School Improvement Unit
Report

Mount Morgan State High School
Executive Summary
1. Introduction

1.1 Background
This report is a product of a review carried out at Mount Morgan State High School from 22 to 24 July 2015. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>4 Central Street, Mount Morgan</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1912</td>
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<tr>
<td>Year levels:</td>
<td>Year 7 to Year 12</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>196</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>28 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>7 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>870</td>
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<tr>
<td>Year principal appointed:</td>
<td>2015 (acting)</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>13</td>
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<tr>
<td>Nearby schools:</td>
<td>Mount Morgan Central State School</td>
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<td>Significant community partnerships:</td>
<td></td>
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<td>Unique school programs:</td>
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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 three Heads of Department
  - Master Teacher and Guidance Officer
  - 13 Teachers
  - Seven teacher aides
  - More than 60 students
  - Three cleaners and janitor/groundsman
  - Tuckshop convenor
  - 20 parents
  - Primary school principal
  - Four community partners

1.4 Review team

Jenny Maier Internal Reviewer, SIU (review chair)
David Curran External Reviewer
Leon Proud Internal Reviewer, SIU
2. Executive summary

2.1 Key findings

- The principal and the leadership team articulate a commitment to improvement.
  
  This is reflected in an eagerness to re-establish a clear improvement agenda after significant turnover of principals and teaching staff in recent years. However the agenda lacks the clarity, targets and timelines necessary to drive the work of teachers in the classroom. These elements are neither clearly articulated and documented nor are they explicitly communicated and known to parents, staff and students.

- The school has a whole school data plan which outlines the range of data sets to be collected.
  
  Staff are not aware of the whole school data plan. While the school uses a variety of data to identify improvement initiatives, there is scope for an increased gathering of formal and informal feedback from students, staff and parents to evaluate school effectiveness and better inform classroom practice.

- The school values of ‘respect, responsibility, safety and being a learner’ are articulated in the explicit improvement agenda, displayed around the school and known by students.
  
  A common language and consistent expectations between the largest feeder school (also a Positive Behaviour for Learning school) and the high school are seen as a positive by the community.

- The school is allocating resources to support the needs of students.
  
  Key teachers have input through budget submissions to leadership team and Parents and Citizens’ Association. However a lack of transparency and consultation in the allocation of resources is evident.

- The school has a relatively inexperienced but generally enthusiastic and committed staff.
  
  The school has an induction system in place to support beginning teachers. There are a significant number of beginning and second year teachers and a very high turnover of staff. Nine of the thirteen teaching staff are in their first or second year of teaching.

- The school has developed a standardised work program curriculum planner.
  
  This planner is based on the Dimensions of Teaching and Learning. Staff plan according to the Australian Curriculum content descriptors and achievement standards. The Curriculum into the Classroom unit plans are used as a supporting
resource where required. Assessment tasks are submitted to and quality assured by Heads of Department, however curriculum planners are not quality assured.

- Curriculum planners and differentiation 'surfboards' focus on ensuring that all teachers identify the variety of student needs in their classroom.

  Teachers articulate the need to differentiate teaching while acknowledging a desire to further develop their skills. Teacher differentiation expertise varies across the school. Teacher differentiation planning and implementation is not closely monitored.

- The school’s preferred pedagogical approach is *Explicit Instruction*.

  Expectations for teacher practice are clearly described in a separate document available to all teachers. There is evidence of this practice in some classrooms. An ‘every day every lesson procedure’ aligned with the *Explicit Instruction* model has recently been developed to address inconsistent classroom practices, but at this time evidence of implementation is limited to a few teachers.

- Mount Morgan State High School is a hub within the local community.

  Parents generally speak well of the school. Participation by parents in the life of the school is somewhat limited as evidenced through the minimal support for sporting, parent teacher interviews and volunteering for school activities. The school recognises the need for a variety of partnerships to enhance student learning, particularly in the areas of vocational education and student wellbeing.
2.2 Key improvement strategies

- Narrow and sharpen the school’s explicit improvement agenda to incorporate a sustainable and achievable number of clearly articulated and targeted actions and milestones.

- Further develop school leaders’ capacity to lead the data literacy agenda with classroom teachers to analyse student performance data and understand how data is used to improve student learning outcomes.

- Embed the principles of Positive Behaviour for Learning in managing student behaviour. Monitor the strategies for effectiveness through the provision of ongoing professional development for staff which includes processes and timelines for the monitoring for consistent practices.

- Review the distribution of leadership roles across all staff to ensure a sharing of responsibilities. Develop a systematic coaching/mentoring program that ensures relevant and sustainable professional learning is available to all. Align this with the performance review process and school improvement agenda.

- Implement quality assurance processes and timelines to ensure that the curriculum plan is the reference against which all curriculum delivery is designed and implemented including the school’s preferred pedagogy, the explicit instruction model.

- Strengthen strategies to enrol parents as partners and build partnerships with the wider community to increase mutually beneficial partnerships.