

Morven State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Morven State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs Southwest Region
Year levels	Kindergarten to Year 6
Kindergarten registrations	4
Enrolment	23
Aboriginal students and Torres Strait Islander students	26.1%
Students with disability	30.4%
Index of Community Socio-Educational Advantage (ICSEA) value	906

About the review

 2 reviewers from 25 to 27 August 2025	 44 participants	 12 school staff
 21 students	 5 parents and carers	 6 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively review and refine the Annual Implementation Plan (AIP), including targets to sharpen the focus and enhance staff understanding of the improvement agenda.

Domain 6: Leading systematic curriculum implementation
Collaboratively strengthen staff knowledge and understanding of the alignment between the Australian Curriculum (AC), K–12 curriculum, assessment and reporting framework (K–12 Framework) and Queensland kindergarten learning guideline (QKLG) to inform curriculum planning decisions.

Systematically enact evidence-informed planning for reading instruction to ensure consistency in the teaching of reading across the AC.

Domain 8: Implementing effective pedagogical practices
Prioritise a school-wide approach for the teaching of reading to strengthen teaching practices that improve students’ literacy skills.

Domain 2: Analysing and discussing data
Review data sets collected aligned with system and school priorities to inform targeted teaching and learning and enable strategic analysis.

Key affirmations



Staff emphasise how curriculum and pedagogy decisions support student engagement in learning to improve academic outcomes.

Staff talk about how they make real-world connections using students’ voice and interests that inform offerings to foster greater engagement in student learning. They highlight students engage positively with units of work that have strong connections to the local community and hands-on learning experiences. Staff celebrate how students engage with learning walls as assessment literate learners. They highlight students use modelled exemplars and student examples to self-assess and improve their work.



Staff value partnerships with parents, families and the wider community, describing how these connections support positive student learning, wellbeing and engagement outcomes and strengthens school pride.

Staff emphasise the importance of parents and families in the life of the school. They convey ‘parent open mornings’ build parents understanding of what and how students learn. Parents appreciate these opportunities to be partners in their child’s learning. Community members highlight the schools’ engagement in the local community. Students, parents and community members speak proudly of the biographies shared in the local café window. They comment this initiative has further increased a sense of pride in the community and engagement in learning.



The principal celebrates staff collegiality, collaboration and commitment to professional growth, focused on student learning and wellbeing outcomes.

The principal praises staff knowledge and commitment to continuous improvement. Staff express appreciation for the principal in supporting their capability development, valuing a ‘what’s next?’ approach to building an expert teaching team. The principal appreciates the way the teaching team works together, going ‘above and beyond’ to support students. They articulate the importance of meeting regularly as a team to discuss teaching and learning, prioritising informal feedback and mutual sharing of experience.



Staff and parents describe how partnerships with other schools strengthen the culture of learning and provide additional opportunities to build capability, for both staff and students.

The principal and local cluster colleagues appreciate the range of opportunities for staff and students through several cluster school arrangements. They outline how cluster capability development, cluster planning, informal collegiality and mentoring opportunities, builds clarity of expectations for teaching and learning. Parents and students speak positively about the range of activities the clusters provide, including camp, sporting and cultural activities. Parents describe how these connections enhance social skills and builds their child’s confidence.



Staff highlight the use of data to identify and support the needs of all students, is improving learning, wellbeing and engagement outcomes.

Staff celebrate the positive impact of the comprehensive case management approach on improving student outcomes. They emphasise the layers of support provided for students are informed by deep analysis of relevant data sets. Staff remark how proactive planning is resulting in significant improvements to outcomes for individual students.