

Moranbah 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 **Moranbah East State School** from **20 to 23 June 2022**.

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

Keith Graham	Internal reviewer, EIB (review chair)
John Collins	External reviewer
Wayne Troyahn	External reviewer



1.2 School context

Indigenous land name:	Williams Street, Moranbah
Location:	Central Queensland Region
Education region:	1981
Year levels:	Prep to Year 6
Enrolment:	632
Indigenous enrolment percentage:	12 per cent
Students with disability percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	987
Year principal appointed:	2020



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two Deputy Principals, Head of Special Education Services (HOSSES), guidance officer, Business Manager (BM), 38 teachers, five teacher aides, two administration officers, Auslan interpreter, Information and Communication Technology (ICT) support officer, school chaplain, two Parents and Citizens' Association (P&C) executive members, past P&C president, 78 students and 47 parents.

Community and business groups:

- BHP representative, Anglo American employee, Moranbah District Support Services (MDSS), Emergency and Long-Term Accommodation Moranbah (ELAM), Barada Barna – local Indigenous community representative, Outside School Hours Care (OSHC) director, two Radio 4RFM representatives, school nurse and Adopt-a-Cop.

Partner schools and other educational providers:

- Moranbah State School principal, Moranbah State High School principal and deputy principal, Inclusion Project Officer, Advisory Visiting Teacher - Deaf and Hard of Hearing (AVT-DHH), physiotherapist and regional Human Resources (HR) officer.

Government and departmental representatives:

- Deputy Mayor Isaac Shire Council and ARD.



2. Executive summary

2.1 Key findings

Parents speak highly of the teaching and support staff, describing positive partnerships and high levels of trust.

The school's teachers and support staff are respected within the school community and described by parents as enthusiastic and committed. Parents praise the work of teachers and the encouragement they provide for students in their learning. Parents speak of valuing the communication from teachers and the openness in keeping them informed at each stage. School staff display a strong belief that students will learn, and articulate high expectations for all students.

Staff speak positively regarding their immediate teams. They articulate working within strong trusting cohorts, providing support to each other.

Teachers speak of the strong collegiality and professional support between members of cohort teams. All staff speak positively regarding the members of their immediate teams with whom they work closely with each day. Staff highlight the important role of colleagues in maintaining their morale and the openness and honesty of their relationships. Staff talk of working within strong trusting cohorts, and highly valuing the professional and personal support they share. Several staff new to the town, who have moved away from their own family support groups, describe their team members as their new family and emphasise the importance of these connections.

School leaders and staff recognise that staff morale may be maximised within a culture of trust, confidence and respectful relationships.

Staff and school leaders understand the importance of setting high professional standards based on respect, as a positive school culture maximises the learning environment for students. Leaders acknowledge a desire to continuously model professional leadership to develop a positive and professional school culture. School leaders are aware of the current school culture and morale of many staff and express a willingness to improve these. The leadership team expresses a desire to collaboratively establish and implement protocols for communication, defining the behaviours and values, to ensure timely and respectful communication, foster collective ownership and positively build morale and trust across the school.

Staff speak positively in relation to student behaviour and their commitment to supporting all students to learn.

The school has published detailed behaviour expectation documents based on the school's five PRIDE rules of '*Persistence, Respect, Integrity, Diversity and Excellence*'. Some teachers express feeling that, although published, the current processes for students requiring the most support are not always consistent or encouraging of student responsibility. Some teachers discuss feeling the communication regarding support actions associated with these students is not clearly relayed to the class teacher. In response to



these concerns, the school has recently formed a student behaviour committee, comprised of representatives from across the school. This committee aims to collaboratively define and document the school's agreed approach to student behaviour, ensuring consistency in maintaining high expectations for student responsibility, engagement and behaviour.

The school strives for quality classroom teaching and learning, providing opportunities for all students.

