is high.

The school has an active Parents and Citizens’ Association (P&C) which supports school initiatives through the provision of additional funding of resources. All parents attend the P&C meetings and demonstrate a genuine commitment to the students and school.
2.2 Key improvement strategies

- Refine the whole-school approach to goal setting practices to ensure that they are a valued strategy to support students to monitor their own learning.

- Collaboratively develop whole-school curriculum programs aligned to the Australian Curriculum (AC).

- Investigate a whole-school HOTS framework.

- Develop a range of communication strategies including social media to market and rebrand the school to the wider community.

- Establish formal observation, feedback, coaching and mentoring arrangements for all staff members in line with the school’s improvement agenda and pedagogical model.

- Provide regular, specific and timely feedback to students that make clear what actions they need to take to make further learning progress.