

Morayfield East State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Morayfield East State School** from **27 to 29 July 2021**.

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

Bradley Clark	Internal reviewer, EIB (review chair)
Christine Dolley	Internal reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	Graham Road, Morayfield	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	929	
Indigenous enrolment percentage:	14.1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	937	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), two Heads of Department – Curriculum (HOD-C), Head of Student Support Services (HOSSS), two Inclusion Support Teachers (IST), three Learning Support Teachers (LST), guidance officer, three office staff, 31 teachers, eight teacher aides, 33 students and 25 parents.

Community and business groups:

- Helping Hands Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Goodstart Early Learning and Morayfield State High School.

Government and departmental representatives:

- State Member for Morayfield, Lead Principal and acting Regional Director.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
School budget overview	School Data Profile (Semester 1, 2021)
OneSchool	Headline Indicators (October 2020 release)
Professional learning plan 2021	Curriculum planning documents
Student Code of Conduct	OneNote Curriculum Planning Tool
Whole School Approach to Pedagogy	Professional development plan
School data plan 2021	School Opinion Survey 2019
School newsletters, Facebook and website	Supporting Diverse Learners - A Whole School Approach
School Online Reporting Dashboard (SORD)	School based curriculum, assessment and reporting plan



2. Executive summary

2.1 Key findings

School leaders and staff members express their commitment to improving learning outcomes for all students.

The school's vision of *'a school of choice, committed to high standards of learning and celebrations of success'* is reflected in the comprehensive strategic planning documentation. School leaders are committed to and united in understanding where students are at in their learning, and to how to engage them. School leaders are dedicated towards supporting teachers who engage enthusiastically in their core business of high quality teaching and learning to support student learning. Staff members express appreciation for the dedication and extensive work undertaken by the teacher aide team to complement the work of class teachers.

Parents speak highly of the positive relationships fostered between teachers and their child.

Parents express appreciation for the openness of teachers to discuss student success, areas for improvement, or any general concerns. There is an obvious sense of belonging of students, staff and parents, with many stakeholders expressing pride in the school. The principal and school leaders express a sense of pride in their commitment and engagement in a range of partnerships with parents, families, Early Childhood Education and Care (ECEC) services and community organisations.

Staff members clearly identify reading as the primary focus of the school's Explicit Improvement Agenda (EIA).

Staff outline the whole-school strategies being used to implement this agenda. The Annual Implementation Plan (AIP) clearly maps out actions, resources and responsible officers, and is accompanied by timelines, milestones and targets for both staff and students. This plan outlines the forums for staff to engage in discussion and feedback on the improvement agenda progress. Staff share they would appreciate having greater voice and ownership in shaping the strategic agenda and the associated strategies, timelines and targets.

The school has a welcoming, professional and positive tone with respectful relationships between staff, students and parents apparent.

Staff demonstrate the importance of, and take pride in, strong positive relationships with students. Staff share their dedication and ongoing commitment to the school and students. Teachers articulate the high level of collegiality and support that exists within their year level, and some outline that this support is central to their wellbeing. Collective efficacy and intentional collaboration within and between teams is emerging practice.



The school has a number of highly skilled and experienced teachers who have expertise in a range of contemporary curriculum and pedagogical applications.

School leaders recognise that many teachers are expressing a desire to engage in further peer-to-peer learning, coaching, mentoring and feedback to strengthen their professional practice. A systematic approach to classroom-based professional learning for all teachers, including peer mentoring, collegial coaching and feedback is yet to be fully developed and embedded within the school culture.

Teachers identify the importance of providing quality teaching and learning experiences for all students.

Teachers discuss how they differentiate teaching and learning to meet the needs of students. Most teachers are able to articulate different ways of adjusting their teaching and learning in the classroom to support students to access the curriculum, with the support of an Inclusion Support Teacher (IST), Learning Support Teacher (LST) or teacher aide. The level of understanding of differentiated teaching practices varies across the school. Common themes that class teachers share regarding their differentiated practice include grouping students according to PM levels, modifying assessment and support materials, and setting different learning goals. School leaders articulate the importance of further developing the capability of all staff members to effectively differentiate for all students.

Staff have applied considerable effort and resourcing in building a coherent and well sequenced plan for curriculum delivery based on the Australian Curriculum (AC).

The school has developed a comprehensive Curriculum Assessment and Reporting Plan (CARP) that is well designed and reflects all three levels of planning. Using a OneNote tool, school leaders provide all teachers with access to an extensive whole-school curriculum system to plan, teach and assess student learning through the CARP. Teachers speak highly positively regarding the integrated planning and moderation process. Most teachers articulate increased knowledge of the AC and how they have engaged in the collaborative development and refinement of their unit plans and assessment tasks. Teachers have engaged positively with the Heads of Department – Curriculum (HOD-C) in professional learning and building understanding of a comprehensive and relevant curriculum for all students.

The school has established effective transition processes, both into Prep and onto high school.

Parents express value in education and understand the importance of successful transitions to Prep and high school. Parents speak positively regarding the support of teachers, teacher aides and school leaders in scaffolding their child's continuity of learning at critical transition junctures. Prep teachers are actively involved in the Prep transition program that provides them with multiple opportunities to build their knowledge of future students over a period of time. In addition, the school has sustained a strong partnership with the feeder high school, Morayfield State High School, over a period of time to support the successful transition of students to high school.



2.2 Key Improvement strategies

Collaboratively review and develop the EIA including strategies, targets, and timelines that support staff ownership and understanding of their involvement, accountabilities and school direction.

Enhance the school culture of intentional collaboration and shared ownership by all staff members of agreed priorities with identified accountabilities.

Collaboratively develop and implement a collegial engagement framework to provide differentiated coaching, observation, feedback and mentoring processes to support the capability development of all staff members.

Strengthen the capability of all staff to differentiate for all students, collaboratively building a shared and agreed understanding of highly effective differentiation practices.