

Murgon State High School

# Executive summary

## Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to Elders past, present and emerging, for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.



## The Landscape of Learning

The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from elders, teachers and the land itself.

The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region

*The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscarlot Media (IM) in 2022.*

## Snapshot of previous school review

The last review carried out at **Murgon State High School** was conducted from **18 to 20 July 2018**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2018 review was identified as 868 and the school enrolment was 355 with an Indigenous enrolment of 35% and a student with disability enrolment of 8.9%.

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

- Develop and implement processes and explicit targets to regularly monitor the successful implementation of the Explicit Improvement Agenda (EIA). (Domain 1)
- Deepen teacher understanding of the Australian Curriculum (AC) and ensure all elements are incorporated and enacted with fidelity within the whole-school curriculum plan and Teaching and Learning Plans (TLAPs) through rigorous Quality Assurance (QA) processes. (Domain 6)
- Collaboratively review the current pedagogical framework to ensure effectiveness, relevance and consistency of implementation. (Domain 8)
- 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. (Domain 2)
- Strengthen the focus on improving attendance, behaviour and wellbeing with increasing attention to building positive behaviours that support student learning. (Domain 3)

## Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Murgon State High School** from **27 to 30 November 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [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. Italics indicate findings linked to evidence from school partners with a focus on the broader context of the school community.

For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

## 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. Italics indicate findings linked to evidence from school partners with a focus on the broader context of the school community.

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 School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

## School context

Murgon State High School acknowledges the lands of the Wakka Wakka nation and the Wakka Wakka people of the Wakka Wakka language region.

**Education region:** Darling Downs South West Region

**Year levels:** Years 7 to 12

**Enrolment:** 316

**Indigenous enrolment percentage:** 55%

**Students with disability percentage:** 24%

**ICSEA value:** 823

## Review team

Cameron Hodges	Senior Reviewer, SRR (review chair)
Louise Wilkinson	Internal Reviewer
Alan Smith	Internal Reviewer
Renee Crilly	First Nations Representative

## Contributing stakeholders



3 reviewers



127 participants



55 school staff



30 students



7 parents and carers



35 community members and stakeholders

## Key affirmations

**The principal and executive leaders purposefully use school-wide data sets to understand, monitor and inform next steps in school improvement.**

Systematic data tracking processes provide a clear line of sight to support senior secondary students to successfully complete Year 12. Leaders have established data walls for their reference and recognise that future co-construction of data walls with teachers will be beneficial. Positive Behaviour for Learning (PBL) team members regularly analyse OneSchool behaviour data to identify trends, determine responsive strategies and explicitly teach desired behaviours through focus lessons. They share termly PBL data during staff meetings.

**Staff, students and community members strongly express appreciation for the significant investment in renewing and upgrading facilities.**

The multipurpose hall, outdoor courts, and Barambah Youth Services Hub are viewed as great community assets. The Hub, located on the school site, has greatly increased access to a range of support services for the local community. Staff, students and community members speak appreciatively of the accessibility of such services, including General Practitioner (GP) access through the weekly 'GPs in Schools' program.

**Leaders recognise the importance of building strong curriculum expertise among all teachers.**

Students identify a range of co-curricular and extracurricular opportunities afforded them and articulate their appreciation for the time staff members invest in these activities. Vocational Education and Training (VET) programs are viewed by staff, students and parents as valuable learning options. Parents indicate that they value the variety of pathways and options available to their child. Leaders identify a collective commitment to 'supporting students to acquire knowledge, skills and credentials needed for success in further education and employment'.

**The targeted use of the language of the country Wakka Wakka in naming key school activities, facilities and practices is appreciated by local Elders.**

Elders refer to the promotion of the local language as a positive step in building strong connections with families, students and community. Leaders, staff, community members and students articulate the importance of developing relationships and connections with the local community and observing cultural protocols. An established representative Local Community Education Board (LCEB) is leading the work in co-designing engagement strategies to improve outcomes for First Nations students. LCEB members appreciate the commitment to authentic co-design. Leaders share a deep commitment to making a difference for every student.

## Key improvement strategies

**Domain 3: Promoting a culture of learning**

Collaboratively develop, with community and support agency partners, alternative education and engagement programs to proactively re-engage young people in schooling. *[Partnership/community improvement strategy]*

Collaboratively review and expand, with system support, a staff wellbeing framework to improve staff morale and strengthen collegiality. *[Partnership/community improvement strategy]*

**Domain 5: Building an expert teaching team**

Systematically enact all aspects of the Collegial Engagement Strategy (CES), focusing on coaching, mentoring, observation and feedback, to enhance the expertise of all teachers and leaders.

