

Moreton Downs 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 **Moreton Downs State School** from **6 to 8 June 2022**.

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

Len Fehlhaber	Internal reviewer, EIB (review chair)
Jenny Watson	Peer reviewer
John Collins	External reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi
Location:	Lipscombe Road, Deception Bay
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	641
Indigenous enrolment percentage:	13.3 per cent
Students with disability percentage:	29.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	948
Year principal appointed:	2019



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD-C), Head of Department – Teaching and Learning (HOD-T&L), two Parents and Citizens' Association (P&C) representatives, guidance officer, speech therapist, occupational therapist, 26 teachers, 13 teacher aides, 45 students, Business Manager (BM), two administration officers, grounds person and 31 parents.

Community and business groups:

- Hand in Hand Disability Support representative.

Partner schools and other educational providers:

- Principal Clontarf Beach State School, principal of Mango Hill State School, deputy principal of Deception Bay State High School, representative of Helping Hands Network Outside School Hours Care (OHSC), director of Little Scholars School of Early Learning Deception Bay and director of Goodstart Early Learning Moreton Downs.

Government and departmental representatives:

- Division 5 Councillor for Moreton Bay Regional Council, State Member for Bancroft and ARD.

2. Executive summary

2.1 Key findings

The principal leads a team that articulates and acts on the belief that every student is able to be an engaged, successful learner.

The school vision of *'Empowering active learners; growing and achieving together'* underpins the practices and processes for both staff members and students, with the focus on continuous improvement for all. Teachers and support staff articulate a strong level of trust in the principal's leadership of building a culture that promotes learning. Parents speak highly of the school, its teachers and leaders, and describe it as the 'school of choice' due to its high standards and reputation for caring teachers and providing high quality education.

A strong culture of continuous professional growth is apparent across the school.

Teachers speak proudly of their high expectations in continuing to grow as professionals. Many staff members express a belief that the school values the contributions of teachers who are continually encouraged and supported to be reflective, highly effective practitioners. Teachers articulate the work of key leaders and the Professional Learning Team (PLT) agenda in providing a platform upon which to build their professional knowledge and opportunities to collaborate with teaching colleagues and leaders in a structured and purposeful environment.

The tone of the school conveys positive community collaboration, with a team approach based on school-wide processes that support the building of respectful relationships and trust.

A Positive Behaviour for Learning (PBL) program, with school-wide expectations of classroom practices, reward systems and responses is embedded. The PBL team is active and reflective, reviewing and improving current practices to continue to monitor student behaviour and expectations. Responses to areas of concern highlighted by the data are established. Teachers and teacher aides indicate a desire for professional learning in understanding complex students, along with transparency in school processes for responding to inappropriate behaviour.

A coherent and sequenced whole-school curriculum plan outlines the delivery of the Australian Curriculum (AC) from Prep to Year 6 across all learning areas and is embedded into practice.

Teachers have begun to construct school-based units of work that are locally relevant and incorporate student voice. Consideration of accessible, engaging and challenging units of work that take into account the diverse range of learners are in the early stages of development. The leadership team identifies the emerging practice of inquiry-based learning units of work to support innovation, engagement, wellbeing and achievement for all students.



Digital technologies are considered a key component of 21st century learning and a growing school priority.

School leaders recognise that high quality teaching is key to improving student outcomes. Teaching staff acknowledge the need to continually improve teaching practices to successfully engage all students and maximise learning outcomes. School leaders express an interest in expanding the use of digital tools and pedagogies to enhance student engagement and preparation for high school. A digital learning strategy that clarifies teaching expectations regarding the use of digital technologies and devices is yet to be developed.

Parents and carers appreciate the open communication fostered by the school.

Parents and members of the wider community hold the school in high regard and speak positively of the approachability of staff and the welcoming, supportive environment. There is a strong sense of belonging within the school, where parent and student voice is valued. Students and parents articulate that they like their school and feel supported. School leaders express an intention to enrich relationships with parents to strengthen parental knowledge and understanding of effective teaching and learning processes.

Teachers express confidence in their capacity to engage the diverse range of learners, with adjustments for students to successfully access the curriculum.

The school's approach to differentiation is underpinned by the belief that having high expectations of all students, in addition to the right support, will enable all students to succeed. A strategic focus on the progress of each child is demonstrated through the ongoing work of PLTs, including analysis of precise data, planning for next steps in learning and appropriate and timely interventions. Teachers and leaders work collaboratively to establish starting points for learning and closely monitor a range of marker students. Class and inclusion teachers co-plan, co-teach and collaboratively track student progress. The partnerships created via the PLT build strong teams to support differentiation in each classroom.

Partnerships with parents and carers, other educational providers, and community agencies enhance student learning and wellbeing.

The school has developed deep relationships with neighbouring schools including those involved in the Critical Friends Network (CFN) and Bays cluster which enable school leaders to share learnings and build the capability of all staff members. School leaders undertake collaborative strategic planning and share insights within the cluster. Developing and implementing successful strategies to support the transition to high school is a key focus of the Bays cluster.



2.2 Key improvement strategies

Review and refine processes for supporting student wellbeing and behaviour to enhance student engagement, including shared understanding of transparent processes for responding to student wellbeing and behaviour.

Develop school-based units of work that incorporate locally relevant learning experiences and build the capacity of the diverse range of learners to demonstrate innovation, creativity and critical thinking skills.

Develop and implement a digital learning strategy that clarifies teaching expectations regarding the use of digital technologies and devices.

Enhance engagement with parents and strengthen parent knowledge and understanding of teaching and learning processes that improve outcomes for all students.