

Morayfield State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Here is the land, here is the sky. Here are my friends and here am I. We acknowledge the Traditional Owners of this land, the Gubbi Gubbi people. We pay respect to Elders past and present. We promise to look after the land, the waterways and the animals too.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	415
Indigenous enrolments	20%
Students with disability	29%
Index of Community Socio-Educational Advantage (ICSEA) value	902

About the review

 3 reviewers from 6 to 8 February 2024	 125 participants	 41 school staff
 49 students	 30 parents and carers	 5 community members and stakeholders

Key improvement strategies

Domain 3: Promoting a culture of learning

Systematically enact timely communication protocols and feedback strategies to promote staff wellbeing and build collective responsibility and mutual trust within the school team.

Domain 1: Driving an explicit improvement agenda

Collaboratively refine the Explicit Improvement Agenda (EIA) to provide greater clarity for the work of all staff members in enacting this plan.

Clarify strategic and operational roles, responsibilities and accountabilities of leaders to systematically monitor the improvement agenda.

Domain 2: Analysing and discussing data

Strengthen leaders' data literacy capability to strategically analyse whole-school and disaggregated data to inform the identification and implementation of responses and monitor their impact on student outcomes.

Domain 5: Building an expert teaching team

Develop an instructional leadership model that provides for purposeful classroom visits aligned to school priorities to support teacher capability development.

Domain 7: Differentiating teaching and learning

Clarify the roles of the Diverse Learning Teachers (DLT) team and classroom teachers in the co-planning and co-teaching model to ensure a focus on implementing effective strategies for supporting students.

Key affirmations



Leaders and teachers communicate a moral imperative to be a 'Champion for each child'.

Teachers describe conscientiously developing classroom environments that are conducive to learning. Leaders and teachers articulate their commitment to the students they work with and how they invest in developing positive relationships. Parents and community members express strong appreciation for the support and care provided by staff for every student.



The established Collaborative Assessment of Student Work (CASW) process fosters professional learning that aims to improve teaching practices.

Leaders deliberately plan for, and resource, regular opportunities for team collaborations through CASW and curriculum planning. Teachers appreciate meeting fortnightly with year level colleagues and leaders to interrogate student learning data. They discuss this professional dialogue assists them to adapt and modify the teaching and learning cycle.



Early years teachers value the whole-school approach to the teaching of literacy through the InitialLit program.

The school's literacy team has undertaken an action research model for implementation of the InitialLit program. Members of this team dedicate significant time to understanding the research, communicating findings to colleagues, identifying a program to deliver improved outcomes, and engaging in piloting its implementation. InitialLit is consistently enacted in Prep to Year 2, and School Online Reporting Dashboard (SOR) data indicates this approach is contributing to an improvement A-C in English Levels of Achievement (LOA).



Teachers speak positively of the curriculum clarity and support offered to them, and value their collective agency in curriculum planning.

A clear and comprehensive whole-school plan for curriculum implementation aligns to the AC. The Head of Department – Curriculum (HOD-C) uses collaborative systems to engage with classroom and specialist teachers to create unit plans from the school's documented scope and sequence overviews. Teachers convey enjoying the opportunity to work collaboratively with the HOD-C. Quality assurance of curriculum occurs through established moderation and CASW processes.