

# Moggill State School

## Executive Summary



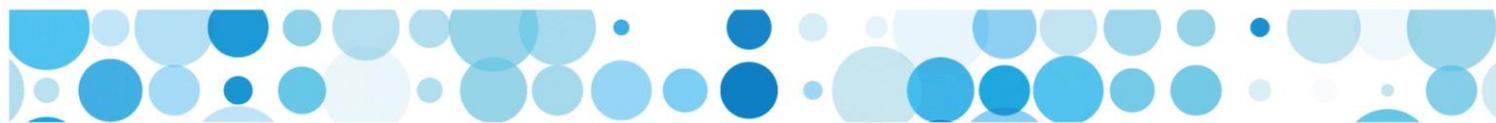


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

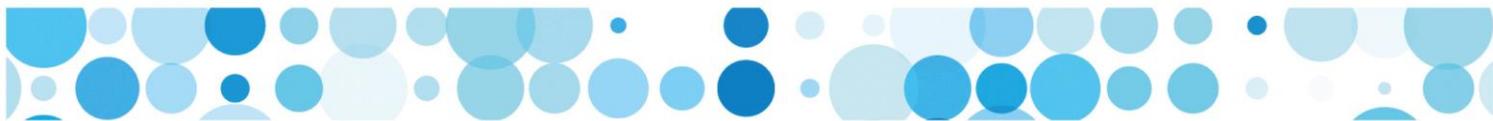
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Moggill State School** from **17 to 19 September 2019**.

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

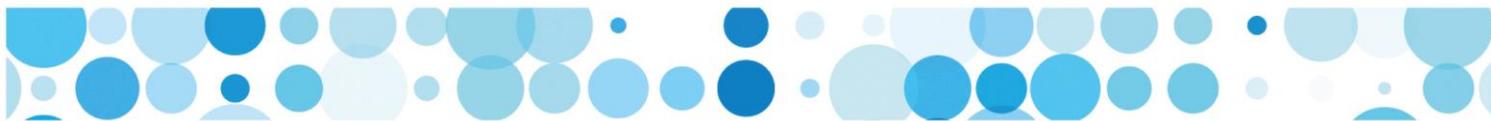
### 1.1 Review team

Robert Van den Heuvel	Internal reviewer, SIU (review chair)
Joanne Sinclair-Jones	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Location:</b>	Moggill Road, Moggill
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1866
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	764
<b>Indigenous enrolment percentage:</b>	0.8 per cent
<b>Students with disability enrolment percentage:</b>	2.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1104
<b>Year principal appointed:</b>	2019 – acting
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	44.47
<b>Significant partner schools:</b>	Kenmore State High School; Pullenvale Environmental Education Centre (PEEC); Kenmore Alliance of Schools including Kenmore State School, Kenmore State High School, Kenmore South State School, Pullenvale State School, Mount Crosby State School, Chapel Hill State School, Brookfield State School, Upper Brookfield State School and Fig Tree Pocket State School; Curiosity and Powerful Learning (C&PL) schools including Yeronga State School, Indooroopilly State School, Graceville State School, Amberley District State School and Sherwood State School
<b>Significant community partnerships:</b>	Bellbowrie Early Education Centre, Mother Duck Childcare, Bellbowrie Childcare and Kindergarten (C&K), Moggill Mustangs AFL (Australian Football League), Returned and Services League of Australia (RSL) Kenmore-Moggill Sub Branch
<b>Significant school programs:</b>	C&PL, Pathways to Peace, PEEC – The Connected Teacher, Playgroups in Schools Community Playgroups, school chaplaincy, Dance Fever



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), guidance officer, chaplain, Business Manager (BM), 30 classroom teachers, three specialist teachers, Support Teacher Literacy and Numeracy (STLaN), two Special Education Program (SEP) teachers, 12 teacher aides, four administration officers, 40 parents and 77 students.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president and Kenmore-Moggill RSL Sub Branch representative.

