School Improvement Unit
Report

Moore Park State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Moore Park State School from 30 May to 2 June 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>14 Murdochs Linking Road, Moore Park</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast Region</td>
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<tr>
<td>The school opened in:</td>
<td>2004</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>217</td>
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<td>Indigenous enrolments:</td>
<td>16 per cent</td>
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<td>Students with disability enrolments:</td>
<td>4.6 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>943</td>
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<tr>
<td>Year principal appointed:</td>
<td>2010</td>
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<tr>
<td>Number of teachers:</td>
<td>15 (full-time equivalent)</td>
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<td>Nearby schools:</td>
<td>Gooburrum State School, Bundaberg North State High School, Oakwood State School</td>
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<td>Significant community partnerships:</td>
<td>Reef Guardian/Great Barrier Reef Marine Authority, Bundaberg North State High School</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Head of Curriculum (HOC)
  - Literacy and numeracy coach
  - Numeracy support teacher
  - Music teacher, Health and Physical Education (HPE) teacher, and Language other than English (LOTE) (Japanese) teacher
  - Guidance officer, Support Teacher – Literacy and Numeracy (STLaN) and Special Education Program (SEP) teacher
  - 12 classroom teachers
  - Principal local high school
  - Local Member of Legislative Assembly
  - 65 students
  - 12 parents

1.4 Review team

Garry Lacey  Internal reviewer, SIU (review chair)
Susan Beatty  Peer reviewer
Norm Hunter  External reviewer
2. Executive summary

2.1 Key findings

- A positive tone is apparent across the school and classrooms are inviting and welcoming.

  Relationships between staff members and students are respectful and caring and this is demonstrated in classrooms and the playground. There is a sense of trust and commitment to the school by all staff members. Teacher aides report that their role is respected as they work in unison with teachers to support and scaffold student learning.

- Positive Behaviour for Learning (PB4L) is the formalised program for the teaching of behaviour within the school.

  The implementation of this program has resulted in students displaying high standards of behaviour in all school settings. School expectations of ‘Be safe, be respectful, be responsible’ can be observed in all settings and is embedded in all teaching and learning environments and play areas within the school. Agreed implementation strategies are reviewed consistently by the PB4L committee. Staff members are regularly engaged in discussions relating to the behaviour data and are able to provide feedback on areas for improvement and celebration.

- A whole-school curriculum, assessment and reporting overview has been developed for each year level which details the content descriptions to be taught in that year level.

  This overview enables teaching staff to be clear regarding what they are to teach in the year levels in which they work. Teachers find this a great resource to assist with the planning of their curriculum units in English, mathematics, science, history and geography.

- The school has built a wide range of relationships in the community.

  Some of these relationships with community organisations provide students with experiences that cannot be offered by the school. Community activities include involvement by students in the community ANZAC Day commemorations, links with the local Lions and Rotary clubs, student council targeted fundraising projects, the Parents and Citizens’ Association (P&C) which includes some grandparents, advertising in Shorelines, and involvement by students in the local surf lifesaving club Nippers program.
A clear vision is established for the school. This vision is expressed and enacted through the school's motto of 'Learning and Growing Together.'

The school staff are implementing an improvement agenda which focuses on improving attendance, reading and numeracy outcomes, and the performance of students in the Upper Two Bands (U2B). Most teachers are able to articulate these priority areas and can talk to how they are implementing strategies to address the needs of students in these areas. Traction is being made with improving student attendance. There is some inconsistency of practice with the implementation of the other three agenda items.

In the past, learning area plans, which detail the sequence for teaching and learning, assessment items and differentiation strategies, were co-planned by the Head of Curriculum (HOC) and classroom teachers.

Teaching staff indicate this co-planning process was valuable in assisting them to gain greater knowledge of the Australian Curriculum (AC) content descriptions and achievement standards. Regular review of curriculum units is a practice yet to be implemented.

The leadership team has a strong sense of trust in teaching staff to enact the intended curriculum and agreed pedagogical strategies in their classrooms.

Opportunities for teaching staff to work together and to learn from each other’s practices are emerging. Informal processes are developed for monitoring and supporting the implementation of school priorities. Some observation and feedback is occurring. This is not yet a consistent practice across the school.

All teaching staff have access to a wide range of student achievement, attendance and behaviour data.

Time is set aside for the discussion of data and its implications for policy and practice. Widespread in-depth analysis, interpretation, discussion and use of data as it relates to student learning is still developing.

The Art and Science of Teaching (ASoT) is stated as the basis for the school’s pedagogical framework.

To date the school has developed agreed strategies relating to design questions one and six. The elements of this framework are yet to be embedded and it appears they provide minimal influence on current teacher practice.

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2.2 Key improvement strategies

- Narrow and sharpen the focus of the school’s Explicit Improvement Agenda (EIA) and develop a range of agreed implementation strategies with accompanying timelines that are collaboratively developed and consistently implemented and monitored across the school.

- Provide opportunities for the teaching staff to collaboratively plan and review curriculum units, with the support of the HOC and their colleagues, to ensure the curriculum is horizontally and vertically aligned.

- Use the expertise of the broader leadership team to develop a classroom observation and feedback culture involving all teachers to provide support and advice on classroom practice in the priority areas and in areas for individual development.

- Develop a coordinated approach to the analysis and interpretation of data and establish regular opportunities for teams of teachers to review and rigorously discuss school, class and student data sets, with a view to planning for continuous improvement.

- Review the school’s pedagogical framework, ensuring it has broad agreement, is research and evidence-based, and provides agreed signature pedagogies for the school.