Millaa Millaa State School

Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Millaa Millaa State School from 17 March 2016 to 18 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

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<tr>
<td><strong>Location:</strong></td>
<td>Palm Avenue, Millaa Millaa</td>
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<td><strong>Education region:</strong></td>
<td>Far North Queensland</td>
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<td><strong>The school opened in:</strong></td>
<td>1918</td>
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<td><strong>Year levels:</strong></td>
<td>Prep to Year 6</td>
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<td><strong>Current school enrolment:</strong></td>
<td>68</td>
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<td><strong>Indigenous enrolments:</strong></td>
<td>9 per cent</td>
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<td><strong>Students with disability enrolments:</strong></td>
<td>5 per cent</td>
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<td><strong>Index of Community Socio-Educational Advantage (ICSEA) value:</strong></td>
<td>890</td>
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<td><strong>Year principal appointed:</strong></td>
<td>2015</td>
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<td><strong>Number of teachers:</strong></td>
<td>3 (full-time equivalent)</td>
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<td><strong>Nearby schools:</strong></td>
<td>Malanda State School, Malanda State High School, Ravenshoe State School P-12</td>
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<td><strong>Significant community partnerships:</strong></td>
<td>Lions, Health Clinic, Cluster schools</td>
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<td><strong>Unique school programs:</strong></td>
<td>Calf and Pet Day, Annual Fancy Dress Ball</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
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Administration officer
  - Three teachers
  - Special education teacher
  - Eight student leaders
  - 20 students
  - Four teacher aides
  - Five Parents and Citizens’ Association representatives (P&C)
  - 10 parents
  - Principal of Malanda State High School
  - Day care centre director

1.4 Review team
Lee Gerchow Internal reviewer, SIU (review chair)
Stephen Bobby Internal reviewer, SIU
2. Executive summary

2.1 Key findings

- The school is an important community hub in the town which is held in high regard by parents and the wider community.

  The school effectively engages with the community and seeks ways to enhance student wellbeing and learning and to maximise the use of available resources.

- The school is governed by a strong belief that every child will learn and succeed if given the appropriate opportunities.

  The school has a strong focus on student attendance and has recently implemented an Every Minute Counts maxim which it is beginning to promote.

- Staff members express a view that collection, review and analysis of reliable and timely student data is a valuable part of their work towards improving student outcomes.

  Teachers’ levels of data literacy are developing.

- The school is focused on a belief that every student is capable of successful learning.

  The school presents itself as calm, orderly and purposeful. Student behaviour is generally of an acceptable standard with some evidence of disengagement.

- The school deploys its resources to meet the learning needs of students, particularly in support of the school’s reading improvement agenda.

  Teacher aides are considered as significant partners in the teaching and learning programs.

- The school places a high priority on the professional learning of teachers and teacher aides.

  There is a draft Professional Learning Plan (PLP) that shows all mandatory professional development requirements.

- The school implements timetabled literacy and numeracy blocks with a consistent structure within the school.

  A whole-school literacy plan encompassing subject specific and cross-curricular literacies is in draft form. It is intended that a specific plan for the teaching of writing will be a part of this plan.

- The teaching practices evident at the school reflect the strong belief that whilst students are progressing at different levels, all are capable of learning and improvement if given the appropriate learning pathways.
A whole-school approach to differentiation is yet to be documented.

- **School staff members are explicit in their desire to see consistent effective teaching practices occurring within the school.**

  Practices of student goal setting and the degree of student ownership of this are developing in some classes.

- **There is a day care centre in the school grounds which operates three days a week.**

  Parents at the school indicate that they would like to see an expansion of this service.
2.2 Key improvement strategies

- Continue to develop the capacity of staff members in data literacy to collect, display, analyse and report on student learning.

- Strengthen a consistent understanding of high expectations of conduct, attendance and work standard.

- Develop a professional development plan closely aligned with the school’s explicit improvement agenda.

- Fully develop and implement the whole-school literacy plan including a consistent framework for the teaching of writing.

- Develop consistent processes for planning, documentation of curriculum adjustments, differentiation and provision for gifted and talented students.

- Develop school-wide approaches for active student involvement with learning goals.

- Strengthen transition to Prep processes and explore ways of expanding the current program.