

Marshall Road State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Marshall Road State School** from **13 to 15 July 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Len Fehlhaber	Internal reviewer, SRR (review chair)
Alese Woods	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Indigenous land name:	Turrbul and Yugara
Location:	Kurts Street, Holland Park West
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	512
Indigenous enrolment percentage:	1.4 per cent
Students with disability percentage:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1126
Year principal appointed:	2020



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, guidance officer, Business Manager (BM), administration officer, six teacher aides, groundsman, two tuckshop convenors, five teachers, three inclusion teachers, 18 teachers, 59 students, 22 parents and three Parents and Citizens' Association (P&C) representatives.

Community and business groups:

- Nil.

Partner schools and other educational providers:

- Two Kidzone Outside School Hours Care (OSHC) educators, principal of Woolloowin State School, principal of Rochedale State School, principal of Mount Gravatt East State School, principal of Wellers Hill State School, principal of Holland Park State High School, Holland Park West World of Learning director and Eden Academy Holland Park director.

Government and departmental representatives:

- Deputy Mayor for Brisbane City Council and Councillor for Holland Park Ward, State Member for Greenslopes and ARD.



2. Executive summary

2.1 Key findings

The leadership team and staff are united and committed to providing a learning environment centred on the mantra of ‘Safe, Caring, Learners’ to build futures and success.

School staff share the belief that a learning environment centred on ‘Safe, Caring, Learners’ can be achieved by promoting the school values of ‘*a school with heart, an innovative approach, a chance to shine, and an engaging education*’. The principal expresses a passionate desire to ensure that every student is able to reach their full potential through a connected, inclusive community. Leaders and teachers proudly describe the four strategic pillars of the school as *English, Curiosity, Inclusion and Age-appropriate Pedagogies (AAP)* which wrap around the central tenet of quality teaching.

The school’s approach to differentiation is underpinned by the belief that by gaining a full understanding of every student and recognising that with the right support at the right time, all students can succeed.

A strategic focus on the progress of each and every child is demonstrated through the ongoing work of Professional Learning Teams (PLT), including analysis of student data, planning for next steps in learning and appropriate and timely interventions through the inclusion team. Teachers articulate that the work and support of the inclusion team staff is highly valued and vital to supporting students with various learning needs.

The school’s strategic plan is described by the principal as being a living document, reviewed annually and with quality teaching at its core.

The leadership team expresses an understanding that implementing numerous items on their Explicit Improvement Agenda (EIA) has proved challenging when driving a specific focus. They articulate that a more strategic approach is desired to ensure clarity and embeddedness. When actioning the EIA, the leadership team articulates a desire for refinement, and one narrow whole-school focus. A narrow and focused EIA, supported by the school’s instructional leadership, and staff capacity development, are acknowledged by the leadership team as the next steps.

Leaders describe the dedication of all staff to giving their best effort to differentiate for the range of student needs.

The school engages a range of support staff, including inclusion teachers, guidance officer, teacher aides and a Speech Language Pathologist (SLP). This group, including school leaders, meets regularly as the Team Around Child (TAC), strategically planning and resourcing student needs. Leaders and inclusion teachers describe strategies for differentiation being discussed and documented during termly curriculum meetings. Strategies are subject specific and include provision of extension tasks, templates for students requiring guides during rotation activities, and mixed and small groupings. The principal and leaders express the desire to develop and embed a shared whole-school and



community understanding of equity and inclusion in line with Department of Education (DoE) requirements and school context.

Teachers articulate having a thorough understanding of the curriculum demands of their year level and working as a team.

School leaders have a clear vision for the school's learning agenda, focused on providing all students with access to quality learning experiences reflective of the requirements of the AC. Some teachers discuss they have the freedom to change the marking guides as needed, and there is some disparity regarding adaptations and contextualisation. Leaders acknowledge a desire to continually build teacher knowledge of the Australian Curriculum (AC) requirements to achieve success at an A-B level for priority learning areas.

Leaders express interest in developing a pedagogical approach that will engage students in their learning and provide the foundation for a consistent whole-school methodology.

In 2021, AAP was adopted as a whole-school approach to teaching and learning. Most teachers are supportive of implementing the AAP framework. Many staff articulate a sense that many of its characteristics and approaches are already familiar strategies. Many teachers identify the potential for increased student engagement in learning. School leaders acknowledge the importance of Quality Assurance (QA) processes to ensure the AAP framework is effectively implemented.

The school is committed to building and maintaining positive and caring relationships between staff, students and parents.

Leaders and staff acknowledge the school has undergone significant and positive change in a short period of time. They express the importance of considering the pace of change when introducing several agendas. Teachers articulate they would welcome an opportunity to embed practice before introducing further approaches. Staff and parents would welcome thorough consultation processes to encourage buy-in and engagement.

Teaching and non-teaching staff value professional learning activities and developing their knowledge and skills.

The principal encourages teachers to develop their leadership capability, inviting staff to identify areas in which they are passionate. Aspiring leaders are invited on to the leadership team to support their capability development and extend their experience. The school recognises and capitalises on the skills and experiences of teachers, with opportunities including a range of roles from committee chairs, event coordinators, year level coordinators, and coaching and mentoring. Teacher aides appreciate ongoing professional learning through formal learning sessions, in addition to opportunities to learn directly from teachers and other colleagues to build shared understandings regarding their work in classrooms.



The school has a strong data-driven decision-making culture embedded across all levels of engagement and stakeholders.

The principal and other school leaders are committed to their belief that valid student outcome data is essential to realise ongoing school improvement. The leadership team, PLTs and teachers take ownership of the success of students and their achievement in English. A range of student academic data is utilised to guide and reinforce actions at a whole of school, cohort, class and individual student level.

High-quality curriculum planning and teaching are identified as key aspects for continuing to improve learning outcomes for all students.

The school has a documented whole school curriculum plan aligned to the AC and P-12 Curriculum and Reporting Plan (CARP). The plan references the seven general capabilities and cross-curriculum priorities, and the three levels of planning are evident. Teachers appreciate the sharp, narrow focus on planning four learning areas, with specialist teachers responsible for the other learning areas, and speak highly of the curriculum knowledge gained through curriculum leaders and processes that have been enacted.



2.2 Key improvement strategies

Define a narrow and focused EIA to lift student achievement, culture and curriculum application, supported by instructional leadership and collegial engagement.

Develop, communicate and embed a shared whole-school and community understanding and commitment to equity and inclusion in line with DoE requirements and school context.

Deepen teacher knowledge of the AC requirements to achieve success at an A-B level for priority learning areas.

Quality assure the effective implementation of the school's agreed signature pedagogical practices.

Review and refine processes for authentic consultation and communication with staff and parents.