Moranbah State High School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Moranbah State High School from 17 to 19 May 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>Mills Avenue, Moranbah</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland Region</td>
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<tr>
<td>The school opened in:</td>
<td>1976</td>
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<tr>
<td>Year levels:</td>
<td>Year 7 to Year 12</td>
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<td>Current school enrolment:</td>
<td>605</td>
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<td>Indigenous enrolments:</td>
<td>6.1 per cent</td>
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<td>Students with disability enrolments:</td>
<td>5 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>980</td>
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<tr>
<td>Year principal appointed:</td>
<td>Acting from Semester 2, 2015</td>
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<td></td>
<td>Appointed permanently January 2016</td>
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<tr>
<td>Number of teachers:</td>
<td>53 (full-time equivalent)</td>
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<td>Nearby schools:</td>
<td>Moranbah East State School, Moranbah State School</td>
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<tr>
<td>Significant school programs:</td>
<td>Our M-STEP (Moranbah Senior Training Education Programs) in: M-STEP Business, M-STEP Education Support, M-STEP Engineering, Whole School Literacy and Numeracy programs (Corrective Reading, Power Up Numeracy, Fundamentals, Literacy Extension), Sports Development Program in 2016</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 and two deputy principals
  - Five Heads of Department (HOD), Head of Special Education (HOSE), guidance officer, Support Teacher Literacy and Numeracy (STLaN)
  - 33 teachers and five teacher aides
  - 70 students
  - Business Services Manager (BSM), three administration officers and two ancillary staff
  - Parents and Citizens’ Association (P&C) president and 11 parents
  - Principals of Moranbah State School and Moranbah East State School
  - A community partner representative
  - Isaac Regional Council Mayor, Ms Anne Baker

1.4 Review team

Alan Whitfield Internal reviewer, SIU (review chair)
Julie Warwick Peer reviewer
Trevor Gordon External reviewer
2. Executive summary

2.1 Key findings

- The school leadership team has developed and is implementing a detailed improvement agenda and can describe the improvements they wish to view in student behaviours and achievement levels.

The school leadership team is committed to finding ways to improve on the current levels of student performance. Staff members and parents point to positive leadership and data-based decision making as key drivers in the improvement agenda.

- The staff members of the school demonstrate an understanding of the importance of positive and caring relationships to support learning.

Staff members work to build mutually respectful relationships with students and parents. Many students speak highly of their relationships and interactions with staff members. Parents report that teachers are focused on their child’s learning.

- The Explicit Improvement Agenda (EIA) is focused on attendance, student gains – reading and teacher quality. The EIA is supported by 14 action strategies.

Teaching staff express the view that the implementation of the broad improvement agenda, particularly in the area of teacher quality, has proven to be a greater task than anticipated.

- The school has a documented, comprehensive pedagogical framework which draws on research.

Teaching staff are aware of the framework and ownership is developing.

- Teaching staff welcome opportunities to have the school leadership team and peers observe their teaching practice and give feedback. Staff would be open to more structured, personalised feedback.

An individualised observation and feedback process is yet to be developed.

- The whole-school curriculum plan has links to the Australian Curriculum (AC) and other approved curriculum.

Teacher knowledge and understanding of the AC requirements is variable.

A rigorous, whole-school approach to the quality assurance of the Year 7 to Year 10 curriculum planning process to ensure that all AC content descriptions are covered is yet to be developed.
Classrooms are generally orderly, although some are more so than others.

The school has documented expectations for how students should behave and continues to explore strategies to build consistency in whole-school processes regarding behaviour.

The parent and community engagement framework – Together We Achieve outlines the school’s strategy to build partnerships that enhance student learning and wellbeing.

The school has strategically established partnerships with parents, local businesses and industries, and educational institutions that encompass learning, community collaboration, communication, decision making, participation and research and resources.
2.2 Key improvement strategies

- Sharpen the focus of the EIA to ensure that each key priority is strategically planned, developed and implemented.

- Continue Professional Development (PD) of the pedagogical framework to ensure it is thoroughly and consistently embedded across the school.

- Embed a systematic whole-school approach to the provision of feedback, coaching and mentoring for all teaching staff.

- Provide PD to build the capacity of the teaching team to engage with the AC.

- Develop and implement a quality assurance process to ensure consistency and rigour in curriculum planning.

- Review the Behaviour Management Plan with consideration to practices that build consistency across classrooms and support positive behaviour.