Mount Morgan State High School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mount Morgan State High School** from **4** to **6 June 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.
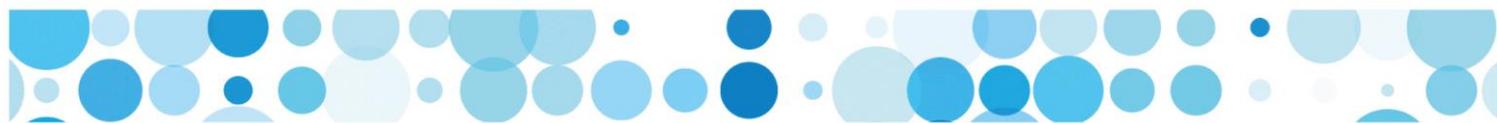
The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Lee Goossens	Internal reviewer, SIU (review chair)
Wayne Troyahn	Internal reviewer
Ken Rogers	External reviewer

1.2 School context

Location:	Central Street, Mount Morgan
Education region:	Central Queensland Region
Year opened:	1912
Year levels:	Year 7 to Year 12
Enrolment:	193
Indigenous enrolment percentage:	30 per cent
Students with disability enrolment percentage:	8 per cent – verified
Index of Community Socio-Educational Advantage (ICSEA) value:	878
Year principal appointed:	Term 4, 2014
Day 8 staffing teacher full-time equivalent (FTE):	20.1
Significant partner schools:	Mount Morgan Central State School
Significant community partnerships:	Rotary Club, CQUniversity (CQUni), Mount Morgan Promotion and Development Incorporated (MMPAD), Mount Morgan Rodeo Association, Mount Morgan Show Society, UnitingCare Mount Morgan, Scripture Union, Project Booyah, Blue EDGE (Educate, Develop, Grow, Empower) Program, Emerald Agricultural College
Significant school programs:	Breakfast club, Science, Technology, Engineering and Mathematics (STEM), interschool football and netball, Friday afternoon sport/activities, structured Thursday wellbeing program, Positive Behaviour for Learning (PBL) rewards program, targeted literacy program, instrumental music and Indigenous dance program, Vocational Education and Training (VET) programs

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Heads of Department (HOD), Head of Special Education Services (HOSES), 16 teachers, guidance officer, Business Manager (BM), Community Education Counsellor (CEC), Youth Support Coordinator (YSC), two administration officers, eight teacher aides, two cleaners, canteen assistant, four student leaders, 15 students and nine parents.

Community and business groups:

- UnitingCare Rural Family Support Worker, MMPAD representative and Rotary Club of Rockhampton president.

Partner schools and other educational providers:

- Principal Mount Morgan Central State School.

Government and departmental representatives:

- Deputy Mayor and Division 5 Councillor Rockhampton Regional Council, State Member for Mirani 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 (3 June 2019)
Professional learning plan 2019	SATE Implementation Summary
School improvement targets	School Opinion Survey 2018
School-wide Moderation Process	Responsible Behaviour Plan for Students
School data plan 2019	School Behaviour Action Summary
School newsletters and website	Positive Behaviour for Learning Outline
School pedagogical guide (Every Day Every Lesson) Curriculum and Assessment Overview	Curriculum planning Documents -Year 7-10 Plans

2. Executive summary

2.1 Key findings

All staff are committed to creating a school environment that is calm, positive and friendly with a focus on student engagement in purposeful, successful learning.

Students speak highly of the support and concern from their teachers for their progress and wellbeing. The school places a high priority on the wellbeing of students. A strong student support team meets weekly to monitor and case manage students who require additional support. This team has established productive links with community agencies to broaden the quality of professional support available to students. The school has identified processes to support and manage students with disability who may be involved in School Disciplinary Absences (SDAs) processes or experiencing poor attendance.

School leaders are committed to success for all.

The school recognises the importance of student literacy as a precondition for student learning. There is a whole-school approach to teaching reading using the literacy continuum. Curriculum planning documents have differentiation approaches embedded. These are adjusted to suit the Individual Curriculum Plan (ICP) and Queensland Certificate of Individual Achievement (QCIA) needs of students. Teacher knowledge of differentiation strategies for these students is led by the Special Education Program (SEP) teacher who provides assistance with one-on-one time each term.

The building of capability and capacity of all staff members is a primary focus for school leaders.

The recruitment and retention of skilled leaders, teachers and support staff is viewed by school leaders as important. The principal identifies this as a continued focus for the school to maintain the desired educational outcomes to meet the needs of students, and parent and community expectations.

The leadership team has worked on narrowing and sharpening the school's EIA to incorporate a sustainable and achievable number of clearly articulated and targeted actions and milestones.

This process has occurred following the last school review. The leadership team acknowledges the need to refine strategic planning to include a precise vision for the future that permeates all school documents and practices as a high priority. Teachers identify a number of obstacles to school-wide improvement including opportunities to engage in collaborative decision making, communication and consistency of practice.

The school has developed a sequenced plan for delivering the Australian Curriculum (AC).

The delivery of the AC is accomplished by utilising Curriculum into the Classroom (C2C) resources. All staff members have been involved in using three level planning and consistent templates for developing units of work and lessons. School leaders and some staff have

recognised that the current approach may not be fully successful in engaging students or providing them with contextualised learning.

Expectations of classroom practice are outlined in the approach '*Every Day, Every Lesson'* (EDEL).

All school leaders demonstrate a strong conviction that improved pedagogical practice is key to improved student learning. Explicit Instruction (EI) is the expected practice to be utilised for the teaching of new content. EDEL provides an outline of expectations for teachers – before entering the classroom, once entered, warm ups, review, learning intent and success criteria, body of lesson, and end of lesson. These practices are yet to be embedded in every classroom. School leaders express a desire to continue the implementation of EDEL across the school.

Teachers are committed to identifying and implementing enhanced teaching practices to support student learning.

Teaching staff members express interest in the availability of a coaching and mentoring program to enhance their practice. School leaders articulate the need to lead professional learning in the school to develop an expert teaching team. A systematic coaching and mentoring program that ensures relevant and sustainable professional learning is yet to be implemented. The school is yet to align a performance review process with the school improvement agenda.

Teachers utilise a wide range of data in reviewing current progress, planning for future directions and monitoring the success of new programs.

National Assessment Program – Literacy and Numeracy (NAPLAN) data is analysed in depth in the junior school to determine any areas of concern and to develop programs of support. A to E reporting data is examined for each cohort. TrackEd has been purchased by the school and is utilised by school leaders to monitor student progress at all year levels. Queensland Certificate of Education (QCE) progress data is determined each term from TrackEd profiles and is distributed to all teachers.

The school has established connections and relationships with the local community to support the learning and wellbeing needs of students.

Parents speak positively regarding the school, how the school has supported their child's transition through adolescence, and the way in which the educational programs provide students with the foundations for life after school. The student support team actively pursues partnerships with external agencies to support the wellbeing of students and their families. This includes the work undertaken with UnitingCare, Blue EDGE (Educate, Develop, Grow, Empower) program and the Mount Morgan Promotion and Development (MMPAD) authority. Agencies speak highly of the benefits of programs to students and their families, and their capacity to improve student engagement and wellbeing.

2.2 Key improvement strategies

Ensure the collaborative development, articulation, commitment to and enactment of a compelling vision for the school by school leaders.

Review the current approach to the implementation of the AC to ensure that student engagement and contextualised learning are maximised.

Collaboratively identify and embed a school-wide pedagogical practice.

Develop a school-wide coaching and mentoring program to support the development of the expert teaching team.