**Domain 8: Implementing effective pedagogical practices**

Collaboratively develop an agreed approach to pedagogy to enable teachers to implement a repertoire of high-impact practices and strategies considerate of the learner, the learning and the curriculum.

**Domain 9: Building school-community partnerships**

Develop and implement sustainable Year 13 and Girls programs, guided by the LCEB and identified stakeholders, to further lift engagement within and post school. *[Partnership/community improvement strategy]*

**Domain 1: Driving an explicit improvement agenda**

Collaboratively develop and regularly monitor targets and success criteria to measure the impact of the leadership model on student outcomes.

## Improvement strategies summary

### Domain 1: Driving an explicit improvement agenda

- **Collaboratively develop and regularly monitor targets and success criteria to measure the impact of the leadership model on student outcomes.**
- Collaboratively refine and communicate to all stakeholders a sharp and narrow improvement agenda to focus collective efforts on improving student outcomes.

### Domain 2: Analysing and discussing data

- Strengthen the data literacy capabilities of all teachers to enable a deeper knowledge of learners, identification of differentiation needs and determine next steps in teaching and learning.
- Collaboratively develop a contextually appropriate student attendance strategy, with key stakeholders and regional support, to address truancy and maximise learning days.

### Domain 3: Promoting a culture of learning

- **Collaboratively develop, with community and support agency partners, alternative education and engagement programs to proactively re-engage young people in schooling. [Partnership/community improvement strategy]**
- **Collaboratively review and expand, with system support, a staff wellbeing framework to improve staff morale and strengthen collegiality. [Partnership/community improvement strategy]**
- Collaboratively develop agreed support and capability programs delivered by school leaders to ensure all staff implement the Murgon Must Haves consistently.
- Prioritise developing multiple avenues to foster increased student and parent agency to inform school approaches and direction. [Partnership/community improvement strategy]

### Domain 4: Targeting school resources

- Collaboratively develop, with regional support, a recruitment and retention strategy to ensure a consistent workforce is established to provide a comprehensive educational service. [Partnership/community improvement strategy]

### Domain 5: Building an expert teaching team

- **Systematically enact all aspects of the CES, focusing on coaching, mentoring, observation and feedback, to enhance the expertise of all teachers and leaders.**
- Collaboratively develop and implement a whole-school induction program for new and beginning staff, including a focus on cultural and contextual understanding, to support smooth, timely, and responsive transitions into the school. [Partnership/community improvement strategy]
- Collaboratively develop a robust and targeted professional learning plan, aligned to the EIA and informed by Annual Performance Development Plans (APDP), to systematically build the capability of staff.

### Domain 6: Leading systematic curriculum implementation

- Systematically enact school-wide moderation, with particular attention to rigorous conversations at the planning stage, to align teaching to assessment and reinforce shared curriculum expectations.
- Develop processes for leaders to monitor achievement and observe student learning in classrooms to support teachers to implement the intended curriculum with integrity.

### Domain 7: Differentiating teaching and learning

- Consolidate differentiated teaching and learning practices into ways of working with students from all equity groups to remove barriers to accessing learning and strengthen engagement.
- Formalise a coordinated approach to internal service delivery to provide tailored supports and student services that are multidisciplinary and culturally relevant for all students.
- Build capability of all staff to implement differentiation practices and processes in the classroom, including for Indigenous English as an Additional Language or Dialect (IEAL/D) students, to support all students to learn and progress successfully through the curriculum.

### Domain 8: Implementing effective pedagogical practices

- **Collaboratively develop an agreed approach to pedagogy to enable teachers to implement a repertoire of high-impact practices and strategies considerate of the learner, the learning and the curriculum.**
- Strengthen capabilities of the teaching team to implement the explicit teaching of reading in Standard Australian English (SAE) through the curriculum.
- Develop teachers' capability in giving and receiving high-quality and timely student feedback to enhance student voice and agency in learning.

### Domain 9: Building school-community partnerships

- **Develop and implement sustainable Year 13 and Girls programs, guided by the LCEB and identified stakeholders, to further lift engagement within and post school. [Partnership/community improvement strategy]**
- Review and refine processes to coordinate multi-agency support with The Hub to maximise existing resources that support students and their families. [Partnership/community improvement strategy]
- Investigate alternate funding sources for VET training completed prior to commencement of Year 11 to maximise Vocational Education and Training in Schools (VETiS) funding. [Partnership/community improvement strategy]
- Strengthen primary parent transition programs, informed by LCEB and community representatives, to ensure parents are aware of the wellbeing support available and services of The Hub. [Partnership/community improvement strategy]

*\*bold indicates key improvement strategy*