

Mornington Island 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 **Mornington Island State School** from **20 to 23 June 2022**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report also presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). 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 EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Scott Curtis	Internal reviewer
Grant Webb	Peer reviewer
Bert Barbe	External reviewer



1.2 School context

Indigenous land name:	Lardil
Location:	Lardil St, Gununa
Education region:	North Queensland Region
Year levels:	Kindergarten to Year 10
Enrolment:	227
Indigenous enrolment percentage:	97 per cent
Students with disability percentage:	18 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	688
Year principal appointed:	2021



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Department (HOD), Business Manager (BM), guidance officer, 13 teachers, three teacher aides, three Student Attendance Officers (SAO), two youth support workers, administration officer, cleaner, three parents and grandparents and five students.

Community and business groups:

- Mornington Island Save the Children consultant, Bynoe Community Advancement Co-operative Society Ltd and Mirndiyan Gununa Aboriginal Corporation, Mornington Island Art representatives.

Partner schools and other educational providers:

- Nil.

Government and departmental representatives:

- Chief executive officer of Mornington Shire Council, councillor for Mornington Shire Council, State Delivered Kindergarten (SDK) North Queensland Region senior advisor, Mount Isa Centre for Learning and Wellbeing (CLAW) Lead Principal and ARD.



2. Executive summary

2.1 Key findings

Language and culture are important aspects of the curriculum, with excursions to local sites, guest speakers, and cultural activities emphasised.

Learning on country and through the Mirndiyan Gununa Aboriginal Corporation Mornington Island Art, is regularly accessed to support culture lessons. Lardil and Kayardild languages are delivered from kindergarten to Year 10, facilitated by a locally developed vocabulary application. A linguist supports teachers in further deepening and broadening knowledge and applications of these languages. Culture lessons are a noted feature by the community, students and staff.

Staff members demonstrate a positive regard for students which drives efforts to engage them in learning from kindergarten, through primary, until the completion of junior secondary.

Staff members express that they encourage students to attend school and to make the connection between attendance, effort and successful learning outcomes. There is an emphasis within the school that all students are welcome and all efforts are made to ensure that students feel safe and have the basic necessities to allow them to engage in learning.

Leaders demonstrate familiarity with collaborative inquiry and describe using five steps to identify and address problems of practice including scan and assess, prioritise, develop and plan, act, and review.

Action plans are established that identify deliverables and timelines relating to school improvement priorities and guide the work of leaders. There is a level of variability in how these plans are being enacted. At the time of the review, the principal and one deputy principal are the only teachers in permanent classified positions, with all other leaders relieving above level. Further capability building in the area of instructional leadership is identified by members of the leadership team as a priority.

The principal identifies the importance of the school and community working together to support future pathways, learning English and local languages, and recognising and respecting local culture.

Staff members create a caring and positive learning environment. They recognise the importance of education, and are committed to improving learning and wellbeing outcomes for all students. The Annual Implementation Plan (AIP) identifies the two priorities of reading and pathways, with a total of six key strategies outlined. A series of aspirational targets are identified in the AIP for the priority area of reading. Deep clarity and engagement with all AIP targets is yet to be apparent.



Leaders articulate the importance of systematically collected, reliable data for leading school improvement.

School leaders reviewed longitudinal whole-school data sets to identify the priority area of reading. The data plan for implementation in 2022 is developed and references Positive Behaviour for Learning (PBL), Social and Emotional Learning (SEL) through marker students, Nationally Consistent Collection of Data on School Students with Disability (NCCD), attendance, family engagement, Early Start, and a comprehensive range of reading data sets. Systematic review of the range of whole-school, cohort, juncture and priority group data sets by leaders to monitor improvement or regression in student learning outcomes over time are yet to occur.

Leaders are committed to systematic and coherent enactment of the Australian Curriculum (AC).

Three levels of planning have been developed, with teachers supported by the Head of Department – Curriculum (HOD-C) each term to develop units of work with a particular focus on English. Teachers articulate appreciation for regular release time, indicating that they highly value these opportunities. Most teachers identify a need for further collaboration for other learning areas. Leaders identify current strategies for monitoring enactment of the curriculum including brief discussions with teachers and students, and informal classroom visits. Leaders acknowledge the need for consistent application and interpretation of achievement standards and expectations across the school. A formal process for monitoring and quality assuring the implementation of the whole-school curriculum plan is yet to be developed.

Leaders view the progressive development of an expert team as essential for improving student achievement levels.

All teachers new to the school receive a comprehensive induction booklet, in addition to cultural awareness training provided through members of the local community. Mentors are appointed to support new and beginning teachers. Professional Learning Teams (PLT) have been established through provision of additional Non-Contact Time (NCT) for teachers with a focus on co-planning and peer moderation. Leaders identify that the collegial engagement agreement defines a range of capability development processes, with a number of middle leaders aiming to provide in-class support through co-planning, co-teaching, and modelling on request. Teachers comment that they are looking for ongoing support for capability development through the documented processes in the Teaching and Learning Framework.

The 2022 AIP describes a range of strategies and aligned outputs to support realisation of the Explicit Improvement Agenda (EIA).

It is apparent that alignment of human and financial resourcing to the learning and wellbeing needs of students is considered in establishing annual strategic documentation. Through flexible staffing arrangements and school purchasing, a number of additional leadership class teacher positions are realised. Region and school staff identify that the school is heading towards a second year of significant staffing cost overruns. Processes for



undertaking review mechanisms to determine the impact of additionally funded positions on student learning outcomes are yet to be apparent.

Leaders have documented and disseminated a Teaching and Learning Framework that provides an overview of expected teaching and learning practices across the school.

The principal indicates that this framework is constantly evolving and is reviewed annually. Teachers acknowledge that this framework provides practical and local knowledge of what is culturally and contextually appropriate for students. Leaders identify that effective teaching is the key to student learning, with the principal describing the importance of evidence-based practice, high expectations, being 'intentionally inviting', and engaged learning.

The school is described by stakeholders as an essential part of the fabric and makeup of the community.

Elders, the council, inter-agencies, and other educational provider partnerships are considered pivotal in supporting and enhancing student learning, wellbeing and experience. Staff members describe how they continually seek ways to enhance community and family relationships. The school has built a variety of partnerships within the local community and across other school sites through cluster and professional networking arrangements. Staff share that these partnerships support the provision of local curriculum relevance and opportunity and professional sharing and learning, whilst others support students' health, social or emotional needs.



2.2 Key improvement strategies

Strengthen the instructional leadership capabilities of all members of the leadership team, supported by school structures and rigorous line of sight and Quality Assurance (QA) processes, to drive school improvement priorities.

Review and refine whole-school improvement targets to incorporate measures of individual student and cohort progress.

Systematically interpret, analyse and review whole-school, cohort, juncture and priority group data sets to determine improvement or regression in student learning outcomes over time.

Regularly meet with all teachers to review and quality assure curriculum, with a focus on ensuring that all curriculum documents are aligned to the AC, that assessment and moderation processes are being enacted, and curriculum is vertically aligned across kindergarten to Year 10.

Provide teachers with systematic opportunities for coaching, modelling and feedback to support their capability development.

Systematically undertake regular reviews of human resourcing arrangements to determine deployment and impact against student learning outcomes, wellbeing and engagement needs.