

Mudgeeraba Creek State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mudgeeraba Creek State School** from **21 to 25 May 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

Scott Curtis	Internal reviewer, EIB (review chair)
Gayle Coleman	Peer reviewer
Rob Lee	External reviewer



1.2 School context

Location:	Gold Coast-Springbrook Road, Mudgeeraba	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	755	
Indigenous enrolment percentage:	2.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8.75 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1042	
Year principal appointed:	2013	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), guidance officer, two Business Managers (BM), two curriculum coordinators, Speech Language Pathologist (SLP), four administrative officers, 37 teachers, 19 teacher aides, 31 parents, 23 students and chaplain.

Community and business groups:

- Mudgeeraba Creek State School Parents and Citizens' Association (P&C) and Village Child Care Centre manager.

Partner schools and other educational providers:

- Robina State High School principal and William Duncan State School principal.

Government and departmental representatives:

- Councillor Division 9 City of Gold Coast and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2020
School budget overview	School Data Profile (Semester 1 2021)
Professional learning plan 2021	School pedagogical framework
School data plan	School newsletters and website
School Opinion Survey	Student learning and wellbeing framework
Learning to Learn	Student Code of Conduct
Coaching framework	Curriculum planning documents
PLTs Facilitator handbook	School Organisational Directory
Headline Indicators (October 2020 release)	



2. Executive summary

2.1 Key findings

School leaders view the development of staff members as integral to improving outcomes for all students.

The stability and experience of staff members engender a strong culture of collegiality and collaboration across the school. Teaching staff readily identify collegial support as a positive feature of the school. Teachers across the school demonstrate high levels of confidence and capability and articulate a willingness to continually enhance their teaching practice.

The New Art and Science of Teaching (NASOT) is embedded through the clearly defined and enunciated teaching and learning framework.

This pedagogical approach focuses on developing an engaging classroom environment, helping students to develop understanding, and extend and apply knowledge. The importance of providing quality and timely feedback and meeting the psychological needs of students are accompanying factors. All teachers discuss and identify the impact of this approach. Leaders indicate the pedagogy is fully embedded as a school practice.

New Pedagogies for Deep Learning (NPDL) is an emerging practice supporting inspiring learning experiences.

Teachers in senior primary years are exploring NPDL through pedagogies as an opportunity to enhance the engagement of students in challenging and enriching learning experiences. Teaching staff members are reflecting on the research-based text and use this as a basis for review and professional dialogue. The emphasis inherent in NPDL is the partnerships formed between students and the teacher in joint ownership of the learning journey. Teachers and leaders articulate the expectation that this approach will support signature programs and approaches over the next strategic planning cycle.

A coaching and feedback framework outlines strategies for supporting staff capability building.

Key engagement activities outlined in the framework include leadership walkthroughs, staff gallery walkthroughs, Watching Others Work (WOW) participation and Annual Performance Review (APR) processes. The coaching and feedback framework is directly linked to NASOT, the school's signature pedagogy. Some teachers, including specialist teachers, comment that more WOW-type experiences would assist in their understanding of embedded practice.



Digital technologies is considered paramount in the exploration processes to discover new learning together.

The emphasis inherent in NPDL is the partnerships formed between students and the teacher in joint ownership of the learning journey. Teachers aware of the approach have outlined the need for upskilling on the pedagogical impact of the digital technologies as it pertains to the mantra of student exploration of new ideas and the need for the technology to enable this research.

The school identifies building staff capability regarding the understanding of quality inclusive practices as important.

The extensive Special Education Program (SEP) provides a range of curriculum learning episodes and programs to support student learning. This includes social skills, life skills, art therapy and a gross motor program. Students work between SEP and classroom arrangements with curriculum being delivered by both SEP and classroom teachers. Discussions with teachers indicate a range and variability in relation to differentiation understanding and strategies, including inclusivity mindsets, for the full range of students.

School leaders and staff are united and committed to driving a strong and aligned improvement agenda using research as the driver.

A focus on consistency of practice is underlying the culture of inquiry and innovation. Leaders have embedded processes guiding systematic approaches across the school. Approaches include teaching and learning reference folders, a detailed coaching and feedback framework, Professional Learning Team (PLT) approaches, Learning to Learn resourcing, and a range of other school-based policies and frameworks. Teachers articulate they value the clear direction the principal enables through an environment of high trust.

The Seven Habits of Happy Kids¹ provides a consistent framework for engagement.

The Student Code of Conduct reflects the school's commitment to Positive Behaviour for Learning (PBL) and the embedding of the Leader in Me. These seven habits are aligned to the school values of *'Friendship, Achievement and Respect'*. Explicit teaching of Leader in Me lessons each fortnight ensures consistency of practice. Leader in Me captains address the lesson focus at assemblies and students are recognised for displaying the behaviours related to the fortnightly focus. Staff and students articulate high levels of consistency and language across the school.

¹ Covey, S. (2008). *The 7 habits of happy kids*. Simon & Schuster.



2.2 Key improvement strategies

Strengthen the developing and embedding of school signature programs and approaches, inclusive of the Guaranteed and Viable Curriculum proficiency scales, and NPDL.

Enhance the opportunities for staff to engage further in the WOW process to embed practices related to the school Explicit Improvement Agenda (EIA).

Extend the digital pedagogies knowledge of staff to further integrate Information and Communication Technology (ICT) into the curriculum.

Deepen teacher capability regarding inclusivity practices to support teacher judgement in providing opportunities to differentiate for the full range of students, including highly capable students.