



School Improvement Unit Report

Marmor State School Executive Summary





Introduction

1.1 Background

This report is a product of a review carried out at Marmor State School from 29 to 30 April 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:	Rogers Street, Marmor
Education region:	Central Queensland
The school opened in:	1906
Year levels:	Prep to Year 6
Current school enrolment:	25
Indigenous enrolments:	16 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	967
Year principal appointed:	2013
Number of teachers:	2
Nearby schools:	Bajool State School, Mount Larcom State School
Significant community partnerships:	Sibelco Australia, Queensland Country Women's Association
Unique school programs:	Before school literacy program



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
 - Two teachers
 - Two teacher-aides
 - Ten parents and community members

1.4 Review team

Esta Thiris	Internal Reviewer, SIU (review chair)
Mark Creedon	Peer Reviewer



1. Executive summary

2.1 Key findings

- The school has developed and is driving an improvement agenda.

The school's priorities for 2015 are reading, writing, numeracy, the implementation of the Australian Curriculum and increasing the number of students achieving in the upper two bands of the National Assessment Program – Literacy and Numeracy (NAPLAN). This agenda has been communicated to all staff and parents.

- The 'tone' of the school reflects a strong commitment to purposeful, successful student learning.

Relationships and interactions between students, parents and staff members are respectful and caring. Staff commitment is high as evidenced by the positive and supportive comments and stories expressed by staff members, students and parents.

- The school has a curriculum document, however, it is not consistent with the curriculum delivered to students.

The principal acknowledges that the document requires review in order to strengthen alignment with current curriculum delivery to students. The school utilises the Curriculum into the Classroom (C2C) resource to deliver the Australian Curriculum to students. It forms the basis for discussion, collaboration and overall curriculum direction of the school.

- The school has a pedagogical framework in place to inform teaching practice.

The framework is yet to be fully embedded and driving the day-to-day practice of teachers. The school has adopted an explicit teaching model to ensure that every student is engaged, challenged and learning successfully.

- School staff participate in professional development to build teaching expertise.

The principal recognises the importance of working in a systematic manner with teachers, to improve teaching practices. The school has in place a professional development schedule and provides teachers with modelling, observation and feedback on teaching. This process is viewed favourably by teachers.



- The principal is committed to finding ways to improve on current student outcomes.

This is reflected through the development of personalised learning plans which feature priority areas, assessment indicators, benchmark standards, student goals and curriculum adaptations. These personalised learning plans are formally viewed once per semester.



2.2 Key improvement strategies

- Ensure that the clearly articulated whole school improvement agenda is accompanied by appropriate targets, timelines, appropriate resourcing and professional development for all staff.
- Collaboratively develop and implement a curriculum plan which includes a Prep to Year 6 scope and sequence document aligned to the Australian Curriculum.
- Develop a whole school Professional Learning Plan which closely aligns to the school's explicit improvement agenda and the identified learning needs of staff.
- Revisit the school's pedagogical framework ensuring consistency of pedagogical practice and understanding across the school.
- Continue to promote a school culture of high expectations for all students in learning, attendance and behaviour.