

Mackenzie State Primary School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mackenzie State Primary School** from **13 to 17 July 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Greg Brand	Internal reviewer, SIU
Clare Grant	External reviewer



1.2 School context

Location:	Vivaldi Place, Mackenzie
Education region:	Metropolitan Region
Year opened:	2012 (formerly Mount Petrie State School)
Year levels:	Prep to Year 6
Enrolment:	126
Indigenous enrolment percentage:	1.0 per cent
Students with disability enrolment percentage:	1.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1109
Year principal appointed:	2015
Full-time equivalent staff:	7
Significant partner schools:	Mackenzie State Special School, Mansfield State High School, Mansfield State School
Significant community partnerships:	Parents and Citizens' Association (P&C), Brisbane City small schools cluster, ALL 4 KIDS Outside School Hours Care (OSHC) program, Mackenzie Neighbourhood Watch, Mackenzie Musos at Mansfield State High School, Mansfield State High School Languages Department, Remar Tennis Academy, Chess People, Local Member for Queensland Parliament, Local Councillor for Brisbane City Council
Significant school programs:	Buddy Reading with special school students, interschool sport program for Years 4-6, French language program for Prep-Year 6, Instrumental Music program, Mackenzie Chess People, Sporting Schools tennis program, SPARK robotics and coding club, Student Council



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher - Literacy and Numeracy (STLaN), guidance officer, Health and Physical Education (HPE) teacher, music teacher, five classroom teachers, six teacher aides, Business Services Manager (BSM), administration officer, school chaplain, P&C president, 18 parents, four student leaders and 97 students.

Community and business groups:

- ALL 4 KIDS OSHC provider and member of local Neighbourhood Watch group.

Partner schools and other educational providers:

- Principal and BSM from co-located special school, Brisbane City small schools cluster colleague principal, Principal Education Advisor - Australian Curriculum (PEA-AC) and Head of Department (HOD) languages from feeder high school.

Government and departmental representatives:

- State Member for Mansfield and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Student services flowchart
Investing for Success 2017	Collaborative campus partnership document
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan and targets	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Planning for Feedback template	Student progress meeting overview
Curriculum, assessment and reporting framework	Student intervention review document



2. Executive summary

2.1 Key findings

The school has a calm and supportive atmosphere where student and staff wellbeing are prioritised.

There is a strong commitment by the school to the wellbeing and learning of each student. All staff members in the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work together to build mutually respectful relationships across the school community.

Parents express the traits of a smaller school with a personalised approach are characteristics they value greatly and wish to see preserved.

Parents and students indicate a strong belief in the current direction of the school, with high levels of trust in the leadership and teaching teams of the school. They express the view that the professionalism and dedication of staff members are strongly valued within the community.

The school has experienced significant enrolment growth from 2015.

Enrolment has increased from 41 students to the current enrolment of 118 students at the end of Semester 1, 2017. School staff members have worked to maintain a school environment that is safe, supportive and disciplined. The school rules '*Be a Learner, Be Respectful, Be Safe*' are visible throughout classrooms and students are able to identify and demonstrate knowledge of these rules. Students demonstrate their understanding of the High 5 strategy as a method to deal with matters of conflict resolution. Positive behaviours are recognised in a range of different ways across classrooms.

The school expresses a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

The process of creating curriculum units with alignment to the AC has commenced in the learning area of English. In curriculum areas, other than English, teachers are predominantly utilising the Curriculum into the Classroom (C2C) units and assessment tasks to guide their curriculum planning and implementation. The leadership team expresses a desire to continue the process of developing curriculum units adapted from C2C, in other learning areas, to ensure stronger alignment with the rigour and intent of the AC.

The leadership team recognises that highly effective teaching is key to improving student learning.

The school has a draft pedagogical framework aligned to the evidence-based practices of explicit teaching, Daily 5 and Comprehension Accuracy Fluency Expanding Vocabulary (CAFÉ). Some teachers are able to describe how they are engaging with the pedagogical framework to guide their teaching practice. The school's curriculum team is reviewing the pedagogical framework to more effectively describe the agreed, non-negotiable teaching strategies for consistent implementation in all classrooms.



An Explicit Improvement Agenda (EIA) is developed for the school that articulates improving reading outcomes for students through systematic curriculum delivery.

Teachers engage students in daily reading activities in their classrooms. There is a focus on the use of the CAFÉ model. An increasing use of the Daily 5 framework across the school is occurring. Teachers are genuinely committed to effectively implementing the school's improvement agenda in reading. Further time is required to fully embed agreed strategies for the teaching of reading within the school.

School leaders recognise that the analysis and monitoring of student achievement data are crucial to whole-school improvement.

There is a systematic data plan for the collection of a range of diagnostic and summative assessments. The leadership team has established a data wall for whole-school data, with a focus on reading benchmarks aligned to the region's benchmarks. This work is an emerging, evidence-based strategy to support the school's improvement agenda. This work is in the early phases of implementation and the principal recognises the need to continue to build a culture of self-evaluation and reflection across the school.

The school has established a model of shared leadership to implement school programs and operations.

The principal and Support Teacher Literacy and Numeracy (STLaN) are the school leaders who work with teachers in the implementation of teaching and learning programs. A distributed leadership process for teacher leaders is developing. A review of the roles and responsibilities of school and teacher leaders to ensure they detail strategic priorities aligned with the improvement agenda, and include key accountabilities and implementation timelines is yet to be undertaken.

School staff members report that parents are interested in their child's learning and development and the school utilises many opportunities to maintain strong links with the home.

The Parents and Citizens' Association (P&C) is active within the school community and shares a positive relationship with the school. A range of activities is organised throughout the year and includes welcome barbecues, discos, crazy hair day in collaboration with Bravehearts, Sunday Funday, read-a-thons, Mother's Day morning tea, Father's Day breakfast and the Mission Australia Sleepout.

The school is uniquely co-located with Mackenzie State Special School and is building a strong collaborative partnership across the campus through a range of mutually beneficial opportunities.

A Memorandum of Understanding (MOU) is being reviewed to formalise current arrangements and document future aspirational collaboration opportunities. Activities include shared Professional Development (PD), shared curriculum, social and sporting experiences, and the use of the special school buses for excursions. The principals from the two schools share a strong relationship and are actively seeking further opportunities for collaboration.



2.2 Key improvement strategies

Continue to develop and adapt curriculum units aligned to the AC that are quality assured for balance and coverage against content descriptions and achievement standards.

Review the school's pedagogical framework to ensure it reflects agreed high-yield strategies for implementation in all classrooms and is considered in curriculum planning processes.

Continue to support teachers to implement agreed teaching practices aligned to the EIA, use data to monitor the effectiveness of their efforts and measure success against school targets.

Continue to build a culture of self-evaluation and reflection that enables deeper discussions of data, monitors progress overtime and identifies starting points for future learning.

Develop a specific statement of roles, responsibilities and accountabilities for all school and teacher leaders that details key actions and implementation timelines.