

Two Mile State School

Executive Summary





Contents

| | |
|--|---|
| 1. Introduction | 3 |
| 1.1 Review team..... | 3 |
| 1.2 School context..... | 4 |
| 1.3 Contributing stakeholders | 5 |
| 1.4 Supporting documentary evidence..... | 5 |
| 2. Executive summary..... | 6 |
| 2.1 Key findings..... | 6 |
| 2.2 Key improvement strategies | 8 |



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Two Mile State School** from **28 to 29 July 2021**.

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

Scott Curtis

Internal reviewer, EIB (review chair)

Susan Evans

Peer reviewer



1.2 School context

| | | |
|--|--|---------------|
| Location: | Bruce Highway North, Two Mile | |
| Education region: | North Coast Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 66 | |
| Indigenous enrolment percentage: | 20 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 12 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 46.7 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 921 | |
| Year principal appointed: | 2017 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Cluster Head of Inclusion (HOI), guidance officer, Business Manager (BM), Advisory Visiting Teacher (AVT) – Student Engagement, six teachers, three teacher aides, 12 parents and 17 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives and Gympie Golf Club representative.

Partner schools and other educational providers:

- Gympie State School principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

| | |
|---|---------------------------------------|
| Annual Implementation Plan 2021 | Explicit Improvement Agenda 2021 |
| Investing for Success 2021 | School improvement targets |
| Headline Indicators (April 2021 release) | School Data Profile (Semester 1 2021) |
| OneSchool | School budget overview |
| Professional learning plan 2021 | School pedagogical framework |
| School assessment plan | School newsletters and website |
| School Opinion Survey | Student Code of Conduct |
| School based curriculum, assessment and reporting framework | Diverse Learners profile |



2. Executive summary

2.1 Key findings

Staff and parents articulate the importance of a safe, tolerant and inclusive learning environment.

Community voice describes positive and caring relationships between staff, students and families with all having an obvious sense of belonging. Parents, students, and staff members speak highly of the school and value its small school culture and student-centred approaches. Some parents articulate their child's enrolment within the school is based upon recommendations from friends and family. Students and parents speak of an environment that enables students of all ages to play and work alongside each other.

A key feature of the Collaborative Assessment of Student Work (CASW) approach is the identification of marker students.

Staff describe the case management approach as supporting their collaborative understanding and collegial discussions regarding student achievement aligned to the Guide to Making Judgements (GTMJ), student work samples, and strategies for improvement. Staff detail how they collaborate in relation to the collective understanding of the guide, documenting the evidence aligned to the guide, and a student work sample. A focus area for the student is developed to support student feedback and goal setting.

A consistent approach to curriculum planning across the school is apparent.

Staff detail their use of the Curriculum Assessment and Reporting Plan (CARP) and are able to discuss how this relates to daily practice. Due to the multi-age aspect of the school and changing year level classroom composition, staff identify the need to continually track units of work delivered. Through staff conversation, it is apparent that there is variability in regards to curriculum knowledge, the depth of understanding to support multi-age curriculum delivery, and the understanding of the connectedness to the general capabilities and cross-curriculum priorities.

Staff members express that all students are able to learn successfully.

The cluster Head of Inclusion (HOI) is supporting the school through the detailing of a Diverse Learner Profile for each class. These profiles detail the four levels of adjustments as identified through the Nationally Consistent Collection of Data on School Students with Disability (NCCD) headings. Students with their disability category are plotted. How staff engage with these profiles to facilitate quality differentiated teaching practice to support the diverse range of learners is yet to be apparent.



A commitment to the continuous improvement of teaching practice is apparent.

Staff recognise that highly effective teaching is the key to improving student outcomes. The principal conducts regular classroom visits. At times, walkthroughs and feedback mechanisms occur. The principal acknowledges the importance of working with staff members to share and provide feedback on the school's identified signature pedagogical practices as a means to build clarity and consistency across the school.

Learning walls and 'Bump it up' walls are visible in all classrooms.

Some of these walls detail a sequence of learning progressions aligned to the GTMJ and assessment task. Staff describe how specific elements of these walls are co-constructed with students, including the use of student-friendly statements to assist with understanding the guide. These walls support a range of student reference material. Staff detail that an opportunity exists to continually build upon practice and approaches regarding student capability in guiding and understanding their own curriculum and assessment.

Staff actively engage with the Gympie Alliance to support collaboration and professional learning.

Staff members acknowledge that professional conversations and sharing of ideas and resourcing regarding curriculum delivery occurs through cluster collaboration. The Gympie Alliance is commencing an initiative involving a bus tour as a way to support teachers visiting other schools to engage in collaborative discussions and school visits. Members of this cluster articulate that it is a supportive and non-competitive group of colleagues and further describe the principal as a key contributor and a regular support for other small school colleagues within the group.

The principal articulates the use of flexible staffing and financial budgeting to enhance additional staffing allocations.

Through student data and needs analysis, the principal identified the requirement to establish a fourth class. Through staff consultation, the Investing for Success (I4S) agreement reflects the financial commitment to support this decision. Staff and parents comment favourably on this establishment as reducing class size and complexity. Staff identify that teacher aides make a significant contribution to the teaching and learning process and that they are deployed to meet the learning needs of students. Teacher aides speak positively of their involvement across the school in supporting student learning and wellbeing.



2.2 Key improvement strategies

Strengthen practices that further develop teacher knowledge and understanding of the Australian Curriculum (AC) within and across year levels, including general capabilities and cross-curriculum priorities.

Strengthen differentiation planning and delivery processes that assist staff in their repertoire of practice to differentiate for the diverse range of students.

Enact an observation and feedback process for staff that quality assures pedagogical practices across the school, with a view to support the sharing of practice with other like schools.

Enhance school-wide practices and approaches to support student capacity as assessment-literate learners.