Murgon 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 **Murgon State High School** from **18** to **20 July 2018**.

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 consider 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

Alan Whitfield	Senior reviewer, SIU (review chair)
Jenny Maier	Senior reviewer
Wayne Troyahn	Internal reviewer

1.2 School context

Location:	Dutton Street, Murgon
Education region:	Darling Downs South West Region
Year opened:	1945
Year levels:	Year 7 to Year 12
Enrolment:	355
Indigenous enrolment percentage:	35 per cent
Students with disability enrolment percentage:	8.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	868
Year principal appointed:	2018 (acting)
Full-time equivalent staff:	34.2
Significant partner schools:	Murgon State School, Cherbourg State School, Goomeri State School P-10, Proston State School P-10, Wheatlands State School, Moffatdale State School, Cloyna State School, Windera State School
Significant community partnerships:	Youth Justice in association with Brisbane Youth Training and Education Centre, Community Training Centre (CTC) youth and community services, Queensland Police Service (QPS), Technical and Further Education (TAFE) Queensland Nurunderi campus and Kingaroy campus, South Burnett Police-Citizens Youth Club (PCYC), Local business through work placement programs.
Significant school programs:	Clontarf Foundation for Indigenous Males Year 7 to Year 12

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, five Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), six year level coordinators, master teacher, 20 teachers, two Community Education Counsellors (CEC), seven teacher aides, ancillary staff, eight parents and 45 students.

Community and business groups:

- Manager CTC youth services and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Principal Murgon State School, principal Proston State School P–10, principal Goomeri State School P–10, principal Cherbourg State School, Nurunderi TAFE and director Clontarf Academy.

Government and departmental representatives:

- Deputy Mayor of South Burnett Regional Council, manager Youth Justice, ARD and Burnett cluster diverse learner advisor.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2017-2020
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School data plan 2018	School Opinion Survey 2017
Beginning Teacher Mentor program	Teaching Learning and Assessment Plans
Responsible Behaviour Plan	Professional development plans
School newsletters, website, Facebook page	
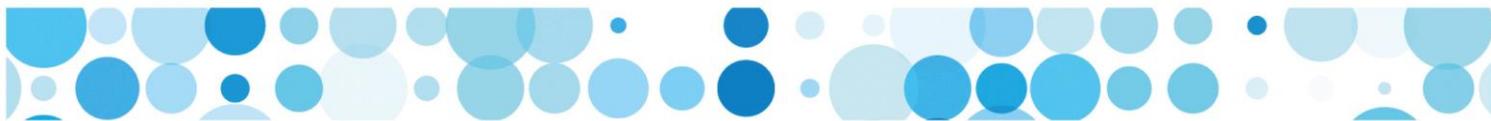
2. Executive summary

2.1 Key findings

School leaders are united in, and committed to, the core objective of improving learning outcomes for all students.

School leaders have collaboratively developed and are implementing an Explicit Improvement Agenda (EIA) that reflects a focus on improved attendance, high behaviour expectations and the development of a sequenced curriculum program. The EIA is readily identified by staff members as the ABC – improved **A**ttendance, high **B**ehaviour expectations and **C**urriculum implementation (reading).

There is an optimistic tone in the school and school leaders articulate a focus on quality learning and the development of a culture in which all students can learn successfully.

School leaders are driving a focus on behaviour. Positive Behaviour for Learning (PBL) is undergoing a revitalisation to ensure consistency of understanding and school-wide practice. This is identified by staff members, parents and the wider community as having a positive influence on school culture.

Broad strategies to support the improvement agenda have been developed and communicated to staff and community members.

Teachers outline the sharing of cohort and school-wide data by school leaders at staff meetings. Explicit targets for improvement and formalised processes for review of the EIA are yet to be determined and widely communicated.

A whole-school template for unit planning is utilised across the school.

The whole-school template, the Teaching Learning and Assessment Plan (TLAP) has been introduced this year. Units of work in Years 7 to 10 are being written collaboratively using this template. School leaders acknowledge the need to develop a coherent and sequenced whole-school curriculum plan. Conversations with teachers indicate that deeper understanding of the Australian Curriculum (AC) and more time for collaboration would be beneficial in the planning of curriculum units.

School leaders recognise that highly effective teaching is the key to improving student learning outcomes.

Teaching staff members describe a Gradual Release of Responsibility (GRR) model as the preferred school-wide pedagogical approach. School leaders acknowledge the need to document a pedagogical framework and to clearly communicate school-wide expectations for effective teaching strategies.

Most staff members indicate they utilise OneSchool class dashboard to understand the performance levels of students.

Some teachers articulate how they use this information to inform their planning and teaching practice. Some teaching staff indicate a continuing need to develop their capability to utilise student data to identify the next steps in whole-class and individual student learning. A whole-school consistent approach to the utilisation of data is yet to be developed.

School leaders are driving a focus on behaviour as part of the EIA.

This focus has been identified by staff members, parents and the wider community as having many positive outcomes. Many staff, students and community members report a considerable improvement in the culture of the school. School leaders acknowledge a continuing need to build proactive strategies to support engagement in learning.

There is a sense of inclusivity across the school in terms of the way all students are accepted and respected.

A general belief that all students can be successful if provided appropriate learning opportunities and necessary support is apparent. School leaders and staff members recognise the diversity of learners at the school and work to address the learning needs of individual students through advocating for the inclusion of all students.

The school has established a range of partnerships with parents and families, community organisations and other education and training institutions to enhance student learning and wellbeing.

School leaders and staff members actively seek to build upon the range of partnerships through strengthening community connections and pursuing other opportunities to support student outcomes. The school continues to build a positive image in the community that is enhanced through the involvement of school leaders, members of staff and students in community events and initiatives.

2.2 Key improvement strategies

Develop and implement processes and explicit targets to regularly monitor the successful implementation of the EIA.

Deepen teacher understanding of the AC and ensure all elements are incorporated and enacted with fidelity within the whole-school curriculum plan and TLAPs through rigorous Quality Assurance (QA) processes.

Collaboratively review the current pedagogical framework to ensure effectiveness, relevance and consistency of implementation.

Develop and implement a whole-school approach to improving the data literacy skills of all staff members to support them in developing learning and assessment programs to meet the needs of all students.

Strengthen the focus on improving attendance, behaviour and wellbeing with increasing attention to building positive behaviours that support student learning.