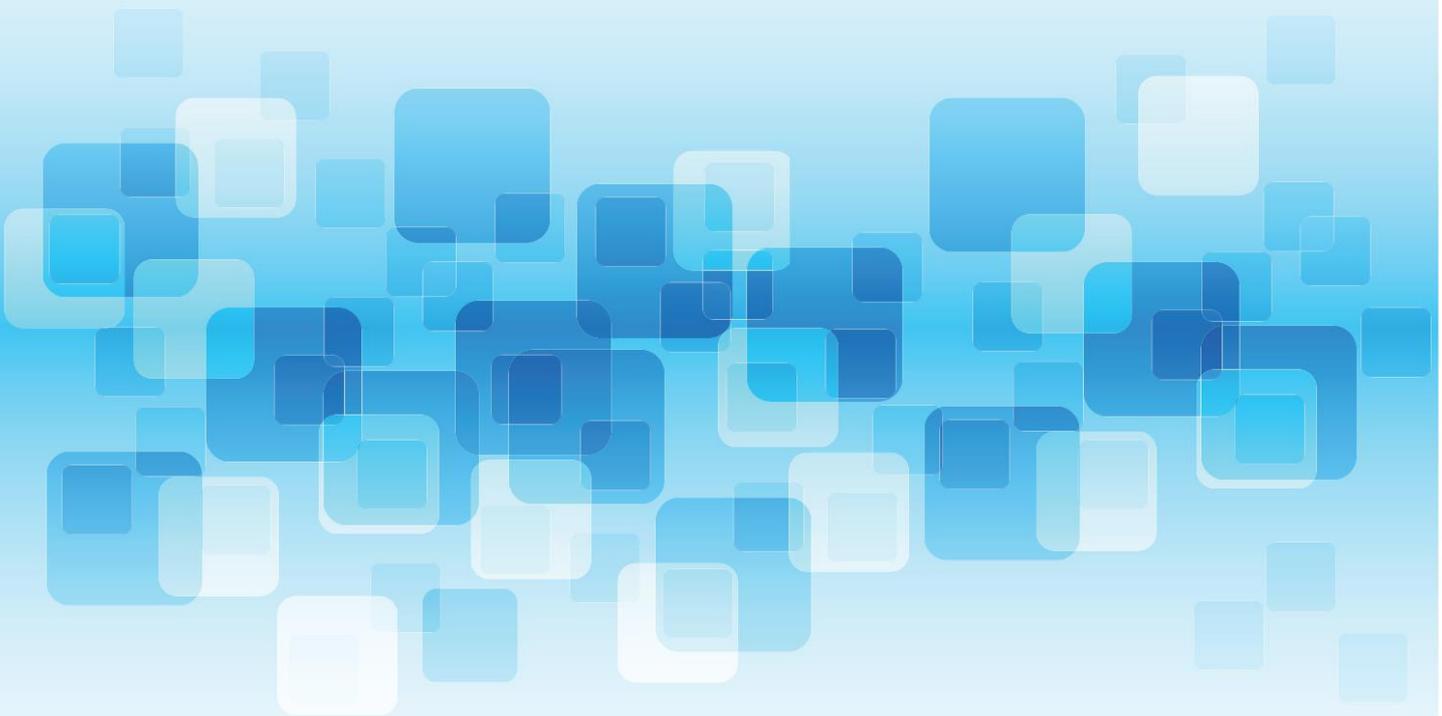# School Improvement Unit
Report

Maidavale State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Maidavale State School from March 26 to 27, 2015. 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

Location:	Maidavale Road, Airville, 4807
Education region:	North Queensland
The school opened in:	1910
Year levels:	Prep to Year 6
Current school enrolment:	10
Indigenous enrolments:	3
Students with disability enrolments:	
Index of Community Socio-Educational Advantage (ICSEA) value:	910
Year principal appointed:	Term 3, 2014 (acting)
Number of teachers:	1
Nearby schools:	Ayr State School, Ayr East State School, Claire State School, Airville State School and Brandon State School
Significant community partnerships:	Brandon State School, Claire State School, Airville State School, Burdekin Professional Learning Community, Merinda State School, Burdekin Bowen Integrated Floodplain Management Advisory Committee Inc. (BBIFMAC)
Unique school programs:	

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 / principal supervisor

- a school visit of two days

- interviews with staff, students, parents and community representatives, including:

  - Principal
  - Three teacher-aides
  - Administration officer
  - Seven students
  - All school families.

1.4 Review team

Stephen Auer   Internal school reviewer, SIU (review chair)

Rod Kettle   Peer reviewer

2. Executive summary

2.1 Key findings

- Curriculum planning is evident but more individualised planning needs to be developed.

  A curriculum framework exists and planning is evident, including individualised planning for some students.

- Data is analysed and used to inform teaching.

  Data walls are used for reading. An assessment schedule is in place. The information yielded from the data analysis is not, however, specific enough to inform focussed teaching.

- Expectations for students are evident but may not be aspirational enough.

  Students reported a desire to be challenged more often in their learning. Student targets were set but would benefit from greater specificity and setting at an aspirational level.

- Cyclical performance and development planning for staff is occurring.

  Professional development planning is being pursued in line with improvement agenda for some staff. Not every staff members' full skill set is known.

- Feedback is provided in some areas but it is not a consistent process for all students and staff.

  Written and verbal feedback is provided to students in years 3 to 6 students regarding their learning. There is no formal process for the provision of feedback for some staff members regarding their performance.

2.2 Key improvement strategies

- Consider sharing the curriculum planning load across all schools in the Burdekin professional learning community to capitalise on the expertise of both school and regional staff.

- Increase the capacity within the school staff to collate and analyse student data to inform student improvement. Access regional resources to assist in this process.

- Clarify and raise student learning expectations in the focus areas of literacy and numeracy to inspire improved student outcomes.

- Undertake professional development in literacy and numeracy for all staff in line with their performance and development plan, and the school improvement agenda, to further develop the expertise of the teaching team.

- Broaden the feedback culture to reflect current research, potentially including formalised sessions which include all students and staff.