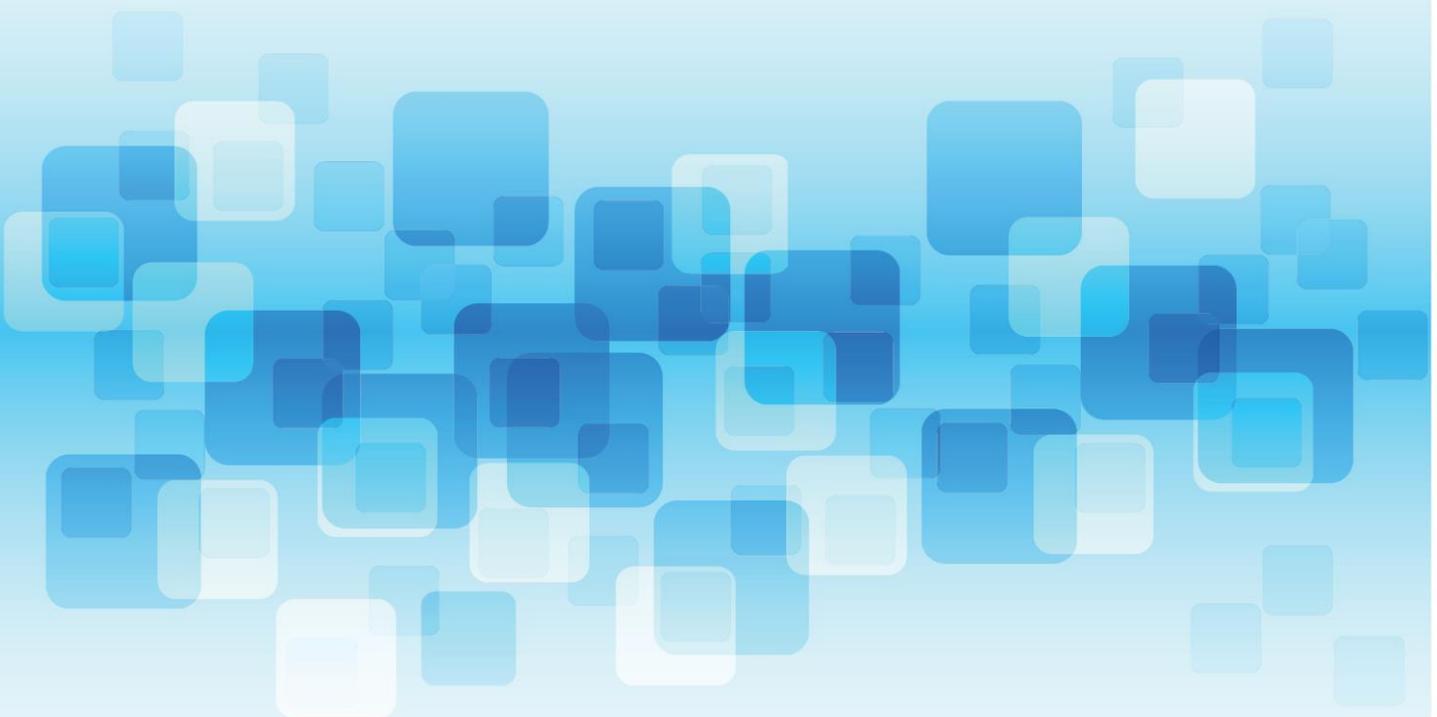




School Improvement Unit Report

Mount Ommaney Special School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at **Mount Ommaney Special School** from **4 to 5, and 8 August 2016**. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Capitol Drive, Mount Ommaney
Education region:	Metropolitan Region
The school opened in:	1992
Year levels:	Birth to Year 12
Current school enrolment:	97
Indigenous enrolments:	5.15 per cent
Students with disability enrolments:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a
Year principal appointed:	2014
Number of teachers:	24.1 (full-time equivalent)
Nearby schools:	Jindalee State School, Jamboree Heights State School, Middle Park State School, Centenary High School
Significant community partnerships:	Greater Springfield Rotary Association, 4074 Community, Centenary Learning Alliance of State Schools (CLASS), Splitz Gym, McIntyre Centre, Dance Along, Sunshine Buses, Men's Shed, MyTime, Empowered Futures, Western Suburbs Special School
Significant school programs:	Intensive Interaction, My Time, Early Childhood Development Program,



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and two deputy principals
 - Three sector leaders, master teacher, literacy coach intensive interaction coordinator and senior coordinator Head of Special Education Services (HOSES)
 - 22 teachers and 12 teacher aides
 - Ten parents
 - Educational program officer and Librarian
 - Business Services Manager (BSM) and administration officer
 - Two cleaners, occupational therapist speech language pathologist and two nurses
 - Two community representatives, Parents & Citizen's Association (P&C) president and vice president

1.4 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Wayne Wilkinson	Internal reviewer, SIU
David Curran	External reviewer

2. Executive summary

2.1 Key findings

- The school has a positive and welcoming tone.

All staff members communicate a strong commitment to meeting the learning needs of students. Parents and the community are welcomed into the school and are viewed as partners in learning. Relationships observed between all staff and students are inclusive and respectful of students and their abilities.

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- The school leadership team have developed and are driving an explicit and detailed local school improvement agenda.

Two improvement priorities are set: quality curriculum implementation, and developing and implementing a balanced, literacy approach for all students. Broad targets are set for staff members in professional learning and for students accessing strategies and programs. Clear measurable targets and monitoring procedures to track the achievement of the improvement agenda are yet to be developed.

- The school has clear and detailed curriculum plan and documentation support to ensure teachers know what is expected in the delivery of the Australian Curriculum (AC).

The move towards a mandated curriculum for all students is met with concern and caution from some staff members and parents. The leadership team has implemented clear guidelines, supports and documented structures to assist teachers.

- The school leadership team is committed to the improvement of all staff members to maximise learning outcomes for all learners.

Many teachers reported they would benefit from more opportunities to observe their colleagues teaching. Teachers choose a partner to work with from the school leadership team, in order to build capacity. Teachers report that formal observation and feedback of classroom teacher instruction is not yet established.

- The leadership team views reliable and timely data as essential to the effective leadership of the school, with a high priority given to the collection of student achievement data.

The collection of this data is new for the school in 2016 and a culture of data analysis is building. The data literacy skills of teachers are supported through professional learning. All teachers are participating in data conversations.

- There is a focus on developing additional life skills and senior schooling programs to meet the needs of all students, including quality transition programs.

There is an increasing effort to ensure students are ready to transition into post-schooling options through connections with a range of providers. A senior teacher is released one day a week as a senior schooling coordinator. Discussions are occurring with a neighbouring special school to enable senior students to access vocational education courses in the future. A strategic approach is required for secondary schooling to enable stronger post-schooling transitions.

2.2 Key improvement strategies

- Develop clear targets, timelines and milestones aligned to the implementation of the improvement agenda and develop processes and strategies to monitor the achievement of targets. Communicate the agenda to all staff members and the school community.



- Develop strategies to communicate decision making processes regarding school curriculum development, teaching frameworks and evidenced-based models for student learning.
- Investigate strategies to initiate a systematic whole-school approach to the provision of feedback, coaching and mentoring for all teachers and teacher aides.
- Provide regular professional learning opportunities for staff members to develop data literacy skills to inform next steps for student learning and feedback on their pedagogy.
- Provide opportunity for senior secondary teachers to evaluate and further develop transition and life skills programs to create partnerships with a range of community based providers and programs to support the post school needs of students and families.