

# Monto State School

## Action Plan Final Report





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## 1. Introduction

This report is a product of a Phase 4 check-in review at **Monto State School** on **14 October 2022**. It provides an evaluation of the school's performance against the action plan developed by the school in consultation with the Assistant Regional Director (ARD)

The Phase 4 check-in was completed by staff from School and Region Reviews (SRR). For more information regarding SRR and school reviews please visit the [website](#).

### 1.1 Review team

The Phase 4 check-in was conducted by:

Stephen Bobby      Senior reviewer, SRR (case manager)

Cameron Hodges      Senior reviewer

### 1.2 Contributing stakeholders

The following contributed to the Phase 4 check-in and final report:

- a desktop review of the school's performance data and other school information
- consultation with the school's ARD
- a school visit of up to one day, and
- interviews with relevant staff, students, parents and community representatives, including:
  - principal
  - three teacher aides
  - 14 students
  - six teachers
  - administration officer



## 2. SRR monitoring

### 2.1 Action plan improvement strategies

The Phase 4 check-in looked at how the school implemented the improvement strategies from the action plan.

- Collaboratively develop and clearly communicate an Explicit Improvement Agenda (EIA) with a sharp, narrow and deep focus on planning, delivering, assessing and quality assuring the Australian Curriculum (AC): English.
- Collaboratively review the school's pedagogical approaches to determine the agreed practices informing and strengthening a consistency of teaching and learning across the school in English and literacy.

### 2.2 Action plan check-ins

The Phase 4 review was preceded by the following visits:

Phase 1	November 2021
Phase 2	May 2022
Phase 3	August 2022



### 3. Findings

**Improvement Strategy 1 – Collaboratively develop and clearly communicate an EIA with a sharp, narrow and deep focus on planning, delivering, assessing and quality assuring the AC: English.**

**Success Criteria:**

- Quality Assurance (QA) of the curriculum is into the fourth cycle and teacher aides are consistent attendees at curriculum planning meetings.
- All teachers consistently create know and do tables in child-friendly language, students are familiar with the tables and are able to articulate how they assist their learning and achievement.
- The use of exemplars as part of English learning walls are consistent across all classrooms, and teachers co-construct exemplars with students. Many students are able to speak confidently of how they will be assessed in English and what they are required to do achieve a 'C' Level of Achievement (LOA) or higher.
- Sharratt's<sup>1</sup> five learning questions are used to interview students about their engagement in classroom learning. The findings from this data collection assist conversations between the principal and teachers regarding how best to support students' understanding of the curriculum. Teachers articulate that feedback from classroom visits delivered by the principal is welcome, and express a desire for this process to be ongoing.
- The four phases of moderation occur within the school and across the cluster, with the teachers from the school leading the cluster in this work. All teachers speak of what each phase of moderation means for them and are able to explain their responsibilities.

**Improvement Strategy 2 – Collaboratively review the school's pedagogical approaches to determine the agreed practices informing and strengthening a consistency of teaching and learning across the school in English and literacy.**

**Success Criteria:**

- Explicit instruction (EI) has been agreed to by all staff as the school's key pedagogical approach and is understood by all teachers. The principal has worked directly with teachers to ensure all elements of EI are familiar to all staff. This direct work has included modelling, demonstrating and providing observation and feedback on EI to ensure all teachers have an expanded level of knowledge. All teachers comment that they receive frequent feedback that provides guidance on improving their skills and understanding.
- The use of learning intentions, success criteria, 'We are learning to' (WALT), 'What I'm looking for' (WILF) and 'This is because' (TIB) is apparent in all classrooms. Teachers and students are able to relay the importance of these elements to their learning. Teachers understand that the use of these elements of EI is an ongoing journey and are eager to continue to expand their knowledge.

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<sup>1</sup> Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>



- The use of marker students to gauge the success of the application of pedagogical practices is established. All teachers are familiar with the marker students in their class. All teachers are able to speak with a great deal of confidence and enthusiasm about the work they are doing to support student improvement in LOAs. This confidence is borne out in the results achieved by marker students, as seen in the marker student table below.

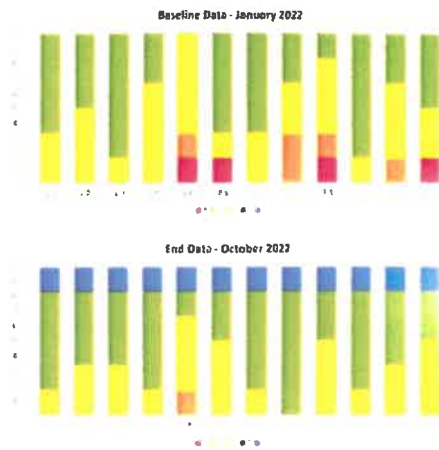
### Measurable Outcomes:

