

Meandarra State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Meandarra State School** from **8 to 9 October 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 Assistant Regional Director (ARD) 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)

Jedda McNeill

Peer reviewer



1.2 School context

Location:	Sara Street, Meandarra	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	32	
Indigenous enrolment percentage:	3.1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	9.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1044	
Year principal appointed:	2016	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, guidance officer, Support Teacher Literacy and Numeracy (STLaN), two teachers, Business Manager (BM), three teacher aides, cleaner, 12 students and nine parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C), secretary of the Country Women's Association (CWA), president of the Returned and Services League of Australia (RSL) auxiliary group, president of the Meandarra Show Society and owner of Sara Street Café/Motel.

Partner schools and other educational providers:

- Director of the Childcare and Kindergarten (C&K) Meandarra Community Kindergarten.

Government and departmental representatives:

- ARD.

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 learning plan 2020	Professional development plans
School pedagogical framework	School newsletters and website
Assessment Schedule	Student Code of Conduct
School Opinion Survey	Reading framework
School based curriculum, assessment and reporting framework	Science, Technologies, Engineering and Mathematics (STEM) action plan



2. Executive summary

2.1 Key findings

Teachers actively engage all students in their own learning.

The school utilises learning walls and students are able to articulate the purpose of the walls and use them to reflect on their own learning. Learning walls are co-constructed with the students to ensure they understand what it is they need to know and do to achieve success in a range of Australian Curriculum (AC) learning areas. Students speak confidently regarding what they need to do to achieve an 'A' in their assessment tasks. Discussions with students make it clear that they are exceptionally assessment literate.

A coaching and feedback culture is embedded in the school and led by the principal.

The principal, teachers and teacher aides all engage in the coaching and feedback process. The principal demonstrates reflective processes by videoing themselves and providing these videos as both an exemplar teaching model, and an opportunity for self and peer feedback. All staff members express a willingness to provide and receive feedback, and to watch others work.

The principal has established and is driving an improvement agenda that reflects the current needs of students.

Enhancing the teaching of Higher Order Thinking Skills (HOTS) is identified as the Explicit Improvement Agenda (EIA). To support the implementation of the EIA, the school has developed a Science, Technology, Engineering and Mathematics (STEM) action plan. This has been broadened to include all learning areas. Staff members and parents are supportive of this agenda and are keen to continue to look for additional ways to advance this work. A sharp and narrow, clearly defined process to implement the higher order thinking EIA is yet to be clearly articulated.

The school has developed an explicit and sequenced plan for curriculum delivery.

The Curriculum, Assessment and Reporting Plan (CARP) documents the importance of including in the unit plans a range of information to enhance teacher understanding of the AC. Teachers identify a range of enrichment activities and competitions that value add to their units of work. The higher order thinking EIA is identified in the Annual Implementation Plan (AIP), including an action focusing on how the pedagogical approach will be utilised to teach all the learning areas. The teaching team is yet to articulate how this will occur and record this planning in their units of work.



The principal recognises that highly effective teaching is the key to improving student learning.

The EIA on HOTS is the current focus to enhance student achievement. The principal identifies the importance of understanding and implementing available research to improve pedagogy. A broad range of HOTS, critical thinking and enrichment activities are identified in strategic planning and classroom teaching. The clear and purposeful use of pedagogies designed to engage and extend students is yet to be articulated, specifically in relation to the teaching of the AC. Some alignment between the pedagogical framework, EIA and Professional Development (PD) plan is emerging.

The school places a high priority on ensuring that the learning needs of all students, including high achieving students, are identified and addressed.

The teaching team is focused on improving student learning and this is greatly appreciated by students and their parents. Teachers identify a range of activities to enhance students' engagement with learning and are keen to ensure all students, including high achieving students are engaged and challenged. Some students indicate they would like the opportunity to work with teachers to set goals for further learning. Teachers are yet to articulate ways to extend students beyond the 'A' standard.

High levels of trust between the principal and staff members are articulated by staff as a strength of the school.

Staff morale and collegiality are high. The positive and caring relationships between students, staff members and parents are clearly apparent. This is acknowledged as contributing to the high regard in which all members of staff are held by the local community.

The school has an active and highly engaged Parents and Citizens' Association (P&C).

A number of fundraising activities are undertaken by the P&C, with the major fundraiser being the Meandarra Show that is held on school grounds and raises up to \$25 000 per year. The P&C provides significant ongoing and regular financial support to the school including funding a teacher aide relief scheme, purchasing equipment, and subsidising school camps. The P&C actively applies for grants and this has resulted in a range of facilities' improvements, including the tennis court cover and a pathway to the tuckshop.



2.2 Key improvement strategies

Review and enhance the strategic planning processes for the EIA, ensuring there is a clearly defined focus leading to a collaboratively developed end point goal.

Enhance the unit planning process, ensuring units of work reflect adjustments made to the teaching and learning, and the EIA, and that they are stored in a central location.

Investigate, document and implement research-based pedagogical approaches designed to engage and extend all students, including high achieving students.

Enhance high achieving students' engagement with the AC, including the general capabilities, implementing a whole-school approach to collaboratively developed learning goals.