

# Mount Samson State School

## Executive Summary





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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 **Mount Samson State School** from **28 to 30 May 2019**.

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 implement in consultation with its regional office and school community.

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

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Jennifer Watson	Peer reviewer
Norm Hunter	External reviewer



## 1.2 School context

<b>Location:</b>	Winn Road, Mount Samson
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1874
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	242
<b>Indigenous enrolment percentage:</b>	2.8 per cent
<b>Students with disability enrolment percentage:</b>	2.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1081
<b>Year principal appointed:</b>	2019
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	15.77
<b>Significant partner schools:</b>	Dayboro State School, Ferny Grove State High School, Pine Rivers State High School, Bray Park State High School
<b>Significant community partnerships:</b>	Parents & Citizens' Association (P&C), Dayboro Lions Club, Jabiru Outside School Hours Care (OSHC), Sparrow Early Learning Mount Samson, Dayboro Sheriffs Fund, local chaplaincy committee, Dave Massey Auto Repairs, Trevena Glen Farm, P&C business sponsors – Market Burger, Samford Village Ultrasound, Phat Bars, principal of Loanbiz
<b>Significant school programs:</b>	The Six Pillars of Character, Waste Warriors, biennial school play, morning training club



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), 11 teachers, two inclusion teachers, languages teacher, music teacher, guidance officer, Business Manager (BM), chaplain, five teacher aides, two administration officers, schools officer, cleaner, 29 parents, 31 students and P&C president.

Community and business groups:

- Dayboro Lions Club, Queensland Police Service (QPS) Adopt-a-Cop and Jabiru OSHC provider.

Partner schools and other educational providers:

- Principal of Dayboro State School, Ferny Grove State High School representative, Bray Park State High School representative, Dayboro Community Kindergarten and Sparrow Early Learning Mount Samson.

Government and departmental representatives:

- Councillor for Moreton Bay Regional Council ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents and plans
P-6 Teaching and Learning Framework	School newsletters and website
Whole School data plan	Report Cards
School Opinion Survey	Responsible Behaviour Plan for Students
Assessment, Moderation and Reporting Plan	Whole School Curriculum, Assessment and Reporting Plan: Prep – Year 6



## 2. Executive summary

### 2.1 Key findings

**A culture of high expectations exists across the school, with a belief that all students learn and achieve at their best when everyone works together.**

The leadership team and staff members clearly demonstrate an understanding of the importance of positive and caring relationships, and the ways these contribute to successful student learning. Staff members articulate that they feel valued, are consulted and listened to, and that the school is focused on stability, relationships and communication within and across the school community in order to build on and enhance student learning outcomes.

**Students speak highly of the school and their teachers, expressing that they are receiving a good education and that there are high expectations for learning and behaviour.**

Students present as consistently articulate, thinking, and well-behaved. The school's Six Pillars of Character are Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. They are an expression of the values and expectations identified by the school community as important and distinctive of the school. They are widely known and understood by students, staff and parents and it is clear that there is strong commitment to them across the school community in promoting high quality learning and behaviour.

**The school has an Explicit Improvement Agenda (EIA) that identifies its focus as building teacher capability and successful learners to achieve reading improvement.**

The leadership team expresses a commitment to refining the EIA to further narrow and sharpen its focus, working with members of the teaching team to collaboratively identify agreed strategies for collective implementation across the school, including the communication of these to parents.

**A whole-school curriculum plan for 2019 exists at the school and details expectations for teaching and learning aligned to the Australian Curriculum (AC).**

The majority of the school's philosophical underpinnings, and assessment, reporting and moderation protocols are developed and are yet to be included in the whole-school curriculum document. The leadership team has begun mapping the general capabilities of the AC into the whole-school curriculum plan. Designing learning units that are contextualised and locally relevant to the school is viewed as a priority for future development.

**School leaders and staff recognise that highly effective teaching is the key to improving student learning throughout the school.**

The utilisation of evidence-based teaching practices in classrooms to support student engagement and successful learning is acknowledged as an area of focus. The school's



documented pedagogical framework is based on Marzano's<sup>1</sup> Art and Science of Teaching (ASoT). Teachers express that this focus was identified some time ago and is currently not consistently implemented across the school at all times. School leaders acknowledge that the school's pedagogical framework is due to be reviewed and refined to reflect the school's agreed and expected teaching and learning practices.

**There is a school-wide belief that while students may be at different stages and rates of progress in their learning, all are capable of learning successfully when provided with appropriate teaching and learning strategies and resourcing.**

The leadership team refers to a developing 'journey' toward a culture of inclusion that extends to all learners. Teachers express commitment to ensuring that all learners, including highly capable students, are engaged and challenged through differentiated teaching and learning strategies. A school-wide agreed and documented approach to differentiated teaching and learning for all students is developing.

**The school has developed a whole-school data plan for 2019.**

The plan indicates the location and purpose of collecting each piece of data, the year levels it relates to, the purpose of the data collected, when it is to be collected, and minimum benchmarks. Work has commenced on the collaborative analysis of student achievement data with a view to identifying implications for classroom teaching strategies that enhance student learning. Teachers' understanding of the purpose for collecting the data and how it is used to inform teaching and the next steps for student learning is yet to be apparent.

**The school identifies building teacher and teacher aide capability as a priority to further improve student learning and achievement.**

The leadership team has strategies established to provide opportunities to assist staff to collaborate in developing and sharing deep understandings of student learning and teaching practice. The leadership team acknowledges the commitment of teachers and teacher aides in working towards improvement in their teaching that contributes to student learning achievement.

**Community partnerships are strongly valued at the school, with the school having long been viewed as the hub of the community.**

Parents, staff and community members describe long-standing partnerships, activities and events that are integral to the identity of the school and the broader community. The school's Parents and Citizens' Association (P&C) is active and supportive, and highly values the education of students and the future of the school. The P&C contributes significant finances to enhance student learning in the school and makes major contributions to the life and culture of the school and broader community. The leadership team and staff are committed to engaging with the community to enhance learning opportunities for students.

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<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



## 2.2 Key improvement strategies

Collaboratively refine the EIA to further narrow and sharpen its focus and support teachers to implement agreed strategies that are regularly monitored by school leaders to promote high levels of consistent practice.

Review and develop a whole-school multi-age, sequenced curriculum, assessment and reporting plan that includes contextualised learning opportunities, incorporating the general capabilities.

Collaboratively review the school's pedagogical framework to ensure it is reflective of agreed practices for teaching and learning, is considered in curriculum planning processes, and is consistently implemented across the school.

Develop an agreed school-wide approach to differentiation for all learners, including highly capable students.

Collaboratively review and refine the whole-school data plan to more clearly articulate what data is collected, when it is collected and by whom, including a clear explanation of the purpose and method of analysis of the data that is collected.