Partner schools and other educational providers:

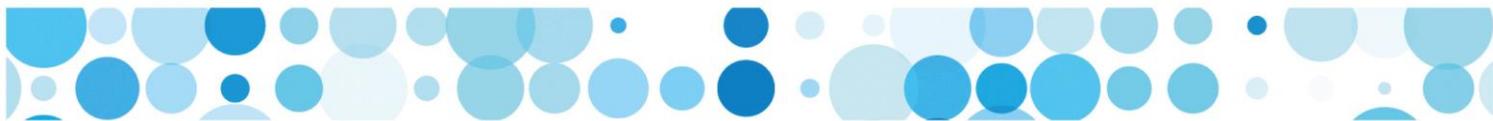
- Principal of Kenmore State High School, principal of Brookfield State School, representative of Bellbowrie Early Education Centre, representative of Mother Duck Day Care and coordinator of PEEC.

Government and departmental representatives:

- State Member for Moggill, Councillor of Pullenvale Ward and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2019	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	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1 2019



## 2. Executive summary

### 2.1 Key findings

#### **The school celebrates its heritage and effectively contributes to the broader community.**

The school embraces its motto of *'fostering quality learning'* through committing to *'every student, every day – learning and achieving'*. In 2016 the school community celebrated its 150<sup>th</sup> anniversary to acknowledge the beginning of a long and proud educational history reaching back to 1866. Parents, community partners and staff speak positively of the multi-generational history of the school and identify significant alumni who have contributed to the school's ongoing success. Students and parents articulate high levels of satisfaction with the range of academic, cultural and sporting opportunities provided to enrich students' learning.

#### **The tone of the school is highly supportive and caring with a strong sense of community.**

Staff, students, parents and community members report feeling comfortable and welcome at the school. Staff members foster a learning community reflective of the expectations that all students will learn successfully. A strong sense of collegial support is apparent amongst all staff members. There is a culture of belonging with many partnerships and trust apparent across the school. Parents are viewed as partners in their child's learning and report high levels of satisfaction with their child's education. The school council and Parents and Citizens' Association (P&C) are highly regarded by staff for their ongoing support and dedication.

#### **Staff maintain currency with research regarding effective teaching practices.**

The teaching team is united and committed to continuous improvement of teaching practices across the school. The school's partnership with the Pullenvale Environmental Education Centre (PEEC) is allowing teachers to build a wide range of pedagogical tools beyond the classroom with the local environmental centre being symbolically viewed as an additional campus for the school. The school is a key partner with PEEC, University of Queensland (UQ), Helsinki University and Queensland Department of Education (DoE) in the Australian Research Council (ARC) research project 'Digital Mediation of Children's interactions with Nature'.

#### **The school is committed to embedding agreed practices to enact the school's Explicit Improvement Agenda (EIA).**

The school identifies Curiosity and Powerful Learning (C&PL) research evidence from David Hopkins and Wayne Craig<sup>1</sup> as an important foundation for teaching and learning. There is a commitment from many teachers to understand C&PL foundations and its relationship to

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<sup>1</sup> Hopkins, D., Craig, W., & Knight, O. (2015). *Curiosity and Powerful Learning*. McREL Australia.



expected practices of the EIA. Teachers express a desire to have further time and support to develop their repertoire of practice and analyse this practice as part of future EIAs.

**The school commits significant time and resources to support ongoing collaborative planning.**

Year level teams are released for half-day curriculum planning sessions once per term. Year level teams meet regularly to discuss ongoing curriculum implementation and progress. Teachers report valuing the opportunity to share resources, practice, expertise and experiences to support the implementation of the school curriculum and EIA. Some teachers report interest in further developing their understanding of the Australian Curriculum (AC) to enhance a locally relevant and engaging curriculum. Teachers articulate that professional learning opportunities to work with the AC would support their endeavours in this area.

