

# Malanda 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 **Malanda State School** from **31 May to 2 June 2022**.

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

Louise Wilkinson	Internal reviewer, EIB (review chair)
Jason Smith	Peer reviewer
Clare Grant	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Ngajanji
<b>Location:</b>	Mary Street, Malanda
<b>Education region:</b>	Far North Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	471
<b>Indigenous enrolment percentage:</b>	8.9 per cent
<b>Students with disability percentage:</b>	25.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1007
<b>Year principal appointed:</b>	2017



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), Head of Inclusive Practices (HOIP), guidance officer, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), early years specialist teacher, early years pathways teacher, inclusive practice teacher, 15 teachers, three specialist teachers, two administration officers, 15 Student Targeted Achievement Resource (STAR) teacher aides, Prosocial Intervention Student Targeted Achievement Resource (PI-STAR) teacher aide, two cleaners, schools officer, school chaplain, president of the Parents and Citizens' Association (P&C), 39 parents and 59 students.

Community and business groups:

- Tuckshop convenor Moolanda Cafe, Adopt-a-Cop, president of Malanda Chamber of Commerce and religious instruction volunteer.

Partner schools and other educational providers:

- HOD-C of Atherton State School, Head of Department (HOD) – junior services and community service teacher of Malanda State High School, director of Childcare and Kindergarten (C&K) Malanda Community Kindergarten and director of Malanda Early Learning Centre.

Government and departmental representatives:

- State Member for Hill, Councillor for Tablelands Regional Council (TRC) and ARD.



## 2. Executive summary

### 2.1 Key findings

**The principal and school leaders have established and are driving a focused Explicit Improvement Agenda (EIA).**

United in its endeavours to improve learning outcomes for all students, the school is experiencing a continuous increase in enrolments. A strong positive reputation attracts many families to enrol their child in this school of choice. The school motto and overall ethic, '*Work with pleasure*' anchors the current school strategic plan, the School Improvement Agenda 2020–2023 (SIA), which is directly aligned to system-wide and regional improvement priorities.

**The school is a Positive Behaviour for Learning (PBL) demonstration school and is a key influencer beyond the region.**

Students articulate they are proud of their school, know the school rules and understand how these make it a safe and good place to be. Many express a positive view of themselves as real learners with a belief that they are able to succeed. A strong sense of mutual admiration is demonstrated between staff members and students. Most parents express a positive outlook regarding their child's progress. Viewed as an integral and intergenerational part of the local community, many parents and grandparents proudly express that they are delighted their child and grandchild are now part of 'The Malanda Family'.

**School staffing, including the leadership team, is growing as student enrolments increase.**

The current leadership team is comprised of the principal, a deputy principal, Head of Inclusive Practices (HOIP), Head of Department – Curriculum (HOD-C), Support Teacher Literacy and Numeracy (STLaN) and Business Manager (BM). Members of the team engage in Systems Leadership Theory training and individual professional learning related to their particular role. Some are new to their roles and others have experienced a focus shift in their roles. The principal articulates that opportunities exist to collaboratively build their instructional leadership capabilities as a team to scale-up and enact the school's future strategic planning cycle and EIA.

**The leadership team, in conjunction with class teachers, accepts personal responsibility for driving improvements in teaching.**

Several research-based approaches to pedagogy operate within the school. This includes Age-appropriate pedagogies (AAP) in Prep, visible learning and, in particular, Explicit Teaching (ET) which is more widely applied. Expectations regarding deep student learning are clearly defined and apparent in teacher planning documents and are visible on classroom learning walls. The principal indicates an intention to employ an ET coach to support teachers to improve their knowledge, understanding and application of ET practices. Teachers express a desire to expand their pedagogical knowledge and articulate enthusiasm for the opportunity to learn from each other through modelling and coaching.





**The current SIA priorities feature a whole-school approach to differentiation.**

The leadership team and inclusion personnel systematically monitor to ensure that teachers are optimally supported to meet the diverse range of needs in all classrooms and that students engage with the curriculum alongside their same-aged peers. The school is working to strengthen its inclusive model of support. School leaders acknowledge a need to reinvigorate the school's vision for inclusive education and strengthen staff capability and underlying organisational practices that support it.

**Teachers and support staff collaborate to identify the learning needs of students.**

Teachers discuss how they select the most appropriate approach to support students to achieve one year's growth for one year of learning. They incorporate a range of learning experiences and make appropriate adjustments if required. Members of the leadership team explain they are seeking to strengthen their whole-school approach to reading by incorporating practices from research. They are undertaking visits to schools, accessing Far North Queensland (FNQ) Regional Teaching and Learning leaders, attending Professional Development (PD) and reading evidence-based research to support future planning processes.

**Students demonstrate high levels of engagement in all classrooms.**

School data shows that student Level of Achievement (LOA) and National Assessment Program – Literacy and Numeracy (NAPLAN) results have improved in recent years. Most students indicate that they are appropriately challenged and willing to take risks in order to progress their learning. A Science, Technology, Engineering and Mathematics (STEM) teacher has been appointed to drive initiatives through the curriculum and other activities designed to extend students. High achieving students participate in programs including the Queensland Virtual STEM Academy (QVSA), an online learning activity, and the Moolanda News Crew project to cover community events. The leadership team and many class teachers express a desire to further extend all students, particularly high achieving students. They recognise that this may be achieved through enhanced curriculum design and classroom learning activities.

**Community representatives consistently express high praise for the principal and school staff for their active involvement in the local community.**

The school has strong ties with the local Chamber of Commerce and has recently contributed to the revitalisation of the town. The school supports community events through the provision of the choir, band, and dance groups. Community members share their expertise with the students and the school. The Tablelands Regional Council (TRC) contributes to the school pool in a reciprocal arrangement that allows community access. The school has actively supported the TRC to gain upgrades to Jack May Park, including the new nature-based playground, landscaping and the bike pump track. These are well-used by the school.



**The school prides itself on its well-established interconnections with local educational and community organisations to support transitions into and out of the school.**

Many students new to the school comment that they feel safe and supported and are appreciative of their new school experience. Secondary school students who regularly visit as in-class helpers through their community service program, speak of the satisfaction they gain in helping younger students. The school mirrors this approach with their own upper school students visiting Early Childhood Education and Care (ECEC) centres for weekly 'Buddy Reading' lessons organised by the early years specialist teacher. As a recognised provider of the Step Up into Prep approach, the school is an Early Years School of Excellence. The early years pathway teacher facilitates a highly supported weekly school playgroup for children aged birth to five years old. All children are welcome regardless of their family's future enrolment intentions.





## 2.2 Key improvement strategies

Strengthen instructional leadership capabilities of school leaders as a team to enact the school's next strategic planning cycle and EIA, ensuring that shared accountabilities for improvement priorities are clear and enacted with fidelity.

Develop a research-based whole-school approach to pedagogy that reflects high-yield teaching practices aligned to content, context and curriculum delivery.

Strengthen understanding of inclusive practices across the school community through a shared vision for inclusion, and further build staff capability to apply the organisational practices that support it.

Research and extend professional knowledge and pedagogies related to the whole-school teaching of reading.

Further develop opportunities to engage, challenge and extend all students, including high achieving students through enhanced curriculum design and more challenging learning area activities.