Upper Mount Gravatt State School

Executive Summary

School Improvement Unit

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Upper Mount Gravatt State School** from **11** to **15 October 2018**.

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 consider 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

John Bosward	Internal reviewer, SIU (review chair)
Glen Forbes	Peer reviewer
Glynnis Gartside	External reviewer

1.2 School context

Location:	Logan Road, Upper Mount Gravatt
Education region:	Metropolitan Region
Year opened:	1929
Year levels:	Prep to Year 6
Enrolment:	508
Indigenous enrolment percentage:	7.29 per cent
Students with disability enrolment percentage:	13.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1043
Year principal appointed:	2007 – substantive principal 2018 – acting principal
Day 8 Staffing Teacher Full-time equivalent numbers:	32.08 – teaching 6.05 – non-teaching
Significant partner schools:	MacGregor State High School, Mount Gravatt State High School
Significant community partnerships:	Upper Mount Gravatt Kindergarten, UMG Gym (K-Fit)
Significant school programs:	You Can Do It! (YCDI), MiniLit, MacqLit, ROC (Resilience Obstacle Course) Race, Kids Hope

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, substantive principal, deputy principal, Head of Curriculum (HOC), head of student services, 26 teachers, 12 education assistants, acting Business Manager (BM), two administrative assistants, chaplain, Speech Language Pathologist (SLP), three cleaners, 32 students and 31 parents.

Community and business groups:

- School council representative, Parents and Citizens' Association (P&C) president and school crossing supervisor.

Partner schools and other educational providers:

- Principal MacGregor State High School and Director Upper Mount Gravatt Kindergarten.

Government and departmental representatives:

- Councillor for MacGregor Ward Brisbane City Council, State Member for Mansfield and ARD.
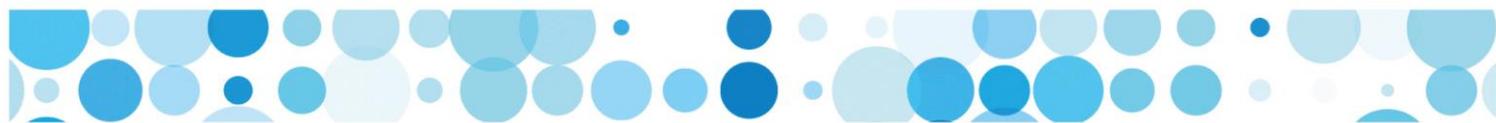
1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Improvement Plan (Semester 2, 2018)
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	Classroom Visits Proforma
Training and development Plans	Curriculum planning documents
School improvement targets	School differentiation placemat
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Whole School Curriculum Overview	Term 3, 2018 Roles and Responsibilities
Writing Analysis Examples	School Council Meeting Agenda
Completed Inquiry Cycle Templates	Data Conversation Records
Student Support Plans	UMG Support processes and Flowchart
Sharing of Information Process	Individual Curriculum Plan Policy
2018 Student Support List	Social and Emotional Wellbeing Placemat
Individual Curriculum Plans	Observation and feedback reflection Tool
Report Card and NAPLAN Update Semester 1 2018	Induction program Planner and meeting agenda
MiniLit MacqLit Reading Tutor Placement Flow Chart	School Curriculum Implementation Schedule
UMG Enrolment Process and Interview Template	UMG Sponsorship Advertising Packages

2. Executive summary

2.1 Key findings

The overall tone of the school is calm, positive and friendly.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build rapport with students, colleagues, parents and the community. Students, staff members and parents speak highly of the school.

Staff members articulate that the moral purpose of the school is to ensure all students have the right to learn in a safe and supportive environment.

Teachers view students as capable learners and believe every student can achieve to a high standard given time and the right support. Promoting emotional resilience and wellbeing through the explicit teaching of the You Can Do It! (YCDI) program is referenced in the pedagogical framework as a key factor in achieving the school's moral purpose. The YCDI program is deeply embedded across the school.

The leadership team is committed to driving an Explicit Improvement Agenda (EIA) to improve the learning outcomes of all students in the school.

The improvement agenda is reflected in the school priorities in the 2018 Annual Implementation Plan (AIP). This plan outlines a broad range of improvement areas and includes specific strategies, targets, timelines and responsible officers. Conversations with staff members indicate an improvement agenda in 2018 of literacy with a particular focus on writing.

Staff members articulate a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda and to classroom planning for effective learning.

The use of data to identify structural differentiation for groups of students and to monitor student progress is apparent in all classrooms. Some teachers articulate how they use data including formative assessment to inform all stages of the teaching and learning process. This practice is not yet embedded across the school.

Students report that they enjoy learning, feel safe within their classroom environment to take risks, and are supported by their teachers to learn.

Students indicate that they have personal goals that challenge them to take the next step in their learning. Some students are able to clearly articulate their next steps in learning and what they need to demonstrate in order to be successful in their learning. Teachers identify and utilise a range of practices including learning intentions, success criteria and 'bump it up' walls to support improved student achievement. These practices are yet to be consistently embedded across the school.

Teachers articulate a sense of collegiality and support amongst the teaching groups.

An informal collegial engagement process is apparent in the school. Some teachers indicate that they receive feedback regarding their teaching. A formalised collegial engagement process for the regular provision of feedback to teaching staff and education assistants is not yet embedded.

The school leadership team recognises the need to maintain a sustained focus on improving teaching practice through ongoing monitoring, evaluation, reflection and feedback.

Some feedback is captured through walkthroughs, pedagogical reflections, collegial coaching and mentoring with leaders in some areas. A range of templates and proformas is used within the school to capture the teaching strategies being utilised and to provide feedback. Some staff members report that they value the provision of detailed feedback regarding their professional practice. A systematic observation and feedback process to provide regular and timely feedback to all members of the teaching team on classroom practice is developing.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other education institutions, local businesses and community organisations.

The Community Café has been established to provide a welcoming place within the school for school community members. It is accessed by parents and community groups for timetabled events and on a casual basis. The local businesses and key community members, including state and local government representatives, speak positively of the school's status within the local community.

Staff members embrace the diversity of the school community and utilise students' varying cultural backgrounds to build cultural understanding and acceptance across the school.

Special events at the school including sporting events, awards presentations, music performances and weekly school assemblies are designed to provide opportunities for parents and caregivers to be involved in their child's education. Special effort is made to include English as an Additional Language or Dialect (EAL/D) parents who are able to access translation services and school notices in familiar languages.
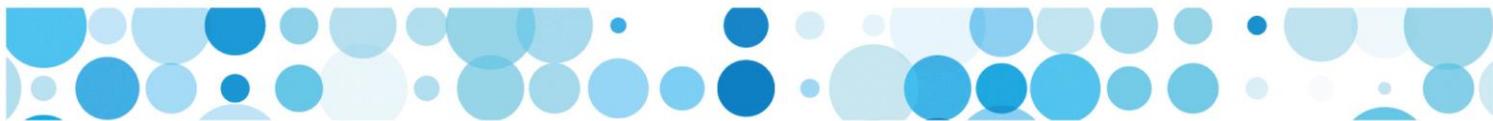
2.2 Key improvement strategies

Collaboratively narrow and sharpen the school's EIA including achievable actions, targets and timelines.

Build on teacher data literacy skills to enable a deep understanding of data and the implications for teaching.

Continue to support teachers to engage their students as assessment literate learners through providing opportunities for student self-assessment, goal setting and feedback processes.

Collaboratively develop and implement a formalised collegial engagement framework for the regular and timely provision of feedback to teaching staff and education assistants.

Expand the observation and feedback model to provide regular feedback to all members of the teaching team on classroom practice in school priority areas.