

# Moura 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 .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Moura State School** from **28 to 30 July 2020**.

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

Sandra Perrett	Internal reviewer, EIB (review chair)
Peter Black	Peer reviewer
Christine Tom	External reviewer



## 1.2 School context

<b>Location:</b>	Gillespie Street, Moura	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	268 – Prep to Year 6 3 – Early Childhood Development Program (ECDP)	
<b>Indigenous enrolment percentage:</b>	12 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	12.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	959	
<b>Year principal appointed:</b>	July 2013	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), 15 teachers, guidance officer, Business Manager (BM), administration officer, eight teacher aides, facilities officer, 49 students and 30 parents.

Community and business groups:

- Representative from Anglo American Dawson Mine, and president and secretary of the Parents and Citizens' Association (P&C)

Partner schools and other educational providers:

- Principal of Moura State High School, principal of Theodore State School and director of Childcare and Kindergarten (C&K) Moura Community Kindergarten.

Government and departmental representatives:

- Councillor for Division 5 Banana Shire and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	Differentiation policy
School pedagogical framework	School newsletters and website
Data collection requirements document	School Opinion Survey
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting framework
Collegial Coaching Policy	



## 2. Executive summary

### 2.1 Key findings

**The use of learning walls for English, mathematics and science is consistently implemented across the school.**

The learning walls are developed with students and many students are able to articulate what it is that they need to do to achieve success in their learning. Teachers display 'know and do' tables on their learning walls. Some teachers include links between the 'know and do' tables and the learning focus for the unit, the success criteria and links to the Australian Curriculum (AC) general capabilities on their learning wall. When staff meetings are conducted in classrooms, teachers are encouraged to provide developmental feedback in relation to the learning wall in the class they are visiting.

**The leadership team has developed a school improvement information wall to maintain a focus on the Explicit Improvement Agenda (EIA).**

The principal identifies that the Annual Implementation Plan (AIP) 2020 reflects the EIA. To support the implementation process, a comprehensive monitoring process has been developed. At the end of the year, the principal collates the data identifying outcomes for three, six, nine and 12 months, with some information feeding into the following year. The principal expresses appreciation for the support provided by the Assistant Regional Director (ARD), particularly in the focused work on developing a process to lead school improvement.

**A high priority is given to building and maintaining positive and caring relationships with students.**

The principal identifies the important connection between relationships and successful learning. The school is currently working with the Centre for Learning and Wellbeing (CLAW) on the Student Code of Conduct. The Responsible Behaviour Plan for Students (RBPS) guides the current behaviour management practices. The RBPS identifies that most student behaviour concerns are the responsibility of the classroom teacher. Most teachers express a desire for more consistent consequences in response to behaviour.

**The principal identifies the importance of developing and maintaining a cohesive team.**

Members of the leadership team identify that with the significant teacher turnover occurring every four years, an ongoing focus on building effective teams and staff wellbeing is an important consideration to maintaining a positive culture within the school. In the 2019 School Opinion Survey (SOS) teacher agreement with the statement 'I feel that staff morale is positive at my school' reflects a decline from 2018 results. Teachers articulate a variety of reasons for the change in levels of staff morale.



**The principal is committed to the ongoing professional improvement of staff members.**

Coaching and mentoring is identified as an important type of Professional Development (PD). Teachers express a willingness to engage in observation and feedback cycles. Classroom walkthroughs to observe student engagement are yet to be consistently implemented. The development of a school-wide approach to instructional leadership, coaching and mentoring that involves all members of the leadership team providing regular, constructive feedback to staff members is yet to be actioned.

**The leadership team and teaching staff members express a strong commitment to implementing the AC.**

Collaborative planning processes are supported across the school with teachers engaging in three-hour planning sessions with year level colleagues and the Head of Curriculum (HOC). During this time, teachers identify a component of the unit planning process that they will focus on. Year level teams, particularly teachers with multi-age classes, report they appreciate the opportunity to collaboratively review curriculum units with the support of the HOC. The leadership team is yet to develop a process to ensure that the individual professional learning needs of teachers are being considered during the planning days.

**Staff members express the belief that all students are capable of learning successfully.**

A student services committee operates in the school and includes the principal, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), guidance officer and HOC. The referral process requires teachers to present areas of concern and strategies implemented for identified students. Prior to referral, the HOSES liaises with teachers to identify additional strategies for use in the classroom. Some members of the leadership team indicate that processes to ensure referrals are acted on and members of the student services committee are aware of their responsibilities need to be reviewed. Many teachers indicate they would like more focused support in dealing with complex behaviours and learning needs of students.

**Teacher aides are a highly valued human resource and undertake a range of different roles.**

A significant portion of the 2020 Investing for Success (I4S) funds is used to employ teacher aides to support the reading and writing interventions. Guided reading occurs four times a week for students from Years 1 to 3 and the 'writing hour' occurs once a week across the school. Each classroom has access to a full-time teacher aide for at least three days per week.

**Anglo American Dawson Mine is a major supporter of the school.**

The school expresses appreciation for the long-standing partnership with Anglo American Dawson Mine that is recognised as having a strong focus on value-adding to student learning. They have been a significant partner during 2020 providing a range of resources including refurbished laptops. Anglo American Dawson Mine specialist staff work with



classes to enhance the Science, Technology, Engineering and Mathematics (STEM) and robotics programs. They donated \$75 000 towards the school project to resurface and upgrade the play spaces between a number of classroom buildings.





## 2.2 Key improvement strategies

Collaboratively review and consistently implement agreed strategies for the leadership team and all staff in responding to student behaviour, including the development of individual behaviour plans.

Identify and implement strategies to develop a cohesive teaching team and enhance staff wellbeing, including engaging all staff in relevant decision-making processes.

Develop the instructional leadership capability of middle leaders and emerging leaders, including the systematic implementation of observation, feedback and coaching processes for teachers and teacher aides.

Develop and implement a differentiated, needs-based approach to deepening teacher knowledge of the AC, including through the planning process.

Review the school's differentiation and inclusive education practices, including student services committee processes, to collaboratively support all students.