

# Mudgeeraba 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 School Improvement Unit (SIU) at **Mudgeeraba State School** from **29 to 31 May 2019**.

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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

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

### 1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
Kylie Smith	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Location:</b>	Old Coach Road, Mudgeeraba
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1892
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	804
<b>Indigenous enrolment percentage:</b>	4 per cent
<b>Students with disability enrolment percentage:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1034
<b>Year principal appointed:</b>	2018 – acting
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	41.6
<b>Significant partner schools:</b>	Greenheart Cluster – Mudgeeraba Creek State School, Clover Hill State School, Mudgeeraba Special School, Robina State High School
<b>Significant community partnerships:</b>	Crèche and Kindergarten (C&K) Mudgeeraba Community Kindergarten, AMAZE Active Afterschool and Vacation Care, local kindergarten network, local chaplaincy committee, City of Gold Coast
<b>Significant school programs:</b>	Positive Behaviour for Learning (PBL), focused teaching team – inclusion, success coaches, Performing Arts, dance, drama, music and visual arts and extension programs, school camps, Japanese sister school Husada City



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), head of differentiation, two success coaches, three focused teaching team members, guidance officer, 29 teachers, eleven teacher aides, three administrative officers, three cleaners, tuckshop convenor, 97 students and 45 parents.

Community and business groups:

- Parents and Citizens' Association (P&C), Open Heaven Ministries, Gold Coast Hinterland Heritage Museum, Mudgeeraba Light Horse Museum Inc and AMAZE Active Afterschool and Vacation Care.

Partner schools and other educational providers:

- Mudgeeraba Special School, Robina State High School and C&K Mudgeeraba Community Kindergarten.

Government and departmental representatives:

- Councillor for City of Gold Coast, State Member for Mudgeeraba and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 1, 2019)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
School Opinion Survey	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students



## 2. Executive summary

### 2.1 Key findings

#### **The school has served the community since 1892.**

The school recognises that parents and families are integral members of the school community and partners in their child's education. Staff, parents and community members articulate strong school community relationships, mutually supportive interactions and shared support for the wellbeing and learning of students.

#### **Staff members demonstrate their commitment to the school and to enhancing the quality of teaching and learning.**

Staff speak of their commitment to continual improvement, identifying the need to further refine their practices and build consistent and effective teaching and learning strategies throughout the school. Staff commitment to ongoing professional learning provides a solid platform to collaboratively address barriers to successful learning for all students. The role of teacher aides in supporting student learning is considered integral to the improvement of student achievement.

#### **The leadership team has engaged with the High Performance Teams program.**

The extended leadership team expresses the belief that cohesive and clear strategic directions, consistent communications and instructional leadership practices will support the future directions of the school. Staff members articulate continuity and clear direction from the extended leadership team, consultation, clarity of expectations and information provided as yet to be consistent.

#### **A range of strategies is recently implemented to improve student reading.**

Some of these strategies include rigorous reading, Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) and Speech Sound Pics (SSP). Staff members are able to articulate some of the non-negotiable practices in the school. Clarity of what this looks like for their teaching and the consistency of implementation are yet to impact their teaching. Staff indicate that coaching and modelling of the expected practices aligned to the Explicit Improvement Agenda (EIA) would support the development of their understanding.

#### **Teachers enact the teaching and learning of reading in a range of ways throughout the school.**

Teachers are developing an understanding of the components of the pedagogical framework and the ways of teaching reading. Staff members express the desire for clarity regarding how the signature practices are able to influence their teaching and the learning for all students. The need for a clear and detailed reading framework describing consistent expected school-wide practices is acknowledged by members of the leadership team.



**The school has a sequenced plan for curriculum delivery.**

This plan supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels. The school has variable processes to quality assure and monitor the implementation of the school's curriculum plan to ensure that all students are consistently provided with opportunities to demonstrate their learning against the Australian Curriculum (AC) achievement standards.

**Teachers positively anticipate classroom observation and feedback on aspects of the pedagogical framework in their quest for continual improvement in their teaching.**

An explicit observation and feedback process whereby school leaders provide teachers with feedback on an agreed lesson relating to the EIA is yet to be fully implemented. Some strategies are outlined in planning documents to embed a range of observation, feedback and coaching practices. Consistency of understanding regarding what this would look like and how it will be implemented by the full leadership team is yet to commence.

**Well-presented learning environments encourage learning, with a range of outdoor spaces for learning and play.**

Classrooms are calm with minimal disruption to learning and students are predominantly engaged in the learning activities. Teaching staff members and students consistently describe the Positive Behaviour for Learning (PBL) expectations '*I am safe, I am responsible, I am respectful, and I am a learner*'. Each classroom displays a matrix of expected positive behaviours across Prep to Year 6. Eye-catching, clear signage and visuals depicting the school's expectations encouraging their enactment are apparent across the school in classrooms and outdoor areas.

**Staff, parents and students speak appreciatively of the diverse range of opportunities for students to learn in different contexts involving the Arts and sporting endeavours.**

The school offers a large range of extracurricular opportunities for students to engage in including daily lunchtime and after-school activities including sport, cooking, chess, robotics, computers/homework and Art clubs. Parents, in particular, highly value the opportunities and are supportive of the school's efforts in this area. Students comment that they value these learning opportunities to enhance their skills in areas of enthusiasm or interest.



## 2.2 Key improvement strategies

Provide opportunities for members of the leadership team to develop a cohesive and coordinated approach to promoting effective operation of the school, and to leading curriculum, teaching and learning.

Collaborate with teachers to define the agreed non-negotiable practices relating to the EIA and what this looks like in their classrooms, and regularly monitor the implementation to promote alignment and consistency of practice vertically and horizontally across the school.

Collaboratively review and refine the pedagogical framework to ensure school documentation reflects the agreed high-yield, signature practices and pedagogical beliefs enacted at the school.

Review and enact processes to quality assure the school's curriculum against the AC to ensure all students are provided with the full breadth of learning opportunities across the years of schooling.

Collaboratively build an observation, coaching and feedback culture, involving all staff, to provide timely support and advice on classroom pedagogical practices in the priority areas, and in areas for individual development and consistency across the school.