**The school provides a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.**

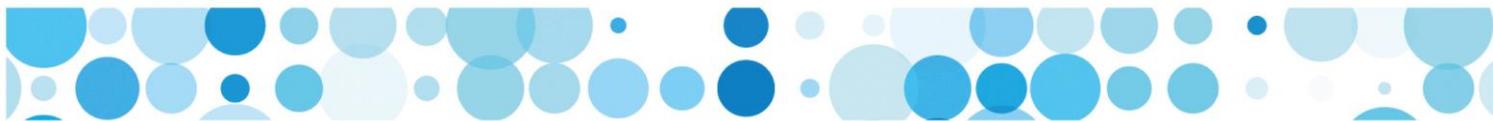
The school's curriculum plan is aligned to the AC and uses the Curriculum into the Classroom (C2C) resource to guide lesson and unit structures including the definition of assessment and reporting expectations. Staff acknowledge the importance of broader understanding of the AC across learning areas to adjust teaching and learning to meet the needs of learners and the local context. School leaders identify the need to establish systematic Quality Assurance (QA) processes across all learning areas to ensure that the full scope of the AC is taught and assessed.

**School leaders view the development of staff members into an expert teaching team as central to improving outcomes for all students.**

Staff members express a genuine desire to engage in continuous improvement of their professional capabilities. School leaders spend time working with teachers and staff indicate they value the support provided. Teachers report appreciating feedback regarding teaching and curriculum delivery. A systematic process of observation and feedback involving the school's leadership team is exploratory work that staff identify as being valuable for school-wide alignment of practices for curriculum implementation and pedagogical consistency.

**Staff, students and parents express a strong sense of pride in the high expectations maintained in the school.**

The school uses the supportive universal rules of '*Be Safe, Be Responsible, Be Respectful and Be in the Right Place at the Right Time*'. These are widely communicated across the school and supported by visible signage throughout school buildings and across the grounds. Each rule is underpinned by the targeted classroom lessons and assembly presentations throughout the year. Staff and parents report a desire to maintain high expectations, proactive support strategies, and consistent practices as the school continues to grow in size.

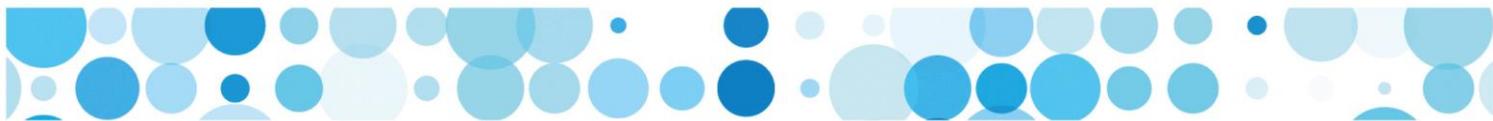


**The school supports the continuous improvement of students' writing competencies as part of its EIA.**

The school is implementing the locally designed '10 Star Writing Program' that is designed to collect comprehensive and complex writing data aligned to the AC. Teachers indicate that the process is valuable as it uses data to closely monitor students' progress in writing. Teachers highly value collaboration with their peers to define and use the 10 Star Writing Program data to develop writing action plans. Teachers acknowledge the important role that support staff and teacher aides play in the teaching and learning process to improve writing standards across all year levels.

**The physical environment and facilities of the school are well presented and maintained.**

The school presents as an attractive learning environment and offers learning areas outside the classroom. School facilities are well utilised to maximise student learning. The school's facilities are well maintained and resourced, including provision of a newly installed playground and covered play areas. The P&C plays a major role in funding key facility improvements. The schools officer takes pride in caring for the grounds. Staff, families and students appreciate the efforts of the schools officer, ancillary staff and office personnel who ensure safe and quality learning environments. School staff articulate that the outside spaces are the second campus for learning and value the efforts undertaken to maximise their usefulness for successful teaching and learning.



## 2.2 Key improvement strategies

Collaboratively analyse C&PL with staff to determine its role in strategic directions and the EIA.

Provide professional learning opportunities for staff to deepen their understanding of the AC in order to build a locally relevant and aligned curriculum addressing the local context.

Establish systematic processes to quality assure the school's curriculum plans and the enacted curriculum, ensuring that all students are taught and assessed against the AC achievement standards.

Develop a formalised process for instructional leaders to provide all teachers with quality feedback, linked to the EIA, curriculum and pedagogy.

Further review school-wide practices and protocols to sustain high expectations for student social, emotional and behaviour needs in a growing school population.