

Moore Park Beach State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Moore Park Beach State School** from **6 to 8 September 2021**.

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.

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

1.1 Review team

Bradley Clark

Internal reviewer, EIB (review chair)

Mark Winrow

Peer reviewer



1.2 School context

Location:	Murdochs Linking Road, Moore Park Beach	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	156	
Indigenous enrolment percentage:	15.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7.0 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	950	
Year principal appointed:	2021	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C)/Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), Special Education Program (SEP) teacher, administrative officer, seven teachers, five teacher aides, school crossing supervisor, 13 parents and 42 students.

Community and business groups:

- Two Parents and Citizens' Association (P&C) executive members.

Partner schools and other educational providers:

- Bundaberg North State High School and three Kids & Co. representatives.

Government and departmental representatives:

- Councillor for Division 1 Bundaberg Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2020
Curriculum planning documents	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2021	Headline Indicators (October 2020 release)
School Opinion Survey, 2019	School newsletters, Facebook and website
Clarity Action Plan	Student Code of Conduct
Wellbeing Action Plan	Explicit Improvement Focus, 2021
School based curriculum, assessment and reporting framework	Assessment and Data Collection Plan 2019-2020



2. Executive summary

2.1 Key findings

Staff articulate a shared commitment to students and the school.

Staff members express a long-term commitment to the school and the community. They express an openness for opportunities to work together to improve the learning, social and emotional needs of students across the school. Staff articulate a strong value of collegial support and share an appreciation of collaborative opportunities to learn and engage in professional dialogue alongside colleagues.

The school has a comprehensive four-step moderation process referred to in the school as M1-M4.

Teachers collaboratively engage in reflective practice and professional dialogue as part of the M1 pre-moderation process. Teachers in conjunction with the Head of Department – Curriculum (HOD-C) unpack the learning intentions of the unit and develop anchor charts for English and mathematics supported by videos produced by the regional Principal Advisor – Teaching and Learning (PATAL). Staff members share an appreciation for planning time that provides opportunities to discuss differentiation strategies and commence scope and sequence planning for the upcoming unit of work.

The principal and teaching staff articulate a belief that highly effective teaching is key to improved student learning outcomes.

Teachers and school documents reference a range of pedagogical approaches, including the Art and Science of Teaching (ASoT), Explicit Instruction (EI) and the Gradual Release of Responsibility (GRR). The specific whole-school pedagogical expectations are yet to be clearly defined across the school. The principal identifies a need to collaboratively identify school-wide signature pedagogical strategies.

The school recognises the diverse range of student backgrounds.

Teachers are focused on ensuring positive experiences and learning outcomes for the students in their care. The principal and some teachers identify a need to establish trauma-informed practices, and other evidence-based strategies to support social emotional learning that are linked to the personal and social capabilities outlined in the Australian Curriculum (AC).

Staff members articulate that summative assessment work samples are used to guide discussions and professional reflection.

Teachers collaboratively share strategies to assist in the improvement of student outcomes. Some staff identify the use of formative and diagnostic assessments to monitor student learning and to inform learning pathways. Some staff members comment that the information and data collected are yet to be used systematically to inform interventions or teacher practice, including reflection upon pedagogy.



The school builds targeted partnerships with community organisations to improve learning opportunities and outcomes for students with complex needs.

These partnerships include BUSHkids, Community Liaison Officer, Youth 360 and the Family and Community Engagement (FACE) program. The school has recently engaged an Adopt-a-Cop to support students when available. The principal and school staff indicate a desire to explore further community partnerships to support families. Community leaders articulate the school has a positive community footprint.

The Student Code of Conduct identifies school expectations developed through Positive Behaviour for Learning (PBL) of '*Safety, Respect and Responsibility*'.

Students are encouraged to meet these expectations by earning Flippers to participate in the end-of-term celebration day. Flippergrams inspired by the school mascot, Salty the Turtle, are awarded to students by school staff. The focus expectations are explicitly taught. A common step-by-step process is visible and used in classrooms to manage behaviour. Staff and community members indicate a need to implement a range of intervention strategies to support complex student behaviours.

The leadership team leads and models a valued case management process.

Staff members undertake a case management process every three weeks with the principal, HOD-C and a class teacher from another year level as a knowledgeable other. Staff members share an appreciation of this process and express a belief it has a positive impact on student learning and in building their professional capability.

School and kindergarten staff articulate a close working relationship based on a shared goal of a seamless transition to Prep for all students.

Kindergarten children and staff visit the school each fortnight in Term 3 to become familiar with the school setting and staff. In Term 4 the visits are focused on an orientation to Prep. Parents of kindergarten children are encouraged to meet with the principal during these visits. Parents and staff indicate high levels of satisfaction with the transition process.



2.2 Key improvement strategies

Collaboratively develop school-wide, agreed upon, evidence-based approaches to pedagogy, quality assured and supported through the implementation of a collegial engagement framework.

Collaboratively develop and implement a school-wide approach to support the social-emotional learning of the diverse range of students, including processes for monitoring the effectiveness of these strategies.

Support staff to build capability to effectively use diagnostic, formative and summative data sets to know students and to plan appropriate responses for learning and wellbeing, including for students in priority groups.

Establish targeted opportunities to encourage positive parental involvement across the school and engagement with external services to support student learning and wellbeing.

Develop and implement a range of school-wide, evidence-based strategies, including restorative practices to manage complex behaviours and accountabilities.