The school's Strategic Plan 2019–2022 outlines the school direction for the past four years and lists seven priorities, with timelines and broad targets for each priority. The school collects and analyses student achievement data in relation to the A to E Level of Achievement (LOA) data. LOA data is displayed on data walls located within the administration block. The data walls display student achievement as a point in time in year levels. Some teachers suggest the creation of school targets associated with the data walls, routinely tracked, would be valuable in informing their classroom planning and supporting student learning. The leadership team articulates that collaboratively developing Explicit Improvement Agenda (EIA) targets for student outcomes, with milestones to monitor achievement, including for students in priority and targeted groups, and the impact of initiatives, is the next step in refining the school's EIA.

School leaders and staff acknowledge the importance of quality curriculum understanding, planning and delivery to achieve consistency in teaching and learning across the school.

Teachers endeavour to construct learning experiences that are accessible, engaging and challenging. Many teachers express they would welcome further feedback regarding their classroom teaching and curriculum. The school has comprehensive and detailed programs and handbooks to guide teachers' work. The leadership team understands that developing an instructional leadership process, in line with the school's improvement focus, will create a clearer line of sight from leadership to classrooms. Staff express a belief that this line of sight will support Quality Assurance (QA) of the curriculum, and monitor the learning progress of all students, including identified and targeted students in line with the EIA. The leadership team acknowledges that an agreed process to quality assure the school curriculum, guaranteeing that the intended curriculum is the enacted curriculum in all classrooms, is a required step in their curriculum construction process.

Teachers express a desire to further build capability in using effective teaching practices to successfully engage, support and challenge all students.

Some teachers express a desire to enhance their knowledge and understanding of inquiry learning to more effectively engage higher achieving students to improve learning outcomes. The wide range of pedagogical practices identified by teachers, and variable understanding of the appropriate use and effectiveness of these, highlights a requirement to clarify expectations regarding the school's pedagogical approach and its alignment to the EIA. Teachers express a desire to build their capacity in using appropriate pedagogical practices through systematic instructional leadership and feedback.



School leaders and teachers express a belief that reliable and timely data on student outcomes underpins planning for effective teaching and learning.

School leaders and teachers speak positively regarding the use of data to identify starting points for improvement and monitor student progress over time. The school's data plan outlines what data is collected across the year. The plan identifies data sets, strategic priorities, purpose of data use, targets, and colour-coded roles and responsibilities for leaders and teachers. Teacher knowledge and use of the data plan and data walls varies across the school. Teachers express a desire to strengthen their data literacy and increase ownership of data collection, analysis and display processes.

Students exhibit high standards of behaviour in class and are spoken of favourably by staff.

Overall, students are respectful and attentive. School staff describe how these student behaviours contribute to a positive learning environment and they discuss their students in positive terms. To support a favourable learning culture, the school implements a set of PRIDE values which form the basis of the school rules. Students are highly familiar with these school expectations.

The school supports a community approach to education with fellow providers and business partners.

Parents and community members speak highly of the school, the connection it has with the wider community and the array of opportunities these links provide for their young people. The principal outlines how the school works to establish productive relationships and partnerships across the wider community to support student learning outcomes, wellbeing and leadership. The school and community recognise these wider partnerships as a highly significant aspect of the school.



2.2 Key improvement strategies

Collaboratively establish and implement protocols for communication, defining the behaviours and values which ensure timely and respectful communication, foster collective ownership and positively build morale and trust across the school.

Collaboratively define and document the school's agreed approach to student behaviour to ensure there is consistency in maintaining high expectations for student responsibility, engagement and behaviour.

Collaboratively develop student outcome EIA targets with milestones to assist tracking and monitoring the impact of school initiatives and the progress of student achievement, including students in priority and targeted groups.

Develop processes to quality assure the school curriculum to guarantee the intended planned curriculum is the enacted curriculum in all classrooms.

Collaboratively define the school's pedagogical approach, aligned to the EIA, clearly outlining expectations, and build capacity through a systematic instructional leadership and feedback model.

Further build school-wide capability in effectively using data to enhance teaching and strengthen teacher ownership of and engagement with data collection, analysis and display processes.