



# School Improvement Unit Report

## Mudgeeraba Creek State School Executive Summary





## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mudgeeraba Creek State School** from **10 to 12 October 2016**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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)/Principal Supervisor to discuss the review findings and improvement strategies.

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

### 1.1 Review Team

Alan Sampson	Internal reviewer, SIU (review chair)
Jaimie Feeney	Peer reviewer
Pam Hall	External reviewer

## 1.2 School context

<b>Location:</b>	Gold Coast-Springbrook Road, Mudgeeraba
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1996
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	679
<b>Indigenous enrolment percentage:</b>	3 per cent
<b>Students with disability enrolment percentage:</b>	8.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1039
<b>Year principal appointed:</b>	2013
<b>Full-time equivalent staff:</b>	40
<b>Significant partner schools:</b>	Mudgeeraba State School, Springbrook State School, Clover Hill State School, Robina State High School
<b>Significant community partnerships:</b>	Gold Coast Titans, Rotary Club, Lions Club, Mudgeeraba/Robina RSL, Mudgeeraba Uniting Church
<b>Significant school programs:</b>	STEM

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Head of Curriculum (HOC), behaviour advisory teacher, Business Services Manager (BSM), 35 teachers, 15 teacher aides, five support staff, 18 students, 10 parents, chaplain, guidance officer and Parents and Citizens' Association (P&C) three executive members

Community and business groups:

- Coordinator Camp Australia and coordinator Koala Joeys



Partner schools and other educational providers:

- Deputy principal Robina State High School and principal Merrimac State School

Government and departmental representatives:

- Member for Mudgeeraba, ARD

## 1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Positive Behaviour for Learning Handbook
Investing for Success 2016	Strategic Plan 2013-2016
Learning to Learn Thinking Strategy	School Data Profile
OneSchool	School budget overview
Professional learning plan 2016	Coaching Model
Wellbeing Policy	School differentiation plan
School pedagogical framework	Professional development plan
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum planning documents	Teaching and Learning Handbook
Design and Digital Technologies Scope and Sequence	Curriculum, assessment and reporting framework
Bookwork Policy	



## 2. Executive summary

### 2.1 Key findings

**A strong staff collegial culture of mutual trust and support is established to promote student and staff wellbeing.**

Staff morale is outstanding. The staff members of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, colleagues, parents and the community.

**The school leadership team is united, committed and explicit in regard to their core objectives to improve learning and wellbeing outcomes for all students in the school.**

The leadership team has established an improvement agenda in pedagogy, numeracy, literacy and Science, Technology, Engineering and Mathematics (STEM). All members of the school community commend the enhanced alignment and consistency of school practices which have emerged as a key feature of the improvement agenda.

**The school provides an exemplary range of support provisions for Students with Disabilities (SWD).**

The school is recognised in the wider education community for the high quality of service in this area. Some teachers indicate the ability to maintain this standard of service will be influenced by the growth of the school and the approaches undertaken by other schools. Some teachers indicate that while they are proud to be recognised as part of an inclusive school a balance should be retained to cater for academic students.

**The school has a '*Whole-School Curriculum Plan*' that utilises Curriculum into the Classroom (C2C) resource materials to map teaching and learning episodes.**

Many teachers identify that the C2C resource is the basis of their planning. Adaptions to these units are made to meet the needs of students and the professional preferences of teachers. Teachers are at different stages in their transition towards the Australian Curriculum (AC) as the basis of their planning and assessment.

**The practice of horizontal curriculum alignment is valued by staff members and is instrumental in developing a culture of professional collaboration.**

Reflection on the effectiveness of unit planning and the recording of adjustments for future curriculum delivery is embedded as a systematic monitoring process. The vertical alignment of the enacted curriculum is still to be developed.



**A pedagogical framework is developed based on Marzano's<sup>1</sup> Art and Science of Teaching (ASoT) model.**

The key tenets articulated by most teachers are learning goals and classroom rules. Interviews with teachers and visits to classrooms reflect a range of artefacts and practices which demonstrate these tenets are embedded in the teaching and learning practices of the school. Some students indicate they would like to see more extension activities and a greater variety of learning experiences to engage them in their learning, similar to the project-based creative activities in their STEM sessions. A broad and diverse range of informal engagement strategies are employed by teachers to engage students.

**The school is committed to building a school-wide, professional team of teachers.**

There is a high level of enthusiasm from staff members to continually develop skills to improve student learning outcomes, and a high level of confidence in the capability of teacher colleagues as experts in their field.

**The school leadership team explicitly encourages teachers to tailor the teaching to students' needs and readiness.**

Staff members have a consistent view that all students can make progress if given different starting points. Teachers regularly work with colleagues and coaches to analyse formative and summative data to set appropriate targets for students.

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<sup>1</sup> Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.



## 2.2 Key improvement strategies

Develop a workforce plan with regional representatives to support the aspirational brand of the school in maintaining a balance of specialised programs in STEM and the inclusive curriculum.

Continue to build and formalise the sharing of successful pedagogical engagement strategies across the school including the integration of music within subjects, learning circles, STEM strategies, and rich tasks.

Ensure the vertical alignment of curriculum delivery and continuity of learning through expansion of the collaborative planning and moderation processes.