

Mitchelton State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mitchelton State School** from **26 to 28 April 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

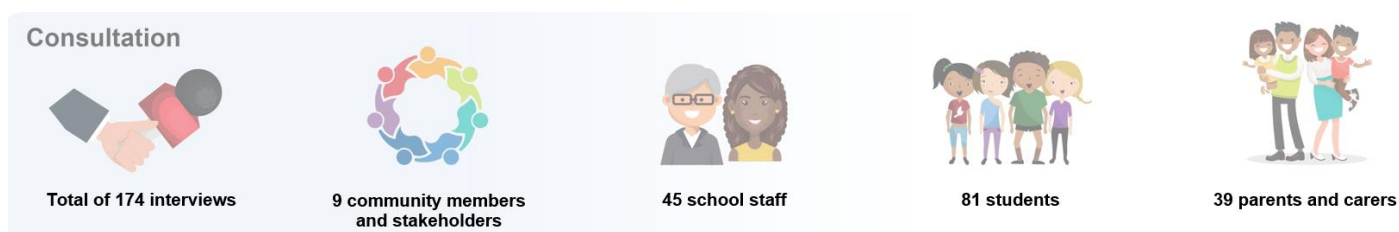
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Patric Brady	Peer Reviewer
David Hinton	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the lands of the Turrbul people.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	558 students
Indigenous enrolment percentage:	8.2%
Students with disability percentage:	16.9%
Index of Community Socio-Educational Advantage (ICSEA) value:	1052

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **28 February to 4 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1052 and the school enrolment was 518 with an Indigenous enrolment of 6.5% and a student with disability enrolment of 7%.

The key improvement strategies recommended in the review are listed below.

- Develop data literacy skills to build the capacity and confidence of staff members to identify starting points for teaching, tracking student progress and reflection on the effectiveness of teaching practice. (Domain 2)
- Define and refine the school pedagogical framework and its high-yield strategies to ensure a shared understanding across all sectors of the school. (Domain 8)
- Continue to develop co-planning, co-teaching and co-assessing opportunities to further develop teacher understanding of the Australian Curriculum (AC). (Domain 6)
- Regularly monitor the implementation of the Explicit Improvement Agenda (EIA) and progress towards established targets that detail more specific improvements sought in student performance. (Domain 1)

2. Executive summary

2.1 Key affirmations

A strengths-based professional autonomy of staff allows for innovation with accountability.

Leaders recognise that sustaining a culture of continuous learning amongst staff and building staff capability are crucial for improving student learning and wellbeing outcomes. The school has many staff with high expertise. A number of teachers speak appreciatively that leaders allow them the flexibility to teach to their strengths. They identify being given professional autonomy and opportunities to innovate, and recognise this comes with responsibilities and accountabilities.

A 'Mitchie Family' ambiance is reflected in the many positive school-family-community relationships.

The motto of '*Nothing but the Best*' sets the standard of high expectations modelled by staff. Visitors to the school comment that the tone of the school is welcoming and positive. The principal acknowledges that in the school there are happy faces, connected students and passionate teachers. Parents indicate that they feel treated as partners in the promotion of their child's learning and wellbeing. Many school and community members say that a strength of the school is 'the people' and the interconnectedness they feel between each other. Some refer to this as the 'Mitchie Family'.

Positive community perception and intergenerational connections are established with the school.

Many community members share a common positive view about the school and recognise there are high levels of parent support. Many parents have intergenerational connections to the school and local area and express pride in their association with both. Leaders and staff value parents as partners. Parents speak appreciatively of the efforts of leaders and staff, with some describing how the school 'future proofs' students to be informed and active citizens within and beyond the school.

Strong collegiality and teamwork is apparent within school.

Teachers describe that their year level cohort teams are a vital element in the continued development of their culture of collaboration and teamwork. Staff value the time to collaborate with their colleagues and are appreciative of the intentional and purposeful sharing of knowledge and skillsets. They say they are able to receive from and provide support to each other and this is a strength of the school.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Collaboratively review the 3 levels of planning, with regional support, to quality assure the Curriculum, Assessment and Reporting Plan (CARP) and provide all 8 learning areas of the AC to all students with precision and clarity.

Align academic case management processes more closely to the junctures of moderation to consolidate alignment between curriculum, pedagogy, assessment and reporting.

Domain 8: Effective pedagogical practices

Further review agreed ways of working in school-wide effective pedagogical approaches, practices and teaching strategies and monitor them for impact to support improvement in student engagement and achievement.

Domain 7: Differentiated teaching and learning

Further strengthen capabilities in shared knowledge, understanding and repertoire of inclusive practices for teachers to enhance systematic curriculum delivery in ways that meet the diverse learning needs of all students.