

Mount Fox 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 **Mount Fox State School** from **6 to 8 June 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. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified to prioritise future directions for improvement. 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.

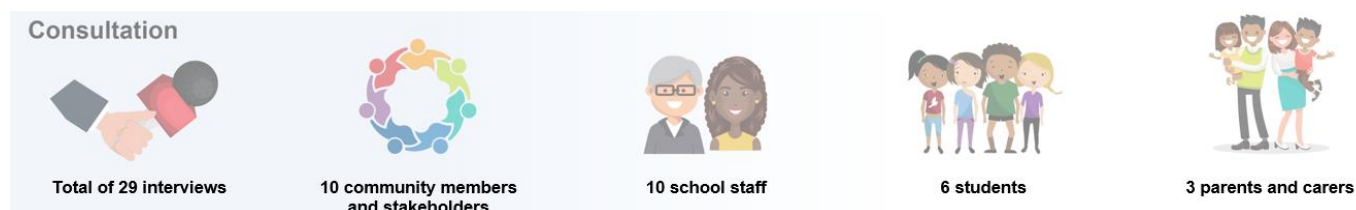
The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

David Cramb Internal Reviewer, SRR (review chair)

Len Fehlhaber Internal Reviewer, SRR

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Gugu Badhun We acknowledge the shared lands of the Gugu Badhun nation and the Gugu Badhun people of the Greater Maric language region.
Education region:	North Queensland
Year levels:	Kindergarten to Year 6
Enrolment:	7
Indigenous enrolment percentage:	14.3%
Students with disability percentage:	Nil
Index of Community Socio-Educational Advantage (ICSEA) value:	951

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **20 to 21 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as n/a and the school enrolment was 6 with nil Indigenous enrolment and nil student with disability enrolment.

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

- Allocate time to allow all staff to participate in deep investigation of student learning data to guide next steps in learning. (Domain 2)
- Collaboratively develop a formal and agreed approach for all staff members to participate in classroom-based learning that includes modelling, coaching and mentoring opportunities. (Domain 5)
- Support all staff in further developing a deep understanding of the key teaching strategies of the improvement agenda. (Domain 1)
- Provide ongoing Professional Development (PD) to build all staff members' knowledge of the Australian Curriculum (AC) through detailed understanding of the small school curriculum framework. (Domain 6)
- Investigate further ways to communicate and engage with the whole-school community to re-establish the view of the school as being the hub of the community. (Domain 9)

2. Executive summary

2.1 Key affirmations

The principal conveys a strong commitment to high expectations and drives a clear philosophy of independent learning.

Staff comment that students learn through interactions with a variety of strategies, including play, conversations, collaboration and modelling. The principal articulates that a key part of the school vision is to encourage creativity, individuality and independence for every child. Staff comment that students leave the school after completion of Year 6 and progress to high school with high-level independent learning skills.

Parents and community members express a strong sense of pride and belonging to the school and speak highly of the levels of support they receive from staff.

Parents share their appreciation for the family-oriented school environment that they consider as a hub for their community. Staff describe a strong connection and positive relationships with parents. Staff express genuine high expectations for every student and articulate a strong understanding of student learning needs. They explain that there should be no barriers to student learning and articulate an imperative to ensure every student is understood and provided a safe and inclusive learning environment.

The principal articulates that quality differentiated and inclusive teaching and learning is being provided through the use of a Personalised Learning Cycle for each student.

The principal has developed an individual 'learning folder' for each student. The principal explains the importance of students being independent learners and articulates that routines are set up for students to know what is expected and what they need to do. The folder contains a snapshot of learning exemplars, current student data and individual learning goals. Students articulate they value the use of their learning folder and suggest it promotes independent learning and engagement.

Students say they enjoy learning and the range of opportunities provided.

The principal comments that delivering a quality curriculum is significant in providing effective and engaging learning for every student. Teaching staff advocate an inquiry approach to the delivery of learning programs with an emphasis on investigation. Parents suggest that the personalised approach to curriculum implementation is valued.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop clear roles and responsibilities for all staff within the context of the current Annual Implementation Plan (AIP) to ensure clarity of responsibilities and the alignment of targets, actions and strategies.

Domain 5: An expert teaching team

Develop a professional learning plan aligned with Annual Performance Development Plans (APDP) and school priorities to provide ongoing formal opportunities to build the capability of all staff.

Domain 6: Systematic curriculum delivery

Strengthen moderation processes at multiple junctures to ensure that teachers align their teaching and assessment to the AC.

Domain 8: Effective pedagogical practices

Embed agreed effective pedagogical approaches to support the K-6 learner, learning and curriculum implementation.

Build student knowledge of AC requirements linking to assessment tasks and exemplars to further establish student agency in learning and assessment literacy of students.