

Morven 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 **Morven State School** from **26 to 27 October 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). 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

Leah Mullane	Internal reviewer, EIB (review chair)
Jennifer Watson	Peer reviewer
Melissa Taylor Hansford	Peer reviewer



1.2 School context

Location:	Albert Street, Morven	
Education region:	Darling Downs South West Region	
Year levels:	Kindergarten to Year 6	
Enrolment:	17 – Prep to Year 6 4 – Kindergarten	
Indigenous enrolment percentage:	33 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	912	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), two teacher aides, four teachers, cleaner, nine parents and 14 students.

Community and business groups:

- President and secretary of the Parents and Citizens' Association (P&C), local police officer and representative Morven Progress Association.

Partner schools and other educational providers:

- Centre for Learning and Wellbeing (CLAW), principal of Mungallala State School, principal of Charleville State High School and State Delivered Kindergarten (SDK) senior advisor.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Collegial Engagement Framework
Investing for Success 2021	Strategic Plan 2018–2021
Quality Improvement Plan	School Data Profile (Semester 2, 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework
Reading Framework	



2. Executive summary

2.1 Key findings

The school fosters a positive culture of engagement and learning.

Staff members strive to maintain the positive family atmosphere of the small school. The school is viewed as a hub within the local township, with the learning and wellbeing of students as the core priorities. Staff members articulate a strong commitment to ensuring every student is supported in their learning and strive to create an environment where all families feel welcome. Staff, students, parents and community members express pride in the positive and welcoming culture of the school.

Staff members express a strong sense of mutual trust and respect within the staff team.

A strong collegial nature exists amongst staff and supports professional interactions and collaborative learning. Staff members articulate that their colleagues support them when they are in need. The principal is acknowledged by staff and families as a fair and supportive leader who is open to opinions and suggestions. Staff members describe a positive culture nurtured within the team. Many staff members express that the collegiality shown within the team is the best part of working at the school.

The principal and staff members share a united commitment to the ongoing improvement of the school.

The principal articulates the school's Explicit Improvement Agenda (EIA) as 'improving reading and writing through oral language', which is aligned to elements of the strategic plan and Annual Improvement Plan (AIP). Staff members and some members of the community articulate reading and writing as the school's improvement agenda. The school has a Quality Improvement Plan (QIP) developed that is available to school staff and families and that outlines State Delivered Kindergarten (SDK) improvement priorities. A clear understanding of the strategies and actions, and staff roles, responsibilities and accountabilities aligned to the improvement agenda is yet to be articulated by all staff members.

The principal articulates the importance of systematic curriculum delivery in improving student learning outcomes.

A whole-school Curriculum, Assessment and Reporting Plan (CARP) has been developed for the systematic delivery of the Australian Curriculum (AC). The year level and band plans outline which unit will be taught within each learning area. The principal indicates that the school's curriculum plan utilises straight year level units that teachers combine to create multi-age units. The principal acknowledges the need to review the school's CARP to develop a plan for the implementation of units that meets the multi-age context, with clear alignment across the three levels of planning to ensure all students receive their curriculum entitlement.



The principal articulates the importance of the analysis of school-wide and individual student data as part of the teaching and learning cycle.

A school assessment and data collection plan describes the range of tools used to gather information regarding student achievement. The plan lists regional benchmarks and some targets. The assessment and data collection plan indicates the timing of collection of the data. Data is recorded on OneSchool and on the school's data wall. The principal articulates that the plan requires revision in line with the school's current data collection practices and purpose for data collection. Details of the school's practices regarding utilising data to inform teaching and learning cycles are yet to be included within the school's data plan.

The principal recognises the importance of quality teaching practices in improving learning outcomes for all students.

The school's pedagogical framework is documented, based on the Dimensions of Teaching and Learning (DoTL). The school's historical approach to pedagogy, as described in the EIA, is explicit teaching. Emerging practices in visible learning through the use of learning walls, success criteria and learning intentions including 'We are learning to' (WALT) and 'What I'm looking for' (WILF) are used by some teachers in the classroom. The principal indicates that a review of the school's agreed pedagogical approach is required to reflect the current and emerging evidence-based practice.

The principal and teachers demonstrate dedication to building professional capability to support student improvement.

The school has a professional learning plan that outlines opportunities for capability development throughout the year. The plan lists a range of Professional Development (PD) on offer including mandatory training, online case management and moderation, trauma-informed practices and cluster meetings. Identification of staff undertaking training and alignment to the EIA, budget and Annual Performance Development Plans (APDP) are yet to be included within the school's professional learning plan.

Staff members are recognised as positive and caring educators.

Staff members articulate that relationships are key to supporting student learning. Teachers and teacher aides strive to create a learning environment whereby students feel safe, respected and supported in their learning and wellbeing. Parents articulate that staff members build respectful, supportive and caring relationships with their child. Students describe staff members as kind and helpful. Many students express that their teachers' support is the best part about their school.

Staff articulate positive partnerships with parents and community members in the life of the school.

Parents and staff speak highly of the role of the school within the local community. The principal leads the school team to actively seek ways to enhance the learning and wellbeing of students by partnering with parents and the broader community, in addition to seeking out opportunities to engage with educational, health and community organisations. A Parent and Community Engagement (PaCE) framework is enacted to support parent involvement.



Community members express strong satisfaction with the school and the quality of the education students receive.



2.2 Key improvement strategies

Strengthen staff understanding of the EIA and QIP through a systematic implementation plan, with clear strategies and actions aligned to staff roles, responsibilities and accountabilities.

Review the whole-school plan for the delivery of curriculum units to meet the needs of the multi-age context, ensuring alignment of the AC and Queensland kindergarten learning guideline (QKLG) through the three levels of planning across all learning areas.

Collaboratively develop a whole-school data plan that outlines practices that enhance data-informed practice for teachers.

Collaboratively review the school's pedagogical approach to determine the repertoire of evidence-based strategies and practices implemented to meet the needs of students, curriculum and context.

Review the professional learning plan to develop opportunities for in-school and external capability development in alignment with the EIA, school budget and APDPs.