

# Moffatdale State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

We acknowledge the shared lands of the Wakka Wakka nation and the Wakka Wakka people of the Wakka Wakka language region.

### About the school

Education region	Darling Downs South West
Year levels	Prep to Year 6
Enrolment	64
Indigenous enrolments	20%
Students with disability	12%
Index of Community Socio-Educational Advantage (ICSEA) value	912

### About the review

 2 reviewers from 21 to 23 February 2024	 60 participants	 15 school staff
 26 students	 13 parents and carers	 6 community members and stakeholders

### Key improvement strategies

#### Domain 6: Leading systematic curriculum implementation

Review the 3 levels of planning, with regional support, to ensure that teachers know what to teach and every student is provided their curriculum entitlement.

#### Domain 2: Analysing and discussing data

Establish opportunities for collaborative discussions of student data to strengthen teachers' data literacy, monitor student progress, and inform next steps in teaching and learning.

#### Domain 6: Leading systematic curriculum implementation

Formalise processes for teachers and leaders to moderate student work, including with other schools, to support teachers in aligning curriculum, teaching, assessment and reporting.

#### Domain 7: Differentiating teaching and learning

Strengthen staff capability in differentiated teaching and learning at the unit planning level to support every student to access and progress through the curriculum.

### Key affirmations



#### Substantial and significant partnerships foster positive connections with families and community members.

Many students, staff, parents and community members refer to intergenerational links with the school and a strong sense of belonging. The principal views fostering positive working relationships with all members of the school community as essential to successful student outcomes. Collaborations between staff and the Parents and Citizens' Association include applying for grants, making donations and volunteering expertise to provide unique experiences, and resourcing and financial contributions not available within the school.



#### Leaders and teachers focus on strong relationships and student engagement to foster a positive learning culture.

Staff, students and parents refer to the principal's approachability and kindness as a factor contributing to the positive school culture. Teachers foster positive classroom learning environments to maximise student engagement. Staff use the 'Moffatdale Mighty', an agreed set of 8 Teach Like a Champion techniques, to boost student engagement and focus on learning. 2023 School Opinion Survey data shows that 100% of staff agree with the statement, 'I feel that staff morale is positive at this school'.



#### Staff share their inclusive approach to education and how they differentiate for individual students.

Staff articulate that student diversity is valued, individual learning differences are respected, and every student is welcome. Parents explain that the attention paid to every student's learning and wellbeing influenced their decision to enrol their child in the school. Students remark that they like the school, commenting that 'it feels like one big family here' and 'teachers make learning fun'.



#### Parents speak positively about teachers and how they support student learning.

Students appreciate the way teachers challenge them to achieve their best. They describe their teachers as caring and confident. Staff are invested in finding strengths in students. They share examples of how they encourage and support students to overcome challenges and build their confidence to safely support and challenge students to take risks and become successful learners.