

# Mudgeeraba Creek 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 review, 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 and pay respects to the Kombumerri people, the salt water people, the Traditional Custodians of Kombumerri Country, where our school is situated. We extend this acknowledgement to Elders, past and present. It is our responsibility to support our Jarjums in starting strong and building upon these foundations, so they are on track for the future. We take lessons from Aboriginal and Torres Strait Islander peoples in caring for Country and each other and for creating a safe and inclusive community.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	625
Aboriginal students and Torres Strait Islander students	4.8%
Students with disability	24.5%
Index of Community Socio-Educational Advantage (ICSEA) value	1047

### About the review

 <p>3 reviewers from 6 to 9 May 2025</p>	 <p>165 participants</p>	 <p>52 school staff</p>
 <p>61 students</p>	 <p>39 parents and carers</p>	 <p>13 community members and stakeholders</p>

### Key improvement strategies

<b>Domain 1: Driving an explicit improvement agenda</b> Refine improvement planning, with measurable outcomes, timelines and responsibilities for all staff, to empower staff in enacting the improvement agenda.
<b>Domain 5: Building an expert teaching team</b> Prioritise capability building in the teaching of reading to deepen teachers' understanding of how students learn to read and enhance the teaching of reading through the Australian Curriculum (AC).
<b>Domain 7: Differentiating teaching and learning</b> Review school-wide inclusion and differentiation practices to align, and maximise use of, the range of support services and programs.
<b>Domain 2: Analysing and discussing data</b> Strengthen processes for leaders and teachers to systematically analyse and use school-wide achievement, behaviour, attendance and wellbeing data to inform and drive strategic priorities.

### Key affirmations



**Leaders and teachers explain how they work collaboratively to plan and deliver curriculum that meets the needs of learners and supports student achievement.**

Leaders explain that whole-school, year and band plans, and unit plans are established. Teachers describe their confidence in knowing what to teach and when to teach it. Leaders and teachers speak appreciatively of opportunities to work together in year level 'Teaching and Learning coordination' meetings, with teachers describing these meetings as enhancing consistency in curriculum delivery and strengthening their understanding of the AC. Curriculum leaders and teachers talk about how they make connections across the curriculum in units that are designed to ensure the curriculum is meaningful for students.



**Staff speak appreciatively of the supportive, collegial culture that enhances their collective expertise and fosters shared responsibility.**

Staff highlight a strong collegial culture, highlighting mutual trust, respect, and support as key contributors to the positive environment. They praise regular opportunities for working in teams to collaborate, share ideas and discuss teaching and learning. Staff explain this culture of teamwork not only strengthens professional relationships, but also creates a supportive and inclusive atmosphere that directly benefits staff wellbeing, collective capability and shared responsibility for student learning.



**Staff and parents highlight well-planned transitions that contribute to their child's learning progress and wellbeing.**

Parents and staff appreciate partnerships with the local high school and Early Childhood Education and Care providers. They value tailored early years and Years 6 to 7 transition programs, which facilitate smooth entries to Prep and secondary schooling. Leaders outline how teachers work across sectors to understand how to support students' ongoing learning throughout transitions. Parents and staff describe how the Creek Kids Playgroup fosters community connections that support the wellbeing of young children and their families.



**Parents and students highlight the school as a place of 'distinction', where every child is supported to succeed.**

Parents and community members describe a positive, community-focused school environment. Parents express gratitude for leaders' and staff members' communication practices, and speak of how effective communication enhances their partnership in their child's learning. Students speak highly of the caring, professional and knowledgeable teaching staff. Parents, staff and community members speak of an optimistic and supportive community and how this shared optimism reflects the school's commitment to being a 'school of distinction', where everyone's success and wellbeing are prioritised.