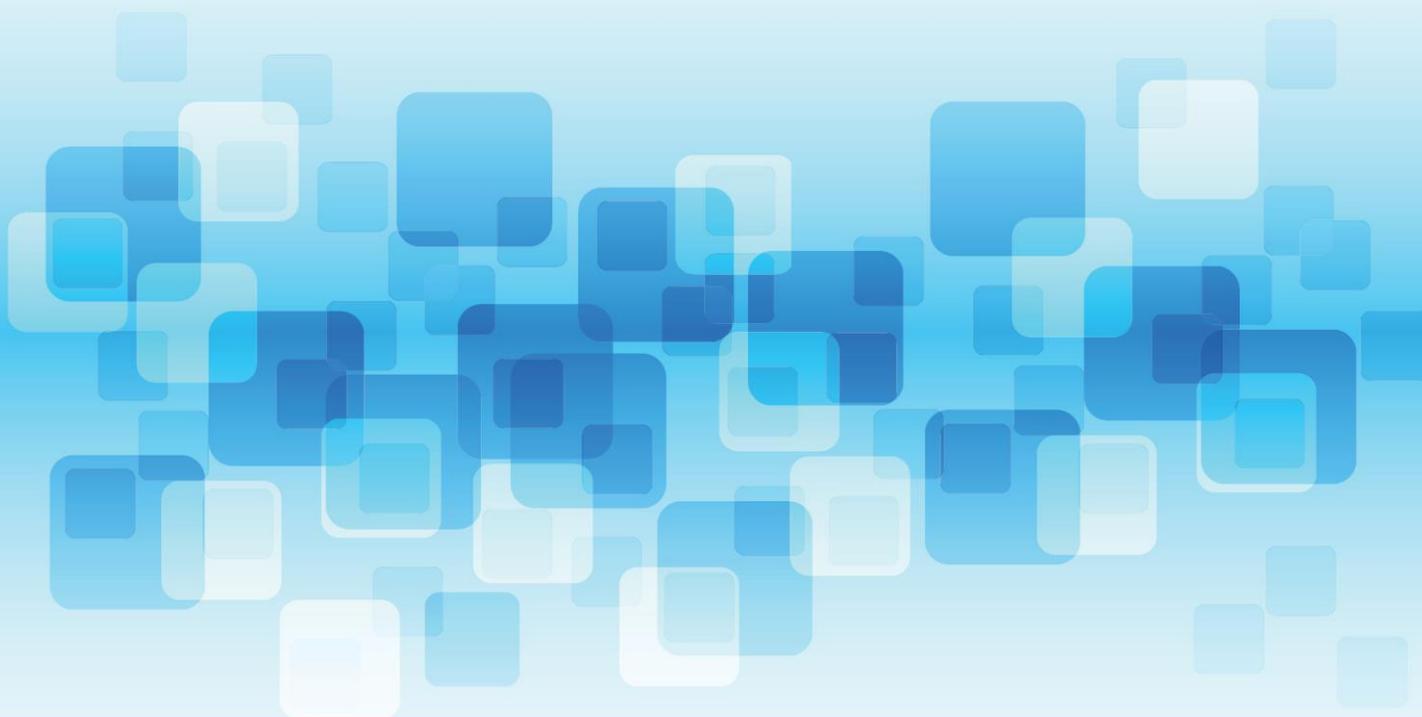**School Improvement Unit**
Report

Moura State High School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Moura State High School from 31 May to 2 June 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Gillespie Street, Moura
Education region:	Central Queensland Region
The school opened in:	1976
Year levels:	Year 7 to Year 12
Current school enrolment:	168
Indigenous enrolments:	11 per cent
Students with disability enrolments:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	930
Year principal appointed:	July 2015
Number of teachers:	15 (full-time equivalent)
Nearby schools:	Moura State School, Banana State School, Theodore State School, Bauhinia State School
Significant community partnerships:	Queensland Minerals Energy Academy, Moura Little Athletics, Elders, Dawson Valley Chaplaincy Committee, Moura Business Community
Significant school programs:	Monday breakfast program, Love Bites resilience program, Beyond the Boundaries, Positive Postcards, Cattle Club

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    - Principal and two Heads of Department (HOD)

    - Head of Special Education Services (HOSES) and guidance officer

    - 14 teachers, four teacher aides and scientific assistant

    - Business Services Manager (BSM) and three office administration staff

    - School-based health nurse

    - 51 students

    - Parents and Citizens' Association (P&C) president and vice president

    - Two parents, tuckshop convenor and two community partners

    - Principal of Moura State School

1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Joseba Larrazabal	Peer reviewer
Mel Phillips	External reviewer

2. Executive summary

2.1 Key findings

- The school leadership team has established and is driving a narrow and sharp, explicit and detailed local school improvement agenda, based on analysis of a wide range of student data and research into successful pedagogical practices.

  The improvement agenda is expressed in terms of three core improvement priorities: reading, pedagogy (Fleming's Explicit Instruction[1]) and attendance. Staff members are committed to the improvement priorities and are clear about their role in delivering on the targets.

- The principal and other school leaders have accepted personal accountability for driving improvements in teaching throughout the school.

  Staff members have embraced the research-based approach to pedagogy, based on Explicit Instruction (EI). A professional exchange program with an experienced *Fleming school* in Queensland is underway and teachers participate in collegial observations and feedback to further develop their skills.

- The staff members of the school understand the importance of positive and caring relationships to support learning and engagement.

  There are clear expectations for students and teachers in terms of learning and engagement with others at school. School leaders are exploring a whole-school approach that will encourage and support positive behaviour.

- The principal and other school leaders clearly articulate a belief that reliable data on student outcomes is crucial to the school's improvement agenda.

  A documented data plan drives data collection and analysis processes in the school. The school utilises a wide range of testing and data collection tools, and plans to introduce additional definitive measuring tools to monitor students' performance in reading and numeracy over time.

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[1] Fleming, J., & Kleinhenz, E. (2007) *Towards a moving school: Developing a professional learning and performance culture* (No. 1), Aust Council for Ed Research

- School leaders and teachers demonstrate a strong belief that all students, regardless of their learning stage, are capable of improving.

  Teachers are encouraged to explicitly tailor their teaching to cater for individual student needs and readiness. A whole-school plan, to build a toolkit of differentiation strategies for teachers to utilise as part of their regular teaching practice, is under development.

- The school has a documented curriculum and assessment plan and teachers meet periodically to moderate student work against the assessment standards.

  Moderation processes are informal and primarily occur within a year level by those teaching the unit of work. In circumstances where there is one teacher in a subject, moderation may be arranged with colleagues within the school or in other schools.

- A strong reciprocal school-community focus is evident.

  A wide range of activities involving the community are initiated by the school with the aim of improving opportunities and outcomes for students. Many of these are long-standing and receive extremely positive community feedback.

2.2 Key improvement strategies

- Continue the development of teachers' skills and knowledge in EI and the reading strategies. Consolidate and embed these approaches across the school.

- Review the timing, range and purpose of assessment and data collection to promote efficient practices and facilitate further consolidation and improvement in overall school performance.

- Collaboratively review and revise the whole-school behaviour management plan, including expectations, processes and explicit practices that encourage and support positive behaviour. Provide associated Professional Development (PD) for staff and monitor for consistency of implementation.

- Develop a whole-school systematic approach to moderation of student assessment against the standards. Expand opportunities for moderation, including vertical moderation, with neighbouring state and high schools.

- Develop, implement and embed a whole-school strategy for targeted differentiation, which responds to the individual learning needs of all students.