# Morayfield State School

## Executive Summary

Education Improvement Branch

Queensland Government

# Contents

# 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Morayfield State School** from **22** to **24 June 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

Anthony Palmer                    Internal reviewer, EIB (review chair)

Laurelle Allen                    Internal reviewer

Rob Lee                           External reviewer

## 1.2 School context

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| **Location:** | Morayfield Road, Morayfield |
| **Education region:** | North Coast Region |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 571 |
| **Indigenous enrolment percentage:** | 23 per cent |
| **Students with disability:** | **Education Adjustment Program (EAP) percentage:** | 17 per cent |
| | **Nationally Consistent Collection of Data (NCCD) percentage:** | 28 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 888 |
| **Year principal appointed:** | August 2019 |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), Business Manager (BM), guidance officer, student engagement teacher, three coaches, 22 classroom teachers, three specialist teachers, six Special Education Program (SEP) teachers, nine general teacher aides, nine SEP teacher aides, three administration officers, Community Engagement Counsellor (CEC), school chaplain, 28 parents and 41 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice president and secretary, and Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- School transitions officer.

Government and departmental representatives:

- State Member for Morayfield and ARD.

## 1.4 Supporting documentary evidence

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| Annual Implementation Plan 2020 | Various school team meeting minutes |
| Investing for Success 2020 | Strategic Plan 2017-2020 |
| Headline Indicators (2020 release) | School Data Profile (Semester 1 2020) |
| OneSchool | School budget overview |
| Professional learning plan 2020 | School inquiry cycles |
| School improvement targets | School inclusive education document |
| School pedagogical framework | Professional development plans |
| Student support and intervention plans | School newsletters and website |
| School Opinion Survey reports | Responsible Behaviour Plan for Students |
| School data collection and collation and display overview | School curriculum, assessment and reporting framework |

## 2. Executive summary

### 2.1 Key findings

**The school holds the belief that the care and wellbeing of every student is the individual and collective priority of staff members of the school.**

Parents and staff members speak passionately regarding the ways in which students and their families are supported when any assistance is required. Members of the wider community commend the positive role the school plays in supporting families and observe that contact with families is respectful and non-judgemental. Students enthusiastically discuss ways staff members provide care and support. Parents speak highly of staff members' welcoming demeanour and responsiveness to any questions regarding their child.

**Staff members identify positive relationships as key to successful engagement in learning.**

The leadership team and staff members recognise that the application of practices establishing a safe and supportive learning environment is pivotal to student engagement. Parents comment that the leadership team and staff work hard to support and engage students. The school maintains a learning environment that is calm, predictable and safe. Parents explain that leaders and teachers make them feel welcome, greeting them with a smile each day. Students articulate that 'the best thing about the school is the teachers'.

**Brightly coloured signage reminds students, staff and parents when entering the school grounds of the school's motto, '*Aim High'.***

Staff members, parents and students articulate high expectations in terms of student behaviour. Some staff members express a degree of concern that high expectations for continuous improvement in student learning are yet to be explicitly communicated to all stakeholders. Some staff members suggest that students are yet to be consistently challenged to take risks in their learning and pride in academic achievement. A culture of high expectations for the learning success of all students is yet to be embedded across the school.

**The principal and school leadership team members demonstrate a commitment to improving the wellbeing and learning outcomes for students at the school.**

A large leadership team and structure of coaches provide teachers with guidance in pedagogical practices. Some staff members suggest that the size of the leadership team can lead to inconsistencies in communication. Some staff members express a lack of clarity regarding the roles and responsibilities of all members of the leadership team. Roles, responsibilities and accountabilities of staff members leading priority areas of the Annual Implementation Plan (AIP) and aligned to precise strategies and actions are yet to be readily apparent.

**The school places high priority on identifying and addressing the learning and wellbeing needs of students.**

The school is in the early stages of reviewing a whole-school response to the diverse learning needs of students. A school statement of commitment to inclusion is developed. A shared philosophy of inclusion and vision for implementation are yet to be collaboratively developed and promoted. Staff member understanding of and commitment to inclusion varies.

**The principal acknowledges the importance of continually developing staff capability and understanding of effective pedagogy.**

The principal identifies the use of processes to scaffold the learning of teachers in effectively implementing the reading improvement agenda as a blueprint for aligning with the instructional component of the pedagogical framework. Some teachers express a desire to strengthen their knowledge and understanding of these developing pedagogical practices.

**The school is developing a coherent and sequenced plan for curriculum delivery that is aligned to the Australian Curriculum (AC).**

The school facilitates time for year level curriculum planning in English and mathematics. Some staff members express appreciation for these planning sessions. Some teachers express concern that the time allocations for these sessions do not allow for the full exploration and discussion of the units of work being presented. Some staff members express a desire to deepen their knowledge and understanding of the AC.

**Members of the school community articulate feelings of belonging and connection to the school.**

The school grounds are neat and attractive, and complemented by green spaces, playgrounds, a large vegetable garden and colourful behaviour expectation signage that enhances the learning environment. Parents, staff and students take pride in the school's physical environment. Parents and Citizens' Association (P&C) members identify the importance of connecting with Elders of the traditional owners of the land on which the school is built and identify ways to visually embrace Indigenous culture.

**Parents and staff members comment positively on the visibility of school leaders.**

Staff members and parents express admiration for the commitment and energy the principal brings to the school. School leaders regularly engage students in football and basketball games during playtime. Teachers acknowledge that the role of teaching can be challenging and that daily check-ins by school leaders are appreciated. Staff members articulate appreciation for the time taken by leaders to listen to and consider their points of view.

## 2.2 Key improvement strategies

Collaboratively develop and embed a culture of high expectations for all students to be engaged and achieving success in their learning.

Develop roles, responsibilities and accountabilities, aligned to precise strategies and actions, for all staff members leading Explicit Improvement Agenda (EIA) priority areas.

Promote and embed a whole-school understanding of the vision and philosophy of inclusion for the school.

Strengthen teacher capability in the understanding and use of agreed high-yield teaching strategies to support student learning.

Facilitate opportunities for staff members to discuss and deepen their knowledge and understanding of the AC, including general capabilities and cross-curriculum priorities.