

# Morayfield East 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 review, 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

Morayfield East State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	1004
Aboriginal students and Torres Strait Islander students	16.9%
Students with disability	35.6%
Index of Community Socio-Educational Advantage (ICSEA) value	937

### About the review

 <p>4 reviewers from 28 to 30 October 2025</p>	 <p>128 participants</p>	 <p>58 school staff</p>
 <p>38 students</p>	 <p>24 parents and carers</p>	 <p>4 community members and stakeholders</p>

### Key improvement strategies

<p><b>Domain 3: Promoting a culture of learning</b> Establish collaboratively agreed systems and processes for supporting student behaviour to foster a safe, supportive and orderly learning environment.</p> <p><b>Domain 1: Driving an explicit improvement agenda</b> Sharpen the Annual Implementation Plan (AIP) with clear actions, measurable targets, timelines and review cycles to support shared awareness of priorities and their impact on student learning.</p> <p>Collaboratively develop processes and protocols for communication and leading teams to establish consistency in how leaders implement and support the improvement agenda.</p> <p><b>Domain 7: Differentiating teaching and learning</b> Develop systems, processes, roles and responsibilities aligned with the school’s multi-tiered systems of support (MTSS) to enable staff to effectively deliver differentiated learning and wellbeing support for students.</p> <p><b>Domain 6: Leading systematic curriculum implementation</b> Embed evidence-informed reading instruction practices in curriculum planning to support consistent, whole-school implementation of the teaching of reading through the Australian Curriculum (AC).</p> <p><b>Domain 8: Implementing effective pedagogical practices</b> Systematically enact opportunities for discussions and collaboration among leaders and teachers focused on effective pedagogies to foster a shared language and understanding of pedagogy.</p>
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### Key affirmations



**Staff highlight a positive team culture that supports a respectful and trusting work environment.**

Teachers value the positive and caring relationships with colleagues, which help them feel connected and part of a team. Staff appreciate the variety of experience available within the staff team, viewing this a strength that improves teamwork. They express appreciation for the personal and professional support they receive from colleagues. Staff articulate that the strong sense of collegiality boosts morale and supports their wellbeing.



**Teachers and leaders describe how learning walls support a consistent approach to teaching in classrooms.**

Teachers and leaders highlight that learning walls are curriculum-focused and clearly displayed, fostering student-focused classroom environments. Teachers discuss using evidence-informed strategies to maximise the impact of learning walls on student progress. Students explain how these walls help them to understand the learning intentions and support them to achieve and improve in their learning.



**Students celebrate a wide range of extracurricular opportunities that support their personal growth and strengthen their connection to school.**

Students speak enthusiastically about participating in activities, such as the gymnastics club, Murri Club and dance troupe, which celebrate culture, creativity and teamwork. Students value the school musical and combined school band as opportunities to showcase their artistic talents. They explain how engaging in Science, Technology, Engineering and Mathematics (STEM) classes inspires curiosity and innovation. Students highlight how sporting teams, school camps and lunchtime clubs offer spaces for exploration and connection, supporting individual interests and fostering a sense of belonging.



**Leaders and teachers value actively engaging with community partners, schools and organisations to support students and families.**

Leaders and teachers discuss their involvement in initiatives such as a Collaborative Learning Community (CLC), Critical Friends Network and events with Morayfield State High School to provide staff and students with learning opportunities beyond the school. They highlight collaborations with allied health professionals that provide families with access to essential services. Leaders and teachers describe partnerships with Early Childhood Education and Care (ECEC) centres and local high schools to support smooth transitions. Staff recognise families as key partners in learning and speak of continuously working to strengthen these relationships to enhance student outcomes.