

Moranbah State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Moranbah State High School** from **1 to 3 September 2020**.

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

Cameron Hodges	Internal reviewer, EIB (review chair)
Julie-Ann McCullough	Peer reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Mills Avenue, Moranbah	
Education region:	Central Queensland Region	
Year levels:	Year 7 to Year 12	
Enrolment:	720	
Indigenous enrolment percentage:	10 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), eight Heads of Department (HOD), Head of Special Education Services (HOSES), 37 teachers, guidance officer, learning support coordinator, six administrative officers, chaplain, Youth Support Coordinator (YSC), School Based Youth Health Nurse (SBYHN), transition officer, six teacher aides, six cleaners, 52 students, 24 parents, grounds officer, facilities officer and president of the Parents and Citizens' Association (P&C).

Community and business groups:

- Representatives of Queensland Police Service (QPS), BHP Mitsubishi Alliance (BMA)/Department of Education (DoE) Bright Minds, BMA, Anglo American, McDonalds Moranbah and MRAEL.

Partner schools and other educational providers:

- Principal Moranbah East State School and principal Moranbah State School.

Government and departmental representatives:

- Mayor of Isaac Regional Council, State Member for Burdekin and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	Professional learning plan 2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School data plan 2020	Curriculum planning documents
School improvement targets (in AIP)	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Parent and Community Engagement Framework
School newsletters and website	



2. Executive summary

2.1 Key findings

School leaders are committed to providing a relevant, documented curriculum that meets the individual needs of all students and is supported with a range of co-curricular and extracurricular programs.

Students, parents and community leaders express appreciation for the breadth of curriculum offerings and programs to assist students in transitioning to their desired post-school pathway. The development and implementation of the school's whole-school curriculum, pedagogical, assessment and reporting framework is a key focus of the current school strategic plan and Annual Implementation Plan (AIP). The school has completed extensive curriculum renewal and differentiated Professional Development (PD) over the past 12 months and as a result has published a comprehensive curriculum framework.

School leaders articulate the belief that the use of reliable student data is essential to support improvements in student learning, and analyse student achievement data and are aware of trends in student achievement levels.


TrackEd data used by teachers includes A-E data, behaviour, effort, attendance in Years 7 to 10, Vocational Education and Training (VET) competencies, Queensland Certificate of Education (QCE) subject unit tracking and internal assessment and cumulative percentages. Students articulate that they receive TrackEd data sheets after each school report. The whole-school data plan outlines a collection of data including A-E data, at risk students identified, support plans and Individual Curriculum Plans (ICP), student behaviour and attendance. Data conversations are conducted with the principal and each curriculum Head of Department (HOD) after each data cycle.

The school identifies Positive Behaviour for Learning (PBL) as the basis for all behaviour support.

The four school-wide expectations of '*Respect, Responsibility, Resilience, Relationships*' are displayed in all classrooms and around the grounds of the school. School leaders regularly promote the school-wide expectations in publications and on assemblies. PBL frameworks and associated systems are yet to be fully implemented with fidelity. Some staff members express that student input into the development of PBL focus lessons would be beneficial to enhancing engagement in these lessons. The regional PBL coach is actively engaging with the school and significant training has occurred for members of the PBL team.

The school leadership team recognises highly effective teaching as the key to improving student engagement and learning.

Teachers acknowledge the value of a continuing focus on consistently agreed teaching practices to improve engagement and learning outcomes for students. The leadership team, HODs and the pedagogical coach engage in classroom walkthroughs to observe teacher practice. A systematic approach to quality assure the implementation of the school's pedagogical framework and practices, through lesson observation and feedback to all



teachers is evolving. Classroom profiling based on the Essential Skills for Classroom Management (ESCM) is provided by an external consultant. Teachers speak highly of its value when provided. The leadership team acknowledges the importance of profiling and ESCM to build staff capability in behaviour pedagogy.

The school leadership recognises developing a professional, dedicated and capable team of teaching and non-teaching staff members is central to implementing the Explicit Improvement Agenda (EIA).

There is evidence that the principal and leadership team view the development of staff into an expert teaching team as central to improving outcomes for students. The allocation of a pedagogy coach is supporting teachers new to the school and beginning teachers. The school has experienced significant changes in leadership at all levels over the last 12 months. The development of an instructional leadership framework to further strengthen the capability of all school leaders is yet to occur. Some teachers comment they would like opportunities to share teaching strategies, pedagogy and curriculum knowledge across faculty areas. High levels of professional trust, wellbeing and collegial sharing are commonplace in faculty areas. Staff express that they are supported by school leaders in their capability development.

All decisions made at the school are aligned to the school vision of ‘Tomorrow’s Future Today’.

The leadership team is united in the belief that all students can succeed when provided with a responsive curriculum, expert teachers, differentiated support and clear expectations. Regular discussion in line management meetings in relation to student academic performance occurs after each reporting cycle. The principal additionally meets with all HODs following each reporting cycle to analyse faculty progress towards whole-school targets. School leaders meet with members of their faculties to discuss school priorities. Agreed consistent line management protocols at all levels are yet to be documented.

The leadership team is committed to an inclusive culture to maximise the engagement, learning and outcomes for the full range of students.

Building the capacity of all staff members to support the inclusion model is developing with teachers from the Diverse Learners Centre (DLC) included at times in faculty planning meetings. Most classroom teachers are co-planning with a teacher from the DLC. Teachers report varying levels of confidence in developing and implementing differentiation strategies for the full range of students. Teachers express a desire to enhance their capacity to enable the consistent planning for and use of differentiated classroom learning experiences.

The school’s teaching team gives a high priority to understanding and addressing the learning needs of all students.

The school applies its resources in a targeted manner to meet these needs. School leaders are proactive in ensuring resources and opportunities to further the school’s improvement agenda are prioritised. The school process for budget allocation is collaboratively determined through the school principal and Business Manager (BM). The school’s budget is



monitored by the principal and BM. Each term, the budget is reviewed and adjusted by the principal and BM and supported by other members of the leadership team. The budget is based on projections aligned to local and system priorities to support the educational needs of students and the PD needs of staff.

Parents express confidence in the school's capacity to provide educational opportunities for students in academic and vocational pathways, in particular the resources sector.

As a long-standing Queensland Minerals and Energy Academy (QMEA) school, students are offered multiple opportunities to participate in industry tours, development camps and ambassadorial roles. Anglo American supports the school through a number of avenues including employment of school-based apprenticeships and recent funding of the school's agricultural program. The school is part of the BHP Mitsubishi Alliance (BMA) Bowen Basin Bright Minds partnership. The Bright Minds partnership at the school focuses on supporting the school's VET program, teacher PD, teaching resources and a curriculum focus on Science, Technology, Engineering and Mathematics (STEM). An innovative mock interview program is available for all Year 12 students and includes industry-led panels, written feedback to all interviewees, and an individual meeting with current Human Resource (HR) managers of significant local employers providing feedback on student resumes and written applications. Local industry, parents and students are united in their praise of this program.



2.2 Key improvement strategies

Refine and implement PBL with fidelity with increased student input, broader staff representation and continued regional support.

Collaboratively develop a coaching, mentoring observation and feedback model to develop and support implementation of specific pedagogical practices including ESCM and profiling across the school.

Strengthen the capability of all school leaders in providing quality instructional leadership.

Collaboratively develop, document and implement line management practices for all school leaders with an inbuilt Quality Assurance (QA) process.

Collaboratively develop and implement a whole-school inclusion policy aligned with the inclusive education policy statement to enhance opportunities for the full range of students.