

Morven State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Morven State School** from **3 to 4 May 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Pauline Porch	Peer reviewer



1.2 School context

Location:	Albert St, Morven
Education region:	Darling Downs South West Region
Year opened:	1887
Year levels:	Prep to Year 6
Enrolment:	21
Indigenous enrolment percentage:	14 per cent
Students with disability enrolment percentage:	4.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	968
Year principal appointed:	2017
Full-time equivalent staff:	1.94
Significant partner schools:	Mungallala State School, Charleville State High School
Significant community partnerships:	Morven Progress Association, Learning and Encouraging Active Playmates (LEAP) Playgroup, Morven Race Club, Morven Police, Morven Fire and Rescue, Murweh Shire Council
Significant school programs:	Student Council, Swimming club, Morven Queensland Country Women's Association (QCWA), Morven Tennis Club, Morven Historical Society



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Services Manager (BSM), guidance officer, three classroom teachers (part time) and three teacher aides, Parents and Citizens' Association (P&C) secretary and treasurer, cleaner, nine parents, 12 students, student leaders and student council.

Community and business groups:

- President Morven Progress Association.

Partner schools and other educational providers:

- Principals of Charleville State High School and Mungallala State School.

Government and departmental representatives:

- Murweh Shire councillor, Morven Police Adopt-a-Cop and Assistant Regional Director (ARD).

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
School improvement targets	School Data Profile (October 2016)
OneSchool	School budget overview
Professional Learning Framework 2017	Curriculum planning documents
Professional Development Plan 2017	Evidence of Learning folder
School Pedagogical Framework	Student Intervention Plan
Responsible Behaviour Plan	School newsletters and website
School Opinion Survey	Assessment and Data Collection Schedule
Headline Indicators (October 2016 release)	Curriculum, assessment and reporting framework
School Performance Data Folder	



2. Executive summary

2.1 Key findings

The principal, staff members and parents are committed to providing a caring and supportive educational environment.

Enthusiastic and dedicated staff members work together as a team to provide continued development of student wellbeing and improved student learning outcomes. A culture of collaboration and teamwork is evident. Teachers and teacher aides appreciate each other's efforts to contribute to the team.

The school has an explicit, coherent, sequenced whole-school plan for curriculum delivery across the multi-age class.

Expectations regarding a consistency of curriculum implementation across year levels are clearly articulated by the principal. The principal takes personal accountability for the planning and development of curriculum and is engaged in ongoing discussions with staff members about the best ways of maximising student learning.

The school's Explicit Improvement Agenda (EIA) is reflected in the 2017 Annual Implementation Plan (AIP).

The AIP focuses on the priorities of reading and oral language. The principal has further refined these priorities to oral language. All staff members and parents are able to identify the school priority of oral language. Explicit targets and timelines for improvement in student achievement levels in oral language are yet to be set and communicated to staff members and parents.

The school places a strong focus on the teaching of literacy.

The school identifies the development of oral language through Speech Sound Pics (SSP) as a priority in the EIA. The principal reports the need to develop documented frameworks describing a consistent approach to the teaching of oral language and reading. Other frameworks for priority areas are yet to be developed.

The principal recognises that highly effective pedagogy is the key to improving student outcomes.

All staff members are able to articulate the expectations regarding the priority of oral language. The principal has modelled lessons in the delivery of SSP. Agreed practices and processes relating to the teaching of oral language are developing. The principal reports the need to continue to build on the implementation of the SSP program.



Reflective, informal professional conversations focused on teaching practices to improve student outcomes are a regular aspect of school life.

The school's pedagogical framework is research-based and aligned with Explicit Instruction (EI) principles and practices based on the Dimensions of Teaching and Learning (DoTL). The school's expected practices are outlined in the framework. Some teachers express a desire to consolidate EI practices. The principal identifies the need to review the pedagogical framework in order to reflect current practice.

The principal expects all teachers to be highly committed to the continuous improvement of their own teaching.

The principal provides informal feedback to staff members to inform their teaching and support strategies. The school is yet to fully implement a formal observation and feedback process to monitor the implementation of the key improvement agenda for all staff members.

Staff members affirm that parents are an integral part of the school community.

The school takes steps to engage with parents as partners in the progress of the school, to encourage student learning and seeks their participation regularly through Parents & Citizens' Association (P&C) meetings and other school events. Parents indicate that trust exists across the school community and speak highly of the school, especially in reference to individual student support and the open-door policy to communicate with teachers.



2.2 Key improvement strategies

Maintain the sharp and narrow focus on the EIA with clear actions, explicit targets and timelines and communicate these to the whole-school community.

Develop clear and explicit frameworks for teaching in priority areas and ensure that all staff members have the expert understanding and skill set required.

Embed strategies and consistent pedagogical practices for the teaching of oral language across the school.

Collaboratively review the pedagogical framework so that it reflects current practice.

Collaboratively develop an observation, coaching and feedback model to provide all staff members with support to drive high quality instruction that aligns to the EIA.