

Mount Warren Park 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 Education Improvement Branch (EIB) at **Mount Warren Park State School** from **9 to 11 March 2021**.

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

Laurelle Allen	Internal reviewer, EIB (review chair)
Marni Morrison	Peer reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	Mount Warren Boulevard, Mount Warren Park	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	534	
Indigenous enrolment percentage:	9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	12.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	27.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	958	
Year principal appointed:	Term 3 2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal–Prep to Year 2, deputy principal–Years 3 to 6, deputy principal–learning diversity, Head of Department – Curriculum (HOD-C), Business Manager (BM), guidance officer, three administration officers, schools officer, two therapists, chaplain, 31 teachers, 22 teacher aides, 37 students and 34 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Police-Citizens Youth Club (PCYC) coordinator and Outside School Hours Care (OSHC) representative.

Partner schools and other educational providers:

- C&K (Childcare and Kindergarten) Mount Warren Park Community Kindergarten teaching assistant and Beenleigh State School principal.

Government and departmental representatives:

- Federal Member for Forde, Councillor for Logan City Council, State Member for Macalister and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2019–2022
School Data Profile (Semester 2 2020)	Headline Indicators (October 2020 release)
OneSchool	Assessment Schedule Overview
Budget Overview Report	Whole School Curriculum Plan 2021
Behaviour Action Summary	2021 I Can: We Can
School pedagogical framework	Student Code of Behaviour
School Opinion Survey 2019	Annual Performance Action Plan
Human Resource Structure 2021	2021 Staff Induction Plan
School newsletter, website and Facebook page	Every student with disability succeeding – school data reflection
Professional development schedule Term 1 2021	



2. Executive summary

2.1 Key findings

A strong collegial culture of mutual trust and support amongst teachers and school leaders is apparent.

Staff members speak highly of the support provided by their cohort team members. Staff express appreciation for the strong collegial connections and beneficial working relationships they have with school leaders and colleagues. Staff members identify that they value the respectful and trusting relationships fostered by leaders.

The school is committed to the system inclusion priority of ‘Every student succeeding’.

A strong commitment to inclusive education has led to the enactment of a cultural change that staff members embrace. Parents of students with additional needs identify this is a school of choice. Leaders articulate that they creatively and flexibly allocate resources to support the diverse learning and wellbeing needs of students and their families.

Leaders are committed to connecting with Knowledgeable Others (KO) through building strong relationships with a wide network of schools and colleagues.

These include the Leading Learning Collaborative (LLC), Albert Learning Alliance, Beenleigh State School, and Beenleigh Cluster. Staff members express appreciation for opportunities to network and watch others work to build their professional practice.

The leadership team is driving an improvement agenda that is refocusing the work in classrooms.

Leaders acknowledge Simon Sinek's work, ‘The Infinite Game’¹, as the reference informing their 2021 catchphrase, ‘*The year of infinite thinking*’. School leaders articulate commitment to promoting a growth mindset culture. The 2021 Explicit Improvement Agenda (EIA) lists the priorities as school-wide targeted English improvement, successful learners, and health and wellbeing. The plan identifies 26 strategies to progress the agenda. Knowledge and understanding of the three improvement priorities and aligned strategies are emerging amongst staff members.

Teachers are highly committed to creating learning experiences that improve student academic outcomes.

A major goal of the 2021 Annual Implementation Plan (AIP) is to deepen and extend teachers’ collaborative curriculum decision-making processes and their knowledge and understanding of the Australian Curriculum (AC). One aspect of this goal is the school-wide engagement of P-6 teachers to work with the Head of Department – Curriculum (HOD-C) to design and implement a locally relevant curriculum unit in Humanities and Social Sciences (HASS). The leadership team acknowledges that this is an emerging practice and that well-

¹ Sinek, S. (2019). *The infinite game*. Penguin



resourced, sustainable professional learning is essential to deepen teachers' knowledge and capability to plan, teach, and assess the AC.

Year level teaching teams work with the HOD-C weekly to build their understanding of curriculum design, development, and assessment practices.

The leadership team articulates that as part of their classroom monitoring responsibilities, they engage in daily walkthroughs, informally observing teaching and learning activities. Moderation is identified as another aspect of quality assuring curriculum learning outcomes. A consistent Quality Assurance (QA) process for monitoring the enactment of all aspects of the intended curriculum in all learning areas, including coverage of the AC general capabilities and cross-curriculum priorities, is emerging.

The leadership team articulates that the strong commitment to improved learning outcomes for all students provides the basis for whole-school improvement.

The school is working to develop a learning environment that considers academic learning equally as important as maintaining a safe, respectful, tolerant and inclusive environment. Staff members identify that for several years the school has prioritised strategies to build a trauma-informed practice. Leaders indicate that the school now has a solid basis for moving the focus from 'engagement' to 'successful student learning'. A plan to establish and communicate explicit high expectations for learning and behaviour through agreed approaches implemented with fidelity is emerging.

Leaders are committed to the delivery of highly effective teaching to improve student engagement and learning.

The leadership team expresses commitment to daily walkthroughs in every classroom. They articulate that these check-ins provide an opportunity to build rapport with staff members, interact with students, and develop an awareness of emerging challenges. Some staff members indicate that walkthroughs have included leaders asking students Sharratt's² five questions. Staff members express appreciation for opportunities to watch leaders model pedagogical practices. Some teachers express a desire for more frequent observation and detailed feedback regarding their practice to support ongoing professional growth.

Students express appreciation for the school, the leaders, and their teachers.

Student leaders reference changes they have observed over the period of their schooling. They articulate that the school has improved in safety, learning and support. Students comment that teachers are more 'in touch' with their students to help them get ready to learn. Students praise highly the work of the schools officers who have made the grounds so attractive.

² Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>



Central to school decision making is staff members' commitment to every student achieving the best possible learning and wellbeing outcomes.

Staff members take pride in accepting, supporting and encouraging the social and emotional development of students. They demonstrate an understanding of the backgrounds students come from, including those with complex needs and recognise the importance of positive and caring relationships to successful learning and genuinely commit to building these relationships with students.



2.2 Key improvement strategies

Refine the EIA to a sharp and narrow focus with aligned strategies, QA, and capability development.

Develop and implement professional learning experiences that deepen teachers' knowledge and capability in planning, teaching and assessing the AC.

Develop and implement consistent QA processes for monitoring the enactment of the intended curriculum in all learning areas of the AC, including coverage of the general capabilities and cross-curriculum priorities.

Establish and communicate the explicit high expectations for learning and behaviour, and implement agreed approaches with fidelity.

Collaboratively develop cycles of observation and feedback, of and by leaders and teachers, focused on the school's signature pedagogies.