



# School Improvement Unit Report

## Mayfield State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Mayfield State School from 25 to 27 July 2016. 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

<b>Location:</b>	Paget Street, Mayfield
<b>Education region:</b>	Metropolitan Region
<b>The school opened in:</b>	1956
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	314
<b>Indigenous enrolments:</b>	2.23 per cent
<b>Students with disability enrolments:</b>	4.78 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1066
<b>Year principal appointed:</b>	2004
<b>Number of teachers:</b>	15.26 (full time equivalent)
<b>Nearby schools:</b>	Carina State School, Camp Hill Infants and Primary School, Norman Park State School, Belmont State School, Whites Hill State College, Cavendish Road State High School
<b>Significant community partnerships:</b>	Eastern Alliance of Schools, Band 7 Network, Coaching Network
<b>Significant school programs:</b>	Chaplaincy, Active School Travel (AST), Playgroup, IMPACT, Gardening Club



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Lead Principal
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and deputy principal
  - Coach
  - 12 classroom teachers
  - Music teacher, physical education teacher and teacher librarian
  - Eight teacher aides and cleaner
  - Student support coordinator
  - Two local primary schools
  - Business Services Manager (BSM) and two administration officers
  - Positive Behaviour for Learning (PB4L) committee successful transitions team and chaplain
  - Parents and Citizens Association (P&C) president
  - Outside Hours School Care (OSHC) coordinator, local kindergarten coordinator and two playgroup volunteers
  - 14 parents and 55 students

### 1.4 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Alan Sampson	Internal reviewer, SIU
Bryan Dudley	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- Teaching staff expect all students to learn successfully. A culture of high expectations is developing across the school.

Students and staff have an obvious sense of belonging and there are positive interactions between staff, students and parents. A collegial culture of mutual trust and support is developing through the implementation of cooperative planning strategies. Classrooms are ordered and well managed.

- The school leadership team have developed and are driving an Explicit Improvement Agenda (EIA) through two improvement plans.

These plans have narrowed and sharpened the school's attention to the core learning priorities of reading and writing, data and assessment, student engagement, collaborative teams and community engagement. The leadership team discusses the implementation and the success of the improvement agenda. Clear strategies for monitoring and tracking improvement are yet to be developed and implemented

- The leadership team express a need to focus on quality curriculum planning to improve student learning outcomes.

A curriculum plan that provides year level overviews for the delivery of Curriculum into the Classroom (C2C) resources have been introduced. Processes to quality assure the delivery of the whole curriculum are yet to be developed.

- The school has prioritised the development of a whole-school assessment and data collection plan as part of the EIA.

The school leadership team analyses data at a whole-school performance level. Data is collected and displayed on class data walls. The data literacy skills of teaching staff are developing across the school.

- The school leadership team demonstrate a clear belief that the development of staff members into an expert teaching team is central to improving student learning outcomes.

There are high expectations of teaching staff to improve their teaching practice, and develop knowledge and skills to improve student learning. A coach is employed to build teacher capability in reading. Teachers appreciate the opportunity to be involved in this peer coaching model.

- The leadership team is committed to success for all. Teaching practices across the school reflect the belief that all students are capable of learning successfully.

Teaching staff make decisions regarding adjustments to teaching to ensure all students are engaged in ability-appropriate learning. High-achieving students report they could be further extended and motivated in their learning.



- Professional learning activities are held regularly and are designed to continue the development of teachers' pedagogical practices. There is a focus on improved teaching methods in reading.

Students report their classrooms are conducive to learning and they feel supported by their teachers in the learning process. Some students indicated they would like to see more extension activities and a greater variety of learning experiences.

- The engagement of family and community in the school is recognised as a high priority in the improvement agenda.

The school is building its reputation with parents and the community. A working group is established and the community has been surveyed. The recommendations have driven an action plan the: Mayfield State School Family and Community Engagement Framework.



## 2.2 Key improvement strategies

- Collaboratively develop, document and implement clear achievement targets including monitoring and tracking processes to evaluate the success of the EIA.
- Develop quality curriculum planning and implementation processes including quality assurance (QA) and feedback to ensure that the intended curriculum is enacted in all classrooms.
- Provide regular professional learning opportunities for staff members to develop data literacy skills, including the ability to triangulate student achievement data.
- Collaboratively develop a culture of peer observation aligned to the teacher annual Performance Development Plans (PDP) and the school's improvement agenda.
- Develop the capacity of teachers to differentiate in their curriculum planning to meet the needs of high-achieving students to ensure they are motivated and engaged in their learning.
- Build the variety of teaching strategies and learning experiences within the school.