

Mount Sylvia 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 Sylvia State School** from **20 to 21 June 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

Anthony Ryan

Internal reviewer, SIU (review chair)

Scott Medford

Peer reviewer



1.2 School context

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| Location: | Left Hand Branch Road, Mount Sylvania |
| Education region: | Darling Downs South West Region |
| Year opened: | 1885 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 26 |
| Indigenous enrolment percentage: | 3.7 per cent |
| Students with disability enrolment percentage: | 3.7 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 957 |
| Year principal appointed: | 2015 |
| Day 8 staffing teacher full-time equivalent (FTE): | 2.4 |
| Significant partner schools: | Ma Ma Creek State School, Mount Whitestone State School, Lockyer District State High School |
| Significant community partnerships: | Lockyer Uplands Catchment Inc (LUCI), Lockyer Valley Regional Council, Parents & Citizens' Association (P&C) |
| Significant school programs: | Lockyer Valley Garden Competition winner 2016, 2017, 2018, entrant 2019, Student Project Club, Chaplain After School program, Grip Leadership for Year 6 students, LUCI Citizen Scientist Projects, P&C 'Up the Creek' Festival 2017, 2018, 2019, Lockyer Valley Regional Council Australia Day Award 2018 for Community Event of the Year, P&CQld P&C of the Year Award nominee 2018 |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), four teachers, two teacher aides, 14 students and four parents.

Community and business groups:

- P&C.

Partner schools and other educational providers:

- Mount Whitestone State School, Ma Ma Creek State School, Gatton State School and Lockyer District State High School.

Government and departmental representatives:

- State Member for Lockyer, regional personnel and ARD.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2016-2019 |
| Headline Indicators (April 2019 release) | School Data Profile (Semester 1, 2019) |
| OneSchool | School budget overview |
| School improvement targets | School Opinion Survey |
| School pedagogical framework | Professional development plans |
| School data plan | School newsletters and website |
| Curriculum planning documents | Responsible Behaviour Plan for Students |
| School-based curriculum, assessment and reporting framework | |



2. Executive summary

2.1 Key findings

The vision ‘Climbing to Success’ is reflected in the passion of the staff, students and parents to continue to learn and grow together.

The school has a long-standing and proud history of providing quality education through providing a dynamic learning environment to successful goal-oriented learners. The staff, parents and the wider community share the belief that collaboration, commitment and effort are the keys to success and a positive future.

The school facilities provide for real-world connected learning experiences.

The school has maximised the students’ prior learning and the school’s environment to establish an edible garden. Students have redesigned existing garden beds, built new garden beds around the school and subsequently planted fruit and vegetables. The gardens have been awarded multiple awards in regional shows. The food is harvested for student financial ventures and lunches.

The school’s leadership has a clear focus on implementing all curriculum areas.

The principal articulated that considerable time is given to mapping the multi-age Curriculum into the Classroom (C2C) units. Staff speak of the desire to work with cluster schools to evolve their systematic curriculum delivery to address the Prep to Year 6 Curriculum.

All staff are involved in analysis and use of collected data to inform their teaching practice.

The range of assessment tools used to monitor student learning has an emphasis on literacy and numeracy. The school has identified and demonstrates the use of C2C resource assessment tasks to monitor school-wide achievement and student progress. Consistency in the data sets and clarity regarding the intentional use of the collected data are yet to be determined.

All staff are involved in cluster professional planning and moderation sessions.

School leaders and staff members comment on the benefits of the professional discussions undertaken through moderation with their cluster schools. English moderation is occurring with moderation of other learning areas less systematic. The principal acknowledges a plan to develop the moderation process to include pre, mid and post-moderation is to occur.

Staff members value the professional culture of mutual trust and support with colleagues.

Staff are receptive to discussion and feedback from colleagues. The principal conducts regular informal class walkthroughs and has confidence and a strong knowledge of staff abilities. A process of coaching, observation and feedback to build staff capacity is yet to be consistently implemented across the school.



Teachers recognise students are at different stages in their learning and progress at different rates.

Teachers and teacher aides are clearly working closely to understand each student. They are working towards targeting the specific needs of students to engage in all curriculum areas. The school is currently in the planning stages of implementing a systematic approach to case management to support planning and creation of student goals for all students.

Staff members recognise the importance of working in partnership with the wider community to maximise the learning outcomes for students.

The school's involvement with two cluster schools is a signature partnership. The three school leaders describe this partnership as being 'one school, three campuses'. The partnership provides collegial support for the school leaders and staff of the three schools. This partnership has established strong relationships for students who have the opportunity to connect on excursions, at camps and on sports days. The three principals have 'pooled' resources and created learning opportunities that cannot be achieved when operating individually.

There is consistent implementation of the Positive Behaviour for Learning (PBL) processes across school.

Staff, students and parents express that in the four-year journey of PBL, they have seen a rich understanding of the behaviour expectations and the students' ability to self-regulate and problem solve social problems inside and outside of the school. The school has an established PBL committee led by the internal PBL coach and is well supported through effective data analysis.



2.2 Key improvement strategies

Review the current curriculum plan to establish a Prep to Year 6 multi-age curriculum that has a focus on the school-agreed reading and writing framework, cross-curriculum priorities and general capabilities.

Explore opportunities to develop an understanding of the use and intent of data to inform teacher practice.

Develop a moderation cycle to include pre, post and end of unit moderation within and beyond the school.

Collaboratively develop a school professional learning environment, for all staff to focus on sharing and reflecting practice within the school that enables observation, coaching, mentoring and models of feedback.

Implement a case management approach to supporting and planning for identified students.