

# Mitchelton Special School

## Executive Summary



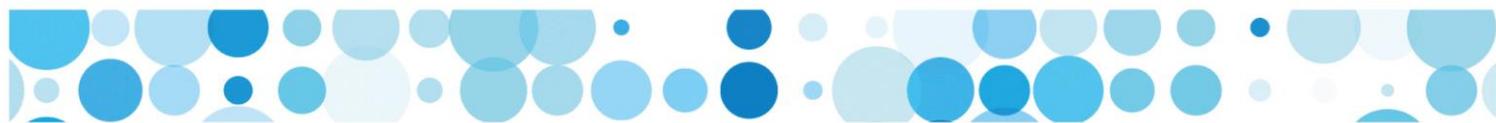


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

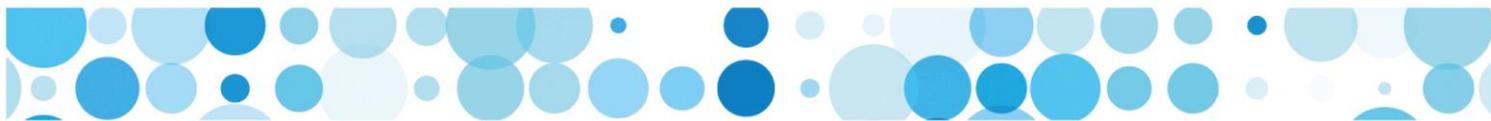
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





## Contents

1. Introduction .....	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders .....	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.1 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mitchelton Special School** from **5 to 8 August 2019**.

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.

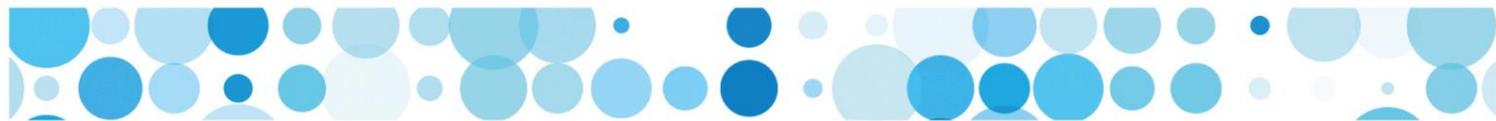
The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

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

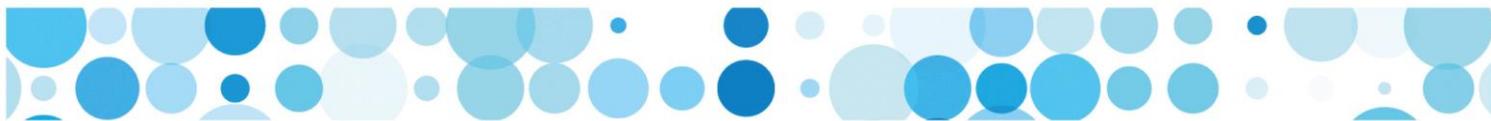
### 1.1 Review team

Jenny Hart	Senior reviewer, SIU (review chair)
Laurelle Allen	Internal reviewer, SIU
Tracey Chappell	Peer reviewer
Bert Barbe	External reviewer



## 1.2 School context

<b>Location:</b>	Kedron Avenue, Mitchelton
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1971
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	166 – including Early Childhood Development Program (ECDP)
<b>Indigenous enrolment percentage:</b>	5 per cent
<b>Students with disability enrolment percentage:</b>	100 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1059
<b>Year principal appointed:</b>	Term 2, 2019
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	34.9
<b>Significant partner schools:</b>	Mitchelton State School, Mitchelton State High School
<b>Significant community partnerships:</b>	MyTime – supporting parents of children with disabilities, Townsend Buses, Technical and Further Education (TAFE) sport program
<b>Significant school programs:</b>	Horse riding, tennis, senior school transition programs



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Student Services (HOSS), pedagogical coach, 23 teachers, 36 teacher aides, Speech Language Pathologist (SLP), physiotherapist, occupational therapist, two guidance officers, Community Liaison Officer (CLO), Business Manager (BM), administration officer, chaplain, Parents and Citizens' Association (P&C) secretary, 14 parents and 27 students.

Community and business groups:

- MyTime and Townsend Buses.

