

Murarrie 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 Education Improvement Branch (EIB) at **Murarrie State School** from **16 to 17 July 2020**.

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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Christine Dolley	Internal reviewer



1.2 School context

Location:	Garrett Street, Murarrie	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	82	
Indigenous enrolment percentage:	21.9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	954	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, executive coach, four teachers, Support Teacher Literacy and Numeracy (STLaN), guidance officer, administration officer, six teacher aides, six students and seven parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal of Balmoral State High School and director of Goodstart Early Learning Murarrie.

Government and departmental representatives:

- State Member for Bulimba and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	School budget overview
OneSchool	Curriculum planning documents
Professional development plans	Positive Behaviour for Learning Action Plan
School pedagogical framework	Literacy Framework
School assessment schedule	School newsletters and website
Every student with disability succeeding – school data reflection	School based curriculum, assessment and reporting framework
School Opinion Survey	



2. Executive summary

2.1 Key findings

The school is a key member of the Brisbane City Small Schools Cluster (BCSSC) that is a significant and highly valued cluster group, with the principal identifying that many small schools regularly express a desire to join their cluster.

A significant aspect of the BCSSC is the employment of the executive coach, maintaining momentum and focus on the implementation of their action plan. The cluster provides support and training for the principal, teachers and teacher aides. The executive coach facilitates a range of opportunities to work and learn from and with peers, focusing on the Australian Curriculum (AC), including planning, teaching, assessing and reporting. Staff members speak highly of the support provided by the executive coach, regularly seeking opportunities to work with the coach and discuss aspects of teaching and learning.

The leadership team identifies that highly effective teaching is the key to improving student learning throughout the school.

The principal and executive coach keep informed of new research, working with teachers to support implementation of high-yield practices in the classroom. Professional Development (PD) opportunities are based on research. Teachers are encouraged to use effective teaching strategies to provide every student with the best opportunities to learn and succeed.

The school has an explicit, coherent and sequenced plan for curriculum delivery that is aligned to the AC version 8.

The cluster curriculum plan has been developed with the support of the executive coach for the BCSSC and adjusted at each of the cluster schools to reflect site-specific need. The Curriculum into the Classroom (C2C) resource is used to support this planning. The P-6 Curriculum resource is utilised to support planning processes. The teaching team articulates their commitment to deepening their understanding of the AC and reflecting this through the three levels of planning, including whole-school, year level and unit planning.

The Explicit Improvement Agenda (EIA) is grounded in evidence and focuses on professional learning and engagement by staff members.

Most staff members express a willingness to engage with the EIA, speaking positively regarding the introduction of Positive Behaviour for Learning (PBL) and the opportunity to work with the executive coach and the cluster. Consistent implementation across the school in relation to actions is yet to occur. For some actions, particularly in the area pertaining to the teaching of literacy, teachers are yet to identify and implement consistent practices across the school. The leadership team identifies the need for all staff members to be working collaboratively and cohesively on the EIA.



The school has engaged with PBL in response to data and is in the early stages of implementation.

A PBL team is established and a number of staff members have participated in regional training. Elements of PBL have been enthusiastically shared with students who speak positively of their 'tiger passport' and 'earning their stripes'. Staff members have participated in school-based PBL training and most staff members are implementing some aspects of the program. Some staff members are yet to fully engage. The principal identifies the need to ensure the Student Code of Conduct reflects the PBL processes.

Staff members express the belief that all students are capable of learning successfully, even though they are at different stages and may be progressing at different rates.

As part of the unit planning process, the executive coach encourages teachers to provide differentiated and explicit teaching for all students. Teachers are provided with additional teacher aide time to support students in the classroom. The Support Teacher Literacy and Numeracy (STLaN) visits the school for one day per week. Student diagnostic data is used to identify students, from one cohort, to access intervention support. The principal and executive coach indicate the need to collaboratively develop, implement and monitor a model of differentiation and inclusion for all students, including higher achieving students, reflecting evidence-based research.

Ardoch, a not-for-profit organisation coordinates a Literacy Buddies program for the school.

Senior students and the corporate employees become pen pals throughout the year. As part of this program, the students visit the firm and meet their pen pals. In recent years, Clayton Utz Law Firm has engaged Morris Gleitzman and other authors to spend time with the students talking about their experiences, literacy and writing. The principal indicates that the corporate employees are frequently as excited as the students on this day. The students express high levels of appreciation for this program.

The Parents and Citizens' Association (P&C) is a small, enthusiastic group that identifies their core business as supporting students to engage in school activities.

Fundraising activities are held regularly throughout the year and include discos each term, Bunnings barbecues, Election Day barbecues, raffles at key times throughout the year including Easter and Christmas, and meat tray raffles at the local hotels. The most popular fundraiser for the year is the Calendar Raffle. During one month there is a daily prize draw, finishing with a substantial cash prize. The principal and staff members comment positively on the efforts of the P&C to support the school.



2.2 Key improvement strategies

Deepen teacher knowledge of the AC, including learning areas, cross-curriculum priorities and general capabilities.

Enhance staff member engagement with the EIA, including the development of a roles, responsibilities and accountabilities document.

Further develop the PBL program, building the collective engagement of all staff members and monitoring implementation across the school.

Collaboratively develop, implement and monitor a model of differentiation and inclusion for all students, including higher achieving students, reflecting evidence-based research.