School Improvement Unit
Report

Mount Morgan Central State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Mount Morgan Central State School from 17 to 19 August 2015. 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><strong>Location:</strong></th>
<th>44 Morgan Street, Mt Morgan</th>
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<tbody>
<tr>
<td><strong>Education region:</strong></td>
<td>Central Queensland</td>
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<tr>
<td><strong>The school opened in:</strong></td>
<td>1887</td>
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<tr>
<td><strong>Year levels:</strong></td>
<td>Prep to Year 6</td>
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<tr>
<td><strong>Current school enrolment:</strong></td>
<td>193</td>
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<td><strong>Indigenous enrolments:</strong></td>
<td>28.5 per cent</td>
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<td><strong>Students with disability enrolments:</strong></td>
<td>5 per cent</td>
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<tr>
<td><strong>Index of Community Socio-Educational Advantage (ICSEA) value:</strong></td>
<td>856</td>
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<td><strong>Year principal appointed:</strong></td>
<td>Semester 2, 2015 (Acting)</td>
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<td><strong>Number of teachers:</strong></td>
<td>10</td>
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<td><strong>Nearby schools:</strong></td>
<td>Bouldercombe State School, Mount Morgan State High School</td>
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<td><strong>Significant community partnerships:</strong></td>
<td>Education Precinct, Chaplaincy</td>
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<td><strong>Unique school programs:</strong></td>
<td>Pre-prep transition program</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) and Support Teacher Literacy and Numeracy (STLaN)
  - Teacher librarian/behaviour management teacher
  - 10 classroom teachers
  - Guidance officer, chaplain
  - Two administration officers
  - Six teacher aides
  - 16 student leaders and students across the school
  - Parents and Citizens’ Association (P&C) president and 25 parents
  - Eight community members
  - Assistant Regional Director

1.4 Review team

Esta Thiris  
Internal reviewer, SIU (review chair)

Bob Cole  
External reviewer

Garry Drummond  
Peer reviewer
2. Executive summary

2.1 Key findings

- There is strong evidence of a culture that actively promotes learning.

  The school presents as calm and positive and classes are orderly and purposeful. Students, staff and parents speak very highly of the school and value its small school culture. There is a positive, caring relationship between staff and students. This is evidenced by the manner staff, students and parents interrelate across the school.

- Student achievement trends in the school highlight a lift in student performance.

  Relative Gain from 2012-2014 has shown a marked improvement. Preliminary National Assessment Program – Literacy and Numeracy (NAPLAN) 2015 data indicates that nine of the ten domains across Year 3 and Year 5 in literacy and numeracy have shown improvement.

- The principal and leadership team are committed to finding ways to improve current student outcomes.

  The school’s improvement agenda as identified in the Annual Implementation Plan 2015 includes reading, writing, spelling, grammar and punctuation and numeracy. These priorities are accompanied by a range of explicit targets. The school has narrowed their agenda to two priorities for Semester 2 2015 – writing and numeracy.

- The school has a number of overarching curriculum programs and frameworks.

  The school has a Curriculum Framework aligned to the Australian Curriculum. This framework draws from Curriculum to the Classroom (C2C). Explicit instruction is central to the school’s pedagogical delivery. A series of school-based action plans have been developed. The impact of these plans on daily practice is as yet unclear.

- The school has a history of providing teacher observation, modelling, coaching and feedback.

  The principal provides formal feedback to each member of the teaching staff. Teachers have indicated that they are open to coaching, mentoring, watching others’ work and receiving feedback on their teaching through a more formal school-wide process.

- The school leadership team comprises the principal, head of curriculum, support teacher literacy and numeracy and teacher librarian.

  The principal has indicated that the leadership team would benefit from mentoring and coaching opportunities to further develop leadership capacity and has stated that a review of all roles and associated responsibilities would clarify school operations.
• Non-attendance is an issue for a number of students across the school.

Thirty per cent of all students (2014) attended for less than 85 per cent of the school year, with 36 per cent of Indigenous students within this target group. The school has an attendance target of 90 per cent. Each class attendance achievement is monitored and discussed with students on a weekly basis. The principal has indicated that attendance is a priority and has a school attendance strategy including the engagement of an attendance officer and a range of positive incentives.

• The school has established and developed some beneficial partnerships.

The Mount Morgan Education Precinct has been formed to support students and their families from birth through to work. The principal recognises the need to rejuvenate this initiative. Partnerships with the Indigenous community are developing. The principal is currently exploring opportunities to build a partnership with Bidgerdi Health to support the health and well-being of Indigenous students.
2.2 Key improvement strategies

- Ensure the whole school improvement agenda is accompanied by appropriate and collaboratively determined targets, timelines, appropriate resourcing and professional development for all school personnel. Strengthen the school's communication strategies to ensure that all staff and parents have a clear understanding of the strategic direction of the school.

- Review the roles and responsibilities of the school leadership team aligned to school priorities. These roles should be clearly communicated to all staff.

- Develop and document the whole-school Professional Learning Plan aligned to the school improvement agenda, including all staff annual performance plans, to effectively drive and support staff towards consistently high quality instruction.

- Engage all staff in a formal coaching and feedback framework that aligns clearly defined role descriptions and performance measures.

- Collaboratively review the school’s curriculum and pedagogical frameworks including a developmental Prep to Year 6 scope and sequence document.

- Strengthen the school's attendance strategy to enhance student engagement through collaboration with parents and links with the community.