Mornington Island State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Mornington Island State School from 2 to 4 May, 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>Lardil Street, Mornington Island</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Queensland</td>
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<td>The school opened in:</td>
<td>1978</td>
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<td>Year levels:</td>
<td>Pre-Prep to Year 10</td>
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<tr>
<td>Current school enrolment:</td>
<td>301</td>
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<td>Indigenous enrolments:</td>
<td>98 per cent</td>
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<td>Students with disability enrolments:</td>
<td>18 per cent</td>
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<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>639</td>
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<td>Year principal appointed:</td>
<td>2015</td>
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<tr>
<td>Number of teachers:</td>
<td>16 classroom teachers</td>
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<td>Nearby schools:</td>
<td>Burketown State School, Karumba State School, Doomadgee State School, Normanton State School</td>
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<td>Significant community partnerships:</td>
<td>Century Zinc Mine Books into Homes, PCYC, Community Collaboration Committee, Education Reference Group, Transition Support Unit, The Wellbeing Centre, Griffith University, Police Liaison Officers</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, two Deputy Principals
  - Head of Department (HOD), Head of Curriculum (HOC)
  - Support Teacher - special needs
  - Attendance Manager, Guidance Officer, Wellbeing Officer
  - 15 classroom teachers, non-contact teacher, two specialist teachers
  - Six teacher-aides
  - Two community Elders, including a senior Police Liaison Officer
  - 18 students
  - Seven parents

1.4 Review team
Bert Barbe Internal Reviewer, SIU (review chair)
Bob Cole External reviewer
Tony Fuller Peer Reviewer
2. Executive summary

2.1 Key findings

- The principal and leadership team are committed to finding ways to improve on current student outcomes.

The school has a clearly articulated Annual Improvement Plan (AIP) with a sharp and narrow focus on attendance, explicit teaching and reading. Partnerships have been established with other schools to support the implementation of the agenda.

- A research-based pedagogical framework is in place.

The current pedagogical framework is at an early stage of development. The school is working towards embedding the standards of practice across the school.

- The principal has re-aligned the school leadership team to be representative of the key priorities of the school.

There is a clearly articulated role description for each of these positions and an organisational chart demonstrating line management. Each member of the leadership team has regular line management discussions with their supervisor.

- Significant attention and funds have been utilised for staff capability development.

Teachers are supported to visit Cairns schools to observe effective practices. Key personnel are brought to the island to deliver and model professional learning. Teacher-aides access cluster professional learning activities.

- The school has recently commenced formal coaching and feedback in Spelling Mastery.

Coaching and feedback has started. Many teachers are keen to be involved in regular, constructive coaching and feedback processes. There are no trained beginning teacher mentors in place.

- There is a lack of clarity for curriculum delivery in the changing multi-age classes and alternative class groupings across the school.

The documented whole-school curriculum plan is in place but does not clearly inform teachers how to apply the curriculum intent in a multi-age class working below age cohort.

- The principal recognises the need to move to Individual Curriculum Plans (ICP).

There is a significant number of students working more than one year below their age cohort who will require an individual curriculum plan at their functional level. The school is planning a staged rollout of ICPs across the school.
• The 2015 developing performance process utilising the Australian Institute for Teachers School Leaders (AITSL) professional standards has not yet commenced.

Developing Performance Plans have been completed in previous years. It is a priority for the leadership team to roll out the developing teacher performance framework, based on the Australian Institute for Teachers and School Leaders (AITSL) professional standards in 2015.

• Teachers and parents expressed satisfaction with the frequency and quality of information provided through home visits by teachers.

Teachers and parents reported that home visits are a highly effective communication and relationship building strategy. It also provides an opportunity to discuss student learning with parents and carers.

• There is a focus on explicit teaching as a key pedagogical process.

There is some confusion among teachers about the place of Explicit Teaching within their overall teaching program. School leaders are aware of the need to clarify this for teachers.

• Teaching staff identified communication strategies across the school as an issue for review.

Some teachers reported inconsistencies in the flow of communication around the school. There are digital and written communication systems in place but the engagement of staff could be improved.

• The school is negotiating a partnership with the Transition Support Unit based in Cairns.

This important partnership has the potential to provide strong communication links between the boarding schools and home, to help select the appropriate school for each student, to assist with social and emotional preparation for living away from home and to maximise engagement in learning.

• The school provides a supportive environment that encourages attendance and engagement in the learning process.

A strong focus on attendance and engagement in recent years has resulted in improved attendance across the school. Maintenance of these attendance strategies puts the school in a strong position to roll out a more academically focussed agenda over the next four year period.
2.2 Key improvement strategies

- Collaboratively review the current pedagogical framework to engage all stakeholders. Embed standards of practice supported by the instructional leadership model, monitoring agreed classroom practices.

- Collaboratively and routinely review the whole-school curriculum plan to accurately inform curriculum delivery with particular attention to multi-age and alternative classes, including the staged rollout of ICPs for all students who meet departmental guidelines.

- Develop and align the Professional Learning Plan with teacher Annual Professional Development Plans (APDPs) and the schools explicit improvement agenda supported by formal coaching mentoring and feedback processes.

- Maintain a narrow and sharpened focus on the school improvement agenda while ensuring that existing strategies are reviewed, maintained and embedded.

- Establish OneSchool as the primary location for all school data and develop teacher data literacy through regular data conversations.

- Formalise the partnership with the Transition Support Unit and embed a comprehensive transition process for students.