

Moorooka 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 **Moorooka State School** from **21 to 23 March 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Leah Mullane	Internal reviewer, EIB (review chair)
Cameron Wayman	Internal reviewer
Clare Grant	External reviewer



1.2 School context

Indigenous land name:	Yuggera
Location:	Sherley Street, Moorooka
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	481
Indigenous enrolment percentage:	5 per cent
Students with disability percentage:	22 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1066
Year principal appointed:	2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, curriculum coach, 28 teachers, 10 teacher aides, Speech Language Pathologist (SLP), schools officer, four cleaners, guidance officer, two administrative officers, Business Manager (BM), technologies officer, 50 students and 41 parents.

Community and business groups:

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

Partner schools and other educational providers:

- Schools Plus Outside School Hours Care (OSHC), Yeronga State High School principal and Riverbend School's Cluster representative.

Government and departmental representatives:

- State Member for Toohey and ARD.



2. Executive summary

2.1 Key findings

School staff express a strong belief that every student is capable of learning.

Staff members recognise the importance of providing a quality education to all students and describe their dedication to ensuring that all students are engaged, supported and challenged. Teachers are dedicated to providing engaging and meaningful curriculum lessons that support all students to improve and succeed. They capitalise on the passion for engaging in the outdoor environment to build curriculum knowledge, to engage students in learning through nature, and to promote a 'working together' way of operating.

The distributed leadership model is well received by staff members and contributes to a sense that teachers' skills are acknowledged and valued.

As part of an aspiring leadership model, the leadership team is providing additional opportunities for teachers to lead Annual Implementation Plan (AIP) priority teams. Year level and sector leaders support, lead and work collaboratively with their year level teams to work towards achieving the best outcomes for students. This model enables the leadership team to gain valuable feedback from across the school. Teacher aides express the belief that their professional learning needs are considered a high priority. They articulate valuing the opportunities to gain knowledge about teaching and learning to enhance their capability within the classroom. Staff members express a belief that this process contributes to their sense that they are true partners in the teaching and learning across the school.

Staff members express dedication to the ongoing improvement of their practice to support the success of students.

The school's Strategic Plan 2020-2023 outlines a range of priorities for implementation aligned through the four values. The plan details 16 strategies with 16 aligned elaborations. Seven improvement priorities are outlined within the AIP and include improving early years English outcomes, improving data literacy, enhancing inclusive practice, enhancing student and staff wellbeing, embedding high-yield pedagogies, developing a collegial culture, and fostering strong student voice. The AIP contains 23 planned actions to drive the improvement agenda. A sharp and narrow Explicit Improvement Agenda (EIA) that documents the strategies and actions for implementation and roles, responsibilities and accountabilities for all staff members in enacting them is yet to be developed.

The leadership team recognises that highly effective teaching is a key driver to improving student outcomes throughout the school.

The pedagogy team is charged with the responsibility to use the inquiry planning process to research high-yield pedagogy approaches that are matched to the school context and values, and to lead implementation of these chosen initiatives. The pedagogy team is currently conducting a book study to revisit and refocus on the Gradual Release of Responsibility (GRR) as an overarching strategy to drive teacher development and student learning. The leadership team acknowledges that skills required across all areas to drive



consistency of practice and deep knowledge are emerging. The leadership team is committed to collaborate with all teachers and teacher aides to create a document of agreed standards of practice in which all participants are on the same journey and are aware of their role in the improvement agenda.

A wellbeing committee has been formed and is undertaking a cycle of inquiry with a focus on developing wellbeing through a connected community.

The school has begun implementing methods to engage all staff in the development of a strong collegial culture of collaboration, mutual trust and respect across the whole-school community. The committee articulates the focus on three initiatives including Berry Street Education Model¹ (BSEM), creating activities within the school community that benefit staff wellbeing, and surveying staff to understand what wellbeing approaches they would like to have implemented in the school. Some staff express optimism that forming a wellbeing team will increase staff satisfaction. The work of the wellbeing committee is an emerging practice.

School leaders articulate the importance of creating an inclusive environment that caters to the needs of all learners.

The school's inclusive practices were reviewed with staff unpacking the signposts for school improvement. Staff members indicate their belief in the school's alignment with each of the elements in the School Improvement Hierarchy (SIH). This was utilised to develop strategies for whole-school improvement with support in implementation through the AIP inclusion team. The leadership team indicates an intention to strengthen staff understanding of inclusive practices and develop a shared understanding of the school's inclusive vision.

Staff, student leaders and parents collaborated in the formation of the 2022 Student Code of Conduct.

The document is underpinned by the implementation of Positive Behaviour for Learning (PBL) at the school. The behaviour expectations for PBL are *'be a learner, be respectful, and be safe'*. The leadership team is implementing emerging practices in behaviour data analysis. This information is used to discuss behaviour focuses to students. The PBL team indicates that the next steps are to further align processes across the school. Many students articulate the school expectations with examples. Teachers express a desire for strengthened consistency across the school in behaviour expectations through the emerging PBL practices.

Staff members express a dedication to the school and are committed to ongoing improvement.

Staff members express a sense of optimism for the future. School improvement is driven through the enactment of the school's collaboratively developed vision and values statements. Staff members developed and refined the school's vision of *'to grow a*

¹ Berry Street (2022). *Berry Street Educational Model*. <https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



community of curious, respectful and challenged learners'. This is underpinned by the four values of '*Collaboration, curiosity, resilience and growth through challenge*'.

Parents describe the school as creating and fostering a strong sense of community.

Staff members are dedicated to providing a supportive and nurturing learning environment that is responsive to the needs of students and the changing needs of the local community. The school views parents and families as integral members of the school community and value their involvement. A range of opportunities and events to engage parents on school grounds including library visits, playgroup, and celebrations is provided. Many intergenerational families describe the school as a welcoming and supportive environment.



2.2 Key improvement strategies

Review and refine the school's improvement agenda to develop a sharp and narrow focus, with aligned roles, responsibilities and accountabilities for all staff members.

Build deep knowledge and understanding of an agreed school pedagogical practice with implementation of high-yield strategies focused on alignment, consistency and engagement of curriculum units.

Extend and embed the collegial culture of mutual trust and respect with clarity in communication and connections that are professional, caring and inclusive, through the lens of wellbeing across the school.

Strengthen staff understanding of inclusive practices through a shared whole-school vision for inclusion.

Strengthen the implementation of PBL as a whole-school approach to create consistency of expectations and processes that promote positive behaviour and engagement.