Moggill State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Moggill State School** from **19** to **21 April 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for improvement, to inform the school's next 4-year strategic planning cycle. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
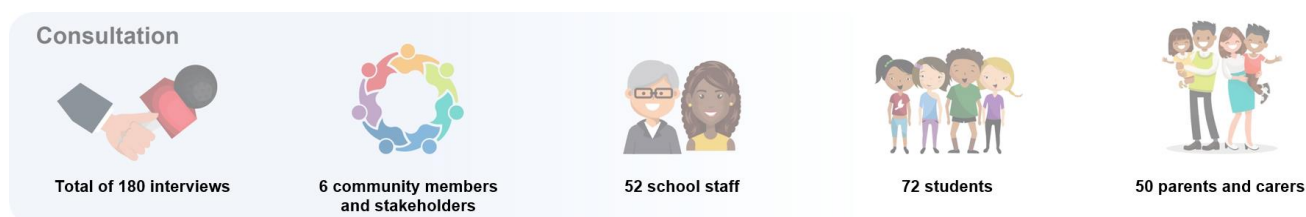
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal Reviewer, SRR (review chair)
Darren Sengstock	Internal Reviewer
Robyn Conlin	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 180 interviews | 6 community members and stakeholders | 52 school staff | 72 students | 50 parents and carers

1.4 School context

Indigenous land name:	Jaggera and Turrbul
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	754
Indigenous enrolment percentage:	0.8%
Students with disability percentage:	8%
Index of Community Socio-Educational Advantage (ICSEA) value:	1097

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **17** to **19 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1104 and the school enrolment was 764 with an Indigenous enrolment of 0.8% and a student with disability enrolment of 2.5%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively analyse Curiosity and Powerful Learning (C&PL) with staff to determine its role in strategic directions and the Explicit Improvement Agenda (EIA). (Domain 1)

- Provide professional learning opportunities for staff to deepen their understanding of the Australian Curriculum (AC) in order to build a locally relevant and aligned curriculum addressing the local context. (Domain 5)

- 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. (Domain 6)

- Develop a formalised process for instructional leaders to provide all teachers with quality feedback, linked to the EIA, curriculum and pedagogy. (Domain 5)

- Further review school-wide practices and protocols to sustain high expectations for student social, emotional and behaviour needs in a growing school population. (Domain 3)

2. Executive summary

2.1 Key affirmations

There is a clear sense of pride, respect, community and commitment across the school with staff, students and parents.

Parents speak positively of their connection with the school which has served the local community since 1866. The school is well established within the local community which draws considerable pride from the school and its achievements. Students, parents and community members speak positively of the school. Many families have strong ties to the school and local area and wish to actively be involved in supporting their school.

Parents positively acknowledge the dedication of school staff.

The dedication and commitment of the staff in providing a positive learning environment is highlighted by teachers. The skilled staff present with a broad range of experience and display high levels of energy for the work they do in the school. Parents convey appreciation for positive student outcomes resulting from the efforts of capable and committed staff. Staff describe a collegial and trusting environment where sharing opinions and resources within year level teams is valued.

Students describe staff as caring and supportive.

Staff strive to develop a positive school culture that allows teaching and learning to occur in a respectful and safe environment. There is a prevailing belief that all students are able to achieve, and a culture of support is used to attain this. Leaders and staff speak of accessing external support services when necessary to support students and parents' needs.

Staff are highly invested in their students and express a strong desire to learn and improve their own practice.

Staff articulate they support students to understand that everyone is unique and to have appreciation for individual differences in themselves and each other. The principal and most staff express they understand each student has unique circumstances and their needs should be addressed through a tailored approach.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop leadership structures and practices that build the instructional capability of the leadership team to strategically lead an improvement agenda.

Domain 6: Systematic curriculum delivery

Strengthen consistent opportunities for cohort teams and leaders to moderate at the Before and After junctures to ensure teachers and leaders build a deep understanding of the AC.

Domain 2: Analysis and discussion of data

Prioritise specific times for leaders and cohorts to collaboratively and regularly analyse and discuss data to build data literacy, identify gaps in student learning and inform next steps for teaching and learning.

Domain 7: Differentiated teaching and learning

Prioritise the inclusion of teachers, specialists and leaders in the full cycle of curriculum planning, teaching, assessing and reporting to identify and record differentiation requirements for students with specific learning needs, including high-achieving students.

Domain 8: Effective pedagogical practices

Develop opportunities for teaching cohorts to share effective teaching strategies to strengthen current whole-school approaches to pedagogy and improve student learning.

Domain 3: A culture that promotes learning

Collaboratively develop a formal whole-school approach to student behaviour, wellbeing and engagement to ensure consistency of practice, common language and maintain high standards for student behaviour and engagement.