School Improvement Unit
Report

Morayfield State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Morayfield State School from 4 to 8 March 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: | 196-230 Morayfield Road, Morayfield |
| Education region: | North Coast Region |
| The school opened in: | 1873 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 605 |
| Indigenous enrolments: | 16 per cent |
| Students with disability enrolments: | 11 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 894 |
| Year principal appointed: | 2016 (acting) |
| Number of teachers: | 38 (full-time equivalent) |
| Nearby schools: | Minimbah State School, Morayfield State High School, Morayfield East State School, Bellmere State School |
| Significant community partnerships: | Indigenous Urban Health, Early Years Centre, School Chaplaincy – Breakfast Club, Queensland University of Technology (QUT) Caboolture Campus, Redcliffe Dolphins Rugby League Football Club |
| Unique school programs: | Essentials Skills – Classroom Profiling, Managed Young Children's Program (MYCP), Act for Kids, School Chaplaincy, Breakfast Club, Morayfield Teacher Education Centre for Excellence (TECE) |
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, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), pedagogy coach and engagement coach
  - Business Services Manager (BSM)
  - Guidance officer
  - 27 teachers
  - 4 teacher aides, Indigenous teacher aide and two administration officers
  - 40 students
  - Chaplain
  - Tuckshop convenor
  - School facilities officer
  - Parents and Citizens’ Association (P&C) president and 12 parents
  - Community partners
  - State Member for Morayfield, Mr Mark Ryan

1.4 Review team

Michael Gordon  Internal reviewer, SIU (review chair)
Peter Doyle  Internal reviewer, SIU
Jenny Hart  Internal reviewer
2. Executive summary

2.1 Key findings

- The school staff demonstrate a united and dedicated commitment to the school’s explicit improvement agenda with a noticeable focus on student wellbeing and the success of every student.

  The school’s improvement agenda as identified in the Annual Implementation Plan (AIP), 2016 includes reading, attendance, engagement, Upper Two Bands (U2B) strategy and numeracy. The priorities are accompanied by a range of targets and performance measures.

- A significant barrier to effective learning and teaching is the behaviour of some students, both inside and outside of the classroom.

  Teaching staff report that persistent, high frequency, disruptive behaviour is severely impacting on their ability to engage students in their learning program.

- The school has a comprehensive documented plan for curriculum delivery which is published for each year level. There is limited evidence of consistent implementation of the documented plan across the school.

  A range of strategies to deliver the curriculum in the classroom are being utilised. Planning expectations are outlined in school documentation. They are not yet being consistently enacted throughout the school.

- A whole-school approach to the teaching of reading is yet to be developed.

  The school prioritises the consistent teaching of reading. All teaching staff are able to articulate this priority. Staff are unclear regarding the expected practices for teaching reading.

- The three educational leaders, the principal and the two deputy principals, are in acting positions.

  School staff members report that the lack of stability in the leadership team has impacted on consistent practice in the school.

- Support and feedback on teaching practice is valued by most teaching staff.

  The school is yet to develop a formal observation and feedback program involving the whole leadership team.

- Most parents are supportive of the school’s explicit improvement agenda.

  Most parents indicate strong support for the efforts of school staff to support the wellbeing and learning needs of students.
2.2 Key improvement strategies

- Collaboratively revise the school’s responsible behaviour plan to incorporate school-wide processes for managing the persistent, high frequency, disruptive behaviour.

- Sharpen the school’s explicit improvement agenda to focus on the school identified key priorities of reading, attendance and engagement.

- Collaboratively review the school’s curriculum planning and implementation processes to ensure consistency across the school.

- Develop a staffing plan with the Region to facilitate the permanent appointment of classified officers to the leadership team.

- Collaboratively develop a whole-school reading program to enable a consistent approach to the implementation of this aspect of the school’s explicit improvement agenda.

- Collaboratively review the school’s pedagogical framework and ensure it aligns with a formalised whole-school observation and feedback process.