

Millchester State School

Executive Summary



School
Improvement
Unit





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Millchester State School** from **6 to 8 February 2017**.

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 which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Ian Rathmell	Internal reviewer
Phil McLucas	Internal reviewer



1.2 School context

Location:	Corner Bluff and Phillipson Roads, Millchester
Education region:	North Queensland Region
Year opened:	1874
Year levels:	Prep to Year 6
Enrolment:	184
Indigenous enrolment percentage:	20 per cent
Students with disability enrolment percentage:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	899
Year principal appointed:	2013
Full-time equivalent staff:	10.9
Significant partner schools:	Charters Towers Central State School, Richmond Hill State School, Charters Towers State High School, Charters Towers School of Distance Education (SDE)
Significant community partnerships:	Police-Citizens Youth Club (PCYC), Prospect, Charters Towers Hospital, Police Liaison Officer, Child and Youth Mental Health Services
Significant school programs:	School biannual musical, Charters Towers eisteddfod participation, school scientist, high ropes program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, 11 teachers, guidance officer, tuckshop convenor, facilities officer, Business Services Manager (BSM), administration officer, chaplain, four teacher aides, two cleaners, Parents and Citizens' Association (P&C) secretary and president, 15 parents, 45 students, two crossing supervisors, behaviour support teachers and Support Teacher Literacy and Numeracy (STLaN).

Community and business groups:

- Creche and Kindergarten (C& K) representative.

Partner schools and other educational providers:

- Principal, Charters Towers State High School.

Government and departmental representatives:

- Adopt-a-Cop, Police Liaison Officer, Mayor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Responsible Behaviour Plan
Investing for Success 2016/2017	Strategic Plan 2013-2017
Headline Indicators 2016	School Data Profile 2016, Semester 2
OneSchool	School budget overview
Professional learning plan 2017	Reading Placemat
School pedagogical framework	School Curriculum Plan
School data plan	School newsletters and website
Curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

The school culture is supported by the school values of community, compassion, fun, success for all and responsibility.

The school values were cooperatively developed by school staff members. They are yet to be displayed throughout the school. Students can articulate the three school expectations of *'I am safe, I am a learner, I am respectful'*. The school is affectionately referred to as 'Milly' by the whole school community.

The principal and staff members are committed to success for all students.

Teachers utilise a range of differentiated strategies, instruction and groupings to meet the needs of students in their classes. Most parents express satisfaction with how the school is supporting the learning of their child and value opportunities to discuss any issues openly with staff members.

The school principal has developed an Explicit Improvement Agenda (EIA).

The EIA focuses on embedding quality teaching and learning in English and the Three-Cueing System in the teaching of reading and writing. Most staff members and some parents are aware of the improvement agenda of quality teaching and learning in English and the teaching of reading. Strategies and actions outlined for the implementation of the agenda are detailed and expansive and are yet to be fully understood by the school community.

Many staff members express the need for further communication and clarification of the specific expectations of the EIA regarding their teaching and the impact on student learning.

The roles and responsibilities of members of the leadership team and staff members in driving and actioning the EIA are yet to be fully developed and understood by the school community.

The school endeavours to connect with the staff members and the school community.

A range of strategies and events are utilised including emails, staff and Parents and Citizens' Association (P&C) meetings, school newsletters, parent information sessions, parent interviews, the school website and the school community Facebook page. Some staff members and parents identify that the clarity of communication in response to operational demands and requests within the school is an area for development.

The principal is exploring ways to develop and build all staff members into an expert and coherent school-wide teaching team focused on improving student outcomes.

The principal acknowledges the need to lead and model professional learning in the school and identifies areas for personal growth and development and is exploring networking opportunities with the region and other schools and mentoring and coaching possibilities.



A coaching and feedback framework was initiated in 2016 with the principal and Head of Curriculum (HOC), a role that does not currently exist, working with classroom teachers.

Some verbal feedback was provided to teachers. Feedback focused on the teaching of English. An effective coaching and feedback process that is inclusive of all staff members is yet to be established.

All staff members speak of the importance of caring relationships and mutual respect.

Teaching staff members have a strong sense of collegiality. Students and parents articulate this is a good school and that teachers are approachable and caring.

2.2 Key improvement strategies

Narrow and sharpen the school's EIA including targets for improvement and timelines for actions. Communicate the EIA to all stakeholders.

Develop and communicate the roles and responsibilities of the principal, key personnel and all staff members in leading and actioning the EIA.

Develop effective communication strategies that promote clarity and understanding and enhance relationships between staff members, parents and the community.

Utilise regional resources to develop networked school and regional relationships and principal mentoring and coaching opportunities.

Develop a formal teacher observation and feedback cycle aligned to the school's EIA.