Morayfield East State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Morayfield East State School** from **18 to 20 April 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Jeff Capell	Peer reviewer
Glynnis Gartside	External reviewer

1.2 School context

Location:	Graham Road, Morayfield
Education region:	North Coast region
Year opened:	1991
Year levels:	Prep to Year 6
Enrolment:	919
Indigenous enrolment percentage:	7.4 per cent
Students with disability enrolment percentage:	5.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	940
Year principal appointed:	Semester 2, 2016
Full-time equivalent staff:	59.8
Significant partner schools:	Morayfield State School, Morayfield State High School, Minimbah State School, Caboolture East State School, Caboolture State School, Caboolture State High School
Significant community partnerships:	Morayfield Teacher Education Centre of Excellence (MTECE), Early Years Partners, Parent Café
Significant school programs:	U3Bands, gymnastics program, robotics

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Student Support Services, two Heads of Curriculum (HOC), master teacher, literacy coach, two Support Teachers Literacy and Numeracy (STLaN), 30 class teachers, Business Services Manager (BSM), schools officer, 20 students, five teacher aides, tuckshop convenor, two administrative officers and 11 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) treasurer.

Partner schools and other educational providers:

- Principal of Morayfield State High School and local Kindergarten director.

Government and departmental representatives:

- ARD, State Member for Morayfield and local Councillor Moreton Bay Regional Council.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators Semester, 2 2016	School Data Profile S2 2016
OneSchool	School budget overview (P4 2016 & P1 2017)
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	Professional development plans
Responsible Behaviour Plan	Strategic Vision 2014-2017
Curriculum, assessment and reporting framework	School Opinion Survey
School newsletters, website and Facebook Page	

2. Executive summary

2.1 Key findings

The school leadership team is committed to improving learning and wellbeing outcomes for all students in the school.

Conversations with staff members across the school demonstrate their commitment to continual improvement in teaching and learning practices. Teachers actively seek ways to remove obstacles to learning for whole-class, small group and individual learning needs in consultation with peers, specialist staff members and the school leadership team.

The school offers a welcoming and professional environment and is surrounded by aesthetically pleasing grounds that provoke a sense of pride and belonging in the school.

The overall tone of the school is calm, positive and friendly. Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, colleagues, parents and the community. Students, staff members and parents speak well of the school.

The leadership team has established an Explicit Improvement Agenda (EIA) in reading, writing and numeracy.

The school has a plan for the systematic collection of data that is provided to all teachers and includes a wide range of student outcome data sets. Processes for systematically monitoring progress towards published school targets and evaluating strategies and processes aligned with the EIA are in the early stages of development.

All teaching staff members have access to a broad range of school-generated student achievement data.

The monitoring of improvement in reading and writing over time is apparent at a classroom level with teachers and students engaging in a monitoring process based on targets and progression. The consistent use of short cycle data to reflect on the effectiveness of teaching and learning processes and inform timely adjustments and intervention is developing across the school.

Positive Behaviour for Leaning (PBL) has been part of the school's culture for a number of years.

The Responsible Behaviour Plan for Students (RBPS) program is currently being reviewed and refreshed to support significant staff movements. The PBL committee actively reviews behaviour data and explores practices and strategies to meet the needs of students. The sharing, analysis and discussion of data on a whole-school basis is still an emerging practice. Some staff members indicate that interruptions to teaching and learning remain an issue due to the behaviour of a small number of students.

The school's leadership and committee structures are well organised to provide the training and support required for staff members to develop the knowledge and expertise they require to improve student outcomes.

The leadership team demonstrates a willingness to engage in ongoing professional learning specific to individual and school needs and priorities. The principal acknowledges that as a newly formed team, individual members and the team as a whole will benefit from opportunities to further develop their leadership skills and team ethos.

Parents and families are viewed as integral members of the school community and partners in students' learning.

The Parents and Citizens' Association (P&C) and many parents acknowledge that the principal and teachers are open and transparent in communicating school information. Parents express appreciation for the commitment of staff members in keeping parents informed.

2.2 Key improvement strategies

Sharpen the EIA to include clear explicit targets and timelines to ensure progress and achievement for all aspects of the improvement agenda can be monitored, measured and celebrated.

Refine and strengthen short-term data cycles to allow for the monitoring and analysis of student learning, and reflection on the effectiveness of teaching in order to make necessary adjustments in a timely manner.

Complete the review of the school's RBPS to ensure its continued effectiveness and suitability for all stakeholders including processes to share, analyse and discuss PBL data with the school community.

Build on the strength of the leadership team by providing opportunities for all members of the leadership team to further develop their capacity and abilities as leaders in the school.