

Moonie 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 **Moonie State School** from **3 to 4 November 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

Lesley Vogan

Internal reviewer, EIB (review chair)

Lisa Noonan

Peer reviewer



1.2 School context

Location:	Moonie Highway, Moonie	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6 State Delivered Kindergarten (SDK) program	
Enrolment:	21 – Prep to Year 6 7 – SDK	
Indigenous enrolment percentage:	nil	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	3.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1038	
Year principal appointed:	Term 4, 2019 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, Business Manager (BM), four teacher aides, 17 students, seven parents and cleaner/grounds officer.

Community and business groups:

- Representative of Moonie Sports Club Inc., representative of Isolated Children's Parents' Association (ICPA) and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Principal The Gums State School, principal Glenmorgan State School and Principal Advisor – Teaching and Learning (PATaL).

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School pedagogical framework	School Opinion Survey
School data plan	Student Code of Conduct
School based curriculum, assessment and reporting framework	School newsletters and website and Facebook
Quality Improvement Plan	



2. Executive summary

2.1 Key findings

The principal identifies the strength of the school as the experience of many staff members who have worked in multi-age settings in outer regional areas over significant periods of time.

School staff express a sense of pride in their school that is exhibited in their strong work ethic and commitment to improving the learning and wellbeing outcomes for all students. Parents in the community value education and understand the importance of the primary school in preparing their child to thrive when they transition to boarding school or distance education.

The school culture is warm and welcoming, built on positive and caring relationships between staff, students and parents.

Students speak enthusiastically regarding their teachers and teacher aides and the help they provide them with their learning. Staff discuss a collective responsibility for all students and the mutual trust they have built with students and their families over their years at the school.

Reading has been the school focus over the last strategic planning cycle and staff members have implemented and embedded strategies aligned to the school reading agenda.

The principal articulates that the school is ready to identify the next priority agenda while maintaining its focus on reading. The principal identifies the school teaching team is still to collaboratively develop a vision for the school's next strategic planning cycle that is informed by whole-school data sets and staff, student and community feedback.

The school is developing a cohesive plan for curriculum assessment and reporting that is aligned to the Australian Curriculum (AC) and resourced by the Curriculum into the Classroom (C2C) materials.

The Queensland Kindergarten Learning Guideline (QKLG) informs the Kindergarten program that is planned across the learning and development areas. Teachers are confident in working with C2C and the P-6 Curriculum Planning Model units and resources and readily adapt resources to suit their class context. The school's three levels of planning address all eight learning areas as reflected in the whole-school curriculum plan, year level/band plans and unit plans. The Prep to Year 2 classroom utilises a two year cycle of C2C units and the Years 3 to 6 classroom uses the P-6 Curriculum Planning Model. A clear alignment of curriculum from Prep to Year 6 is yet to be apparent in school documentation or classroom practices.



Teachers articulate the use of diagnostic, formative and summative assessment to inform teaching and learning.

Assessment processes are predominantly aligned to C2C units. Use is made of the marking guides to guide teachers in assigning achievement levels. Moderation of student assessment predominantly occurs twice per semester with cluster colleagues. Internal moderation of student work is frequently informal. The principal reports there is scope to further enhance moderation processes within the school, to ensure greater consistency of teacher judgement with student Level of Achievement (LOA) across all learning areas.

Staff members' awareness and understanding of Explicit Instruction (EI) are apparent across the school.

A documented pedagogical framework cites EI and the 16 design elements and six principles of effective instruction as the preferred pedagogical approach of the school. Elements of the school pedagogical framework are visible across all classrooms. The principal and staff indicate the need to review the pedagogical framework to reflect current staff understanding of best practice for teaching and learning. Staff indicate a keen interest in exploring Age-appropriate pedagogies (AAP) and inquiry-based learning across the school.

The school has recently reviewed the Responsible Behaviour Plan for Students (RBPS) and collaboratively developed a Student Code of Conduct.

The Student Code of Conduct outlines clear strategies for promoting positive behaviour including, agreed responses and consequences for appropriate and inappropriate student behaviour. The school expectations of *'Be Safe, Be Responsible and Be Respectful'* are known by students. Staff articulate the need to build upon agreed practice to ensure consistency in implementing the processes outlined in this document.

The school promotes a culture of intellectual rigour with high expectations for student achievement across the junior and senior classes.

Each teacher is committed to improving the quality of teaching and learning in the school. Teachers are reflective regarding their own and whole-school practice. Teaching staff are confident in the areas in which they teach, working with students of all year levels and are eager to continue to expand their teaching knowledge and skills and improve on current practices. Students articulate that teachers provide an appropriate level of challenge in their learning experiences. Classroom artefacts, student results and parent levels of satisfaction are indicative of the rigorous learning in classrooms.

The school is identified by members of the school and wider community as central to the Moonie community.

Over time the school has influenced the life of many community members and families who have attended the school as students, enrolled their child at the school or have been employed at the school. The contribution of staff members to the education of their child and their support for the community as a whole is appreciated by past and present parents. The principal actively partners with parents, families, community organisations, government



departments and local businesses to enhance learning experiences for students. The school has an active Parents and Citizens' Association (P&C) that works to enhance opportunities for students. The P&C is a strong advocate for the school and has contributed over \$80 000 over the last four years through grants and the recycling program.



2.2 Key improvement strategies

Collaboratively develop a vision for the school's next strategic planning cycle that is informed by whole-school data sets and staff, student and community feedback.

Review the school curriculum for further alignment between Kindergarten, Prep and Year 6 enabling a sequenced and cohesive plan that makes clear what teachers should teach across the years of schooling.

Strengthen school moderation processes within the school, to build teacher knowledge of the AC across all year levels.

Review the school pedagogical framework to identify effective principles, practices and approaches that will support a consistent and cohesive delivery of curriculum from Kindergarten to Year 6.

Embed the school Student Code of Conduct to support a whole-school consistent approach for promoting positive behaviour including agreed responses and consequences for inappropriate student behaviour.