



# School Improvement Unit Report

## Moura State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Moura State School from 25 to 27 May 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

<b>Location:</b>	Gillespie Street, Moura
<b>Education region:</b>	Central Queensland Region
<b>The school opened in:</b>	1940
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	252
<b>Indigenous enrolments:</b>	7 per cent
<b>Students with disability enrolments:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	959
<b>Year principal appointed:</b>	July 2013
<b>Number of teachers:</b>	15.27 (full-time equivalent)
<b>Nearby schools:</b>	Banana State School , Bauhinia State School, Theodore State School, Moura State High School
<b>Significant community partnerships:</b>	Queensland Police Service, Moura State High School, Anglo American Metallurgical Coal Pty Ltd, APEX, Mitsui Coal Holdings Pty Limited, Moura Returned and Services League of Australia (RSL)
<b>Significant school programs:</b>	Project X, Writing Hour, Moura State School Diagnostic Number Facts Tool



### 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 Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Head of Curriculum (HOC)
  - Master teacher
  - Head of Special Education Services (HOSES)
  - Support Teacher Literacy and Numeracy (STLaN)
  - Business Services Manager (BSM) and administrative officer
  - Director, Moura Kindergarten
  - 18 teachers
  - 10 teacher aides
  - 26 students
  - 14 parents
  - Parents and Citizens' Association (P&C) president
  - Principal of Moura State High School, Principal of Theodore State School, Principal of Bauhinia State School and Principal of Banana State School
  - Police officer, Moura police station
  - Grounds care officer
  - Three cleaners

### 1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Roslyn Waldron	Peer reviewer
Bob Cole	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school is highly valued by the community.

Parents and members of the wider community speak highly of the school and the educational service provided. Warm and trusting relationships exist across the school. The school's operations are guided by its two mantras: *'Every Child Matters Every Day'* and *'All Students Can Be High Achievers'*.

- Teaching staff and teacher aides work well together to ensure the best learning outcomes for their students.

Teacher aides express an interest in being observed and receiving feedback to help improve their service to students.

- The school reflects the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support.

Curriculum planning conversations tend to be focused on groups of students rather than individual learning needs. Cross-curricular priorities and local context are yet to be established.

- The school leadership team views reliable and timely student data as essential to the effective leadership of the school.

The principal, master teacher and Head of Curriculum (HOC) regularly engage all teachers in data conversations. The master teacher completes a significant amount of mathematics data analysis. Some teachers express a desire to enhance their own data literacy skills in order to better meet the needs of each of their students.

- The school budget has been prepared by the principal and Business Service Manager (BSM) based on historical precedent and identified needs.

Some teaching staff expend significant personal funds on classrooms resources. Teachers and other staff members' knowledge and understanding of the school's financial position and funding allocations are as yet limited.

- There are computers in every classroom and the school's multi-media centre. Best use is not yet being made of digital technologies across the school.

The school reports that there are challenges associated with connectivity and associated infrastructure. Students express a desire to make greater use of these resources in their learning activities.



- There are strong links between Moura State School and Moura State High School.

Staff from Moura State High School report that the consistency of pedagogy is a key enabler in the transition of students to the secondary school setting



## 2.2 Key improvement strategies

- Review the systematic collection of data across the school to ensure that it enables teaching staff to diagnostically address student needs.
- Refine curriculum planning delivery to address the learning needs and styles of individual students.
- Review curriculum organisation with respect to rigour, cross-curricula priorities and the local context.
- Formalise a whole-school approach to ensure all teachers and teacher aides receive regular feedback on their teaching performance.
- Develop, publish and implement a transparent process for future school budgets, including detailed plans of key expenditure areas, linked to the school's Explicit Improvement Agenda (EIA).