Measurable outcomes:	Phase 1 – Baseline	6 months	12 months
<b>English A–E data</b>	<b>Semester 2 2022 English Data</b>  Prep – AP-WW 77% AP-MC 38% Year 1 – A-C 82% A-B 72% Year 2 – A-C 75% A-B 38% Year 3 – A-C 17% A-B 0% Year 4 – A-C 52% A-B 29% Year 5 – A-C 65% A-B 24% Year 6 – A-C 78% A-B 28%	<b>Semester 1 2022 English Data – Goal and Results</b>  Prep – AP-WW 80% (94%) AP-MC 40% (82%) Year 1 – A-C 80% (71%) A-B 45% (36%) Year 2 – A-C 80% (100%) A-B 70% (55%) Year 3 – A-C 80% (85%) A-B 40% (54%) Year 4 – A-C 50% (78%) A-B 15% (16%) Year 5 – A-C 60% (60%) A-B 35% (30%) Year 6 – A-C 70% (75%) A-B 30% (44%)  <b>Overall</b> <b>A-C = 80%    A-B = 45%</b> <b>Up 17%       Up 13%</b>	<b>Term 3 English Data – Goal and Results</b>  Prep – AP-WW 85% 93% AP-MC 45% (33%) Year 1 – A-C 85% (71%) A-B 50% (33%) Year 2 – A-C 85% (85%) A-B 75% (57%) Year 3 – A-C 85% (92%) A-B 45% (57%) Year 4 – A-C 60% (76%) A-B 25% (11%) Year 5 – A-C 70% (78%) A-B 35% (15%) Year 6 – A-C 75% (94%) A-B 40% (47%)  <b>Overall</b> <b>A-C = 84%    A-B = 37%</b> <b>Up 4%       Up 8%</b>
<b>Marker students for English in 2022</b> <b>At Above and Below</b>  <b>SOS Data 2021</b>	18 marker students have been selected (3 from each year level) NCCD – 2 marker students See Table 1 at the end of the document <b>SOS Data 2022</b>		<b>End of Year Survey</b>
1. This is a good school.	Students 80%, Staff 66%, Parents 60%	Students 85%, Staff 80%, Parents 80%	Students 92% (12% increase), Staff 100% (34% increase), Parents 96% (36% increase)
2. Staff wellbeing (all areas averaged out).	Staff 29%	Staff 90%	Staff 100% (71% increase)
3. I am interested in my school work.	Students 72%	Students 85%	Students 90% (8% increase)
4. I have access to relevant professional development.	Staff 66%	Staff 80%	Staff 100% (34% increase)
5. I receive useful feedback about my work at this school.	Staff 66%	Staff 80%	Staff 90% (34% increase)
6. This school encourages coaching and mentoring activities.	Staff 75%	Staff 100%	Staff 100% (25% increase)
7. Pedagogy – Student data – I understand how I am assessed at my school.	Student 84%	Students 90%	Students 90% (9% increase)
<b>Other school-based data:</b> <b>diagnostic reading – PM and PROBE testing</b>	See Table 1 at the end of this document – 18 identified marker students (3 students in each year level from Years 1 to 6)		
<b>Staff Feedback Survey</b>	<b>Baseline Data – term 1 2022</b>	<b>Semester 2 2022 data</b>	<b>End Data – End of term 4 2020</b>



Survey based on AITSL  
Standard 2 and 3 (See graph  
below)

## Staff Survey AITSL Standards 2 and 3





#### 4. General comments

- The school has addressed the improvement strategies and elements in the action plan. The school is commended on improved levels of organisation, systems and structures implemented during the case management period, this has been particularly apparent in the later phases of the process. At the beginning of the process the principal was new to their position and has worked to develop strong respectful working relationships within the school team and beyond with neighbouring schools and the community.
- The principal, as an instructional leader, has built their own capability in this work. High expectations and levels of trust have been built within the school over the case management period. All teachers are able to articulate changes in their own practices. They identify that they are on a continuous learning journey and express a strong desire to continue to build their skills.
- All teachers are able to articulate the common school-wide expectations for curriculum planning and expected pedagogical practices. Teachers indicate that they have been provided clarity of expected practices by the principal and also articulate that they have been able to contribute voice to the co-construction of these practices. The inclusion of teacher aides within planning meetings has provided greater clarity for all involved in supporting student learning.
- Feedback from staff members gathered during the case management period at the regular check-ins, support the data presented and outlines the principal's genuine intent to provide opportunities for staff to be consulted on the school's strategic direction.
- Staff discuss the sense of improved staff morale during the case management period and comment that school communication has improved. This is supported by a significant increase in staff agreement to statements in the 2022 School Opinion Survey (SOS) relating to morale. Some staff outline that they see these areas as a 'work-in-progress' and articulate a strong desire to see this journey continue.





## 5. Next steps

The next steps in the strategic planning processes of the school will include the examination of the 2021 school review report to identify which improvement strategies need to be scheduled for action over the next few years. This process needs to be conducted collaboratively by all members of the teaching team, in partnership with the ARD, to inform the school's next steps.

As you move forward, consider the following in your planning:

- Maintain the overt focus on student improvement through continuing the work completed during the case management period. This may be achieved by consolidating curriculum planning practices and ensuring the key discussion focuses during planning are centred on curriculum planning to impact on student achievement and engagement. Continue to actively seek and participate in external moderation opportunities.
- Formalise teacher feedback processes by quarantining time in the termly schedule and ensuring feedback is purposefully directed to agreed upon enhanced teaching practices. Consider how you may quality assure feedback as others engage in collegial observations.
- Co-design Tier 2 and Tier 3 classroom Positive Behaviour for Learning (PBL) strategies.
- Consider using School Online Reporting Dashboard (SORD) as a tool to build data literacy skills in order to enhance the precision of school and student performance discussion both within the school and cluster partners.

The Regional Director and ARD are committed to continuing their close support and guidance for the leadership team at the school.

## 6. Conclusion

Based on the findings from the Phase 4 review and information gathered at the previous termly visits, the SRR concludes:

There is sufficient implementation of the key improvement strategies for the SRR to finalise its support and monitoring of **Monto State School**.