



School Improvement Unit Report

Moonie State School Executive Summary



1.3 School context

Location:	Moonie Highway, Moonie
Education region:	Darling Downs South West Region
Year opened:	1962
Year levels:	Prep–Year 6
Enrolment:	43
Indigenous enrolment percentage:	0.0
Students with disability enrolment percentage:	2.3
Index of Community Socio-Educational Advantage (ICSEA) value:	1034
Year principal appointed:	July 2015
Full-time equivalent staff:	2.62
Significant partner schools:	Westmar State School, Glenmorgan School, Tara State College
Significant community partnerships:	Moonie Sports Club, Moonie Kindy, Isolated Children's Parents' Association, Western Downs Regional Council.
Significant school programs:	International Competitions and Assessments for Schools (ICAS) Testing, Student Learning Log and My Personal Data Book, Bounceback, Goondiwindi Eisteddfod, Meandarra and Tara Show student work entries, Macintyre Young Writers' Competition and Writers' Camp, Book Week, School camps to: Toowoomba, Tallebudgera and Canberra, Year 6 Leadership Camp: Coolumboola Outdoor Education Centre, Annual Concert, Parents & Citizens' Association (P&C) funded sports coaches.

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2012-2016
Great Results Guarantee 2015	School Data Profile (Semester 2, 2016)
Headline Indicators (25/05/2016 release)	School budget overview
School Assessment Plan	Curriculum overview



School pedagogical framework

Responsible Behaviour Plan

Curriculum planning documents

School newsletters and website

School Opinion Survey 2015

Parent and community engagement framework

Student Learning Log and My Personal Data Book

2. Executive summary

2.1 Key findings

All school community members state the best feature of the school is the students.

Interactions between staff members, students, parents and community members are caring, polite and inclusive. The school views parents as an integral part of the school community and partners in student learning. Students believe that their teachers are supportive, understanding and provide them with the support they need.

The principal and staff members are committed to every student succeeding.


Staff members have high expectations for student attendance, behaviour and learning outcomes. The principal works with teachers and support staff members to review current student achievement levels and how these have changed over time. This has led to an Explicit Improvement Agenda (EIA) that focuses on the teaching of reading. Improving student spelling and increasing student attendance are emphasised by the principal and their importance within the school is apparent in daily operations and the provision of resources.

The school places a high priority to the school-wide analysis of systematically collected data regarding student assessment, attendance and behavioural outcomes.

The school has developed a comprehensive school assessment plan that documents what and when assessment is to be collected and what the indicators and targets for expected achievement should be for students. The principal reports school attendance targets and current rates to parents via the newsletter.

The school and its Parents and Citizens' Association (P&C) have a solid partnership.

The principal has the strong support of the P&C and staff members are highly valued by parents and the local community. The school has a positive profile with local community members, many of whom are former students themselves, and they are willing volunteers to assist where possible. The school has a documented parent and community engagement framework to build communication, partnerships, collaboration, decision-making and participation to improve student learning outcomes.



The principal leads improvements in teaching and learning for the school and demonstrates a strong conviction that improved teaching is the key to improved student learning.

Past and future professional learning activities focus on building staff members' capacity in effective teaching strategies for the teaching of reading, spelling and writing. The school's pedagogical framework has multiple documents developed over recent years by different school leaders. Refinement of this documentation to enhance consistency of practice in school priorities and to better reflect desired school signature pedagogies and regional initiatives is acknowledged by the school as a next step in school improvement. The opportunity for all staff members to receive regular feedback regarding teaching practice and engagement with students, from the principal or colleagues, is a process yet to be formally enacted across the school.

The school has dedicated staff members who are committed to continuous improvement and they demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Due to significant school leader turnover and other previous staffing changes, the school is currently working towards rebuilding a culture of collaboration and teamwork over time across cohorts of teachers and support staff members. Roles and responsibilities of all staff are yet to be formalised as is the emergence of formal coaching and mentoring processes within the school. Staff members acknowledge the necessity to build mutually respectful relationships across the school community. A strong collegial culture of mutual trust to support collaboration and teamwork for shared responsibility for student learning and success is emerging.

The school has previously developed a state school whole-school curriculum overview that articulates what teachers should teach and when to teach it.

The overview draws on the Curriculum into the Classroom (C2C) teaching resource which aligns to the Australian Curriculum (AC). The current school curriculum plan is shared with staff. The principal reports that teachers inform parents of curriculum intent each term via class newsletters and informal emails. The principal and teaching staff members recognise the need for a timely review to collaboratively plan and redevelop a whole-school curriculum, assessment and reporting framework that strongly aligns to the AC and system requirements.

The school is working towards formalised approaches to enable the discussion, analysis and response to data so that a culture of self-evaluation and reflection across the school is strengthened.

Students can confidently articulate their achievement levels and can show their progress that is recorded in personal learning logs/data books and that their teachers record in subject assessment folders. Students are able to state their goals and areas for improvement by referring to these documents. Teacher confidence to professionally share this best practice is emerging.



2.2 Key improvement strategies

Collaboratively refine the school's pedagogical framework, with supporting Professional Development (PD), to clearly articulate the school's signature pedagogies for their consistent implementation across the school.

Build on the congeniality of staff members to develop a strong collegial culture of mutual trust to support collaboration and teamwork regarding shared responsibility for student learning and success.

Collaboratively refine the whole-school curriculum, assessment and reporting framework.

Strengthen the data literacy of teachers and their confidence to share their best practice within and beyond the school.

Collaboratively develop a formal observation and feedback process to provide timely support and advice on classroom practices enacted for the school's future improvement agenda and in areas for individual development.