Partner schools and other educational providers:

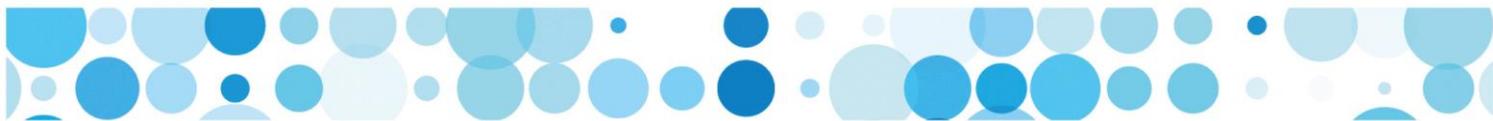
- TAFE.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2018–2021
Headline Indicators (April 2019 release)	School Data Profile (2019 Semester 1, 2019)
OneSchool	School budget overview
Individual Communication Access Plan	Curriculum planning documents
School improvement targets	Collegial Engagement in Classrooms
School pedagogical framework	Staff Handbook 2019
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Coaching Menu



## 2. Executive summary

### 2.1 Key findings

**The school has a coherent and sequenced plan for curriculum delivery across the years of schooling from Prep to Year 10.**

The plan provides information regarding what teachers should teach and students should learn. The plan aligns with the Australian Curriculum (AC). Teachers appreciate opportunities for collaborative planning. The curriculum is shared with parents through the school newsletter, parent events and the Individual Curriculum Planning (ICP) process.

**School leaders recognise that consistent highly effective teaching is key to improving student outcomes across the school.**

They acknowledge that consistency of practice is dependent on shared understanding of agreed pedagogies. Teachers are provided with a coaching menu from which they can choose the type of support that best meets their current capability development needs. Beginning teachers speak positively of the mentoring and support with which they are provided.

**School leaders are united and committed to support the implementation of school priorities to improve the quality of teaching and learning in the school.**

Leaders are able to describe specific actions that have and are occurring in the school to move the improvement agenda forward. Staff articulate that they are yet to be clear as to exactly what will be achieved and how the agenda will be monitored and evaluated for success. Specific targets across all improvement areas are yet to be clear and understood by all leaders and staff members.

**Members of the leadership team express a desire to further develop their capability as instructional leaders.**

They acknowledge they are early in their leadership careers and wish to strengthen their instructional leadership capability. Staff comment they are not yet clear as to the role of all school leaders and staff. A roles statement is developed. School leaders acknowledge that this document requires collaborative review and ongoing enactment by all staff.

**The implementation of a consistent Positive Behaviour for Learning (PBL) program is viewed as a significant driver to support the behaviour and wellbeing needs of students.**

PBL has been implemented over past years. The school is in the early stages of reforming a PBL committee and is working with the regional behaviour hub advisor to support this priority. Student and staff wellbeing is identified as a priority area for improvement.



**School leaders agree that building a team of highly capable teachers and teacher aides is key to improving learning outcomes for students.**

Leaders articulate the challenge they face in recruiting experienced and capable staff including teachers and teacher aides to replace those on leave from the school. Leaders describe a short-term approach to staff recruitment necessitated by the significant levels of staff turnover.

**Teachers and teacher aides articulate a strong commitment to supporting students and providing a range of opportunities to assist them to learn.**

School leaders are endeavouring to build a culture that supports the belief that every student is capable of successful learning. The leadership team and staff identify that the building of a cohesive team to support the implementation of the improvement agenda and support successful learning for all students is an ongoing priority of the school. Many staff indicate that significant change including turnover of staff has impacted on the building of a collaborative team with shared responsibility and open and transparent decision making.

**School leaders utilise the available human, financial and equipment resources to support teaching and learning across the school.**

School leaders identify there has been ongoing discussion with central office and regional facilities personnel regarding the increasing enrolment numbers and congestion on the constrained school site. It is recognised by all staff that the current over-crowded facilities impact on the ability of staff to successfully support the educational and wellbeing needs of all students.

**The school has a range of partnerships established with parents, other educational institutions and community agencies.**

The variety of partnerships developed provide broader learning opportunities for students. The school is redeveloping the range of external learning opportunities for students. Partnerships are targeted to community agencies and a local special school providing appropriate independent living and work skills to better support students' post-school transition pathways.



## 2.1 Key improvement strategies

Sharpen and narrow the Explicit Improvement Agenda (EIA) to one or two key improvement areas; ensuring targets, timelines and monitoring strategies are documented with a line-of-sight into classroom support and practice identified.

Develop and communicate a specific statement of roles, responsibilities and accountabilities for each school leader and staff member detailing key expectations, targets and timelines.

Develop and implement a systematic PBL program to improve the successful engagement and learning outcomes of all students.

Develop and implement clear communication processes including opportunities for regular collaboration and open and transparent decision making to build a team culture of mutual trust and respect in the school.

Collaborate with regional Human Resources (HR) staff to develop and implement a workforce plan to build a capable skilled workforce to meet the diverse student needs of the school.

Work with central office and regional facilities personnel to develop a facilities master plan for the school responsive to current and future need.