Mudgeeraba State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mudgeeraba State School** from **8** to **10 November 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
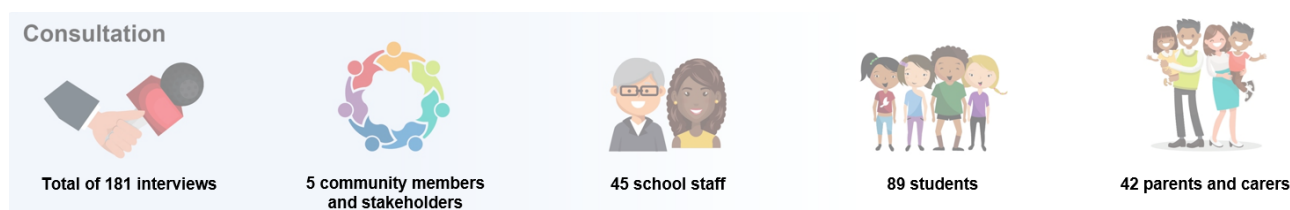
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford	Internal Reviewer, SRR (review chair)
Jo Diessel	External Reviewer
Mary Wallis	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 181 interviews

5 community members and stakeholders

45 school staff

89 students

42 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Bundjalung nation and the Kombumerri people of the Yugambeh language region.
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	651
Indigenous enrolment percentage:	6.2%
Students with disability percentage:	11.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	1028

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **29** to **31 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1034 and the school enrolment was 804 with an Indigenous enrolment of 4% and a student with disability enrolment of 3%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 6)

- Collaborate with teachers to define the agreed non-negotiable practices relating to the Explicit Improvement Agenda (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. (Domain 1)

- 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. (Domain 8)

- Review and enact processes to quality assure the school's curriculum against the Australian Curriculum (AC) to ensure all students are provided with the full breadth of learning opportunities across the years of schooling. (Domain 6)

- 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. (Domain 8)

2. Executive summary

2.1 Key affirmations

The leadership team is driving a strong EIA.

Leaders express a commitment to achieve continuous improvement in staff performance and student learning progression. School leaders collect and analyse data to inform the school's improvement agenda. Leaders work with data sets documented in their data plan, along with observations from instructional leadership processes of classroom practice to engage in inquiries. The leadership team is cognisant of balancing the needs of the school with the expectations of achieving improvement aligned with the Department of Education's (DoE) Equity and Excellence priority measures.

'Mudgee Upstander Pledge' sets a tone for being an upstanding citizen of the school.

The school ethos is built around high expectations for student engagement, behaviour, and learning. Parents, students, and staff describe a culture of learning and continuous improvement. Staff and students describe high levels of positive behaviours across the school with students actively engaged in their learning. Staff describe a sense of community and belonging, and a place where parents are welcomed as partners in their child's learning. Many staff and parents speak with pride of the community R U OK picnic event that is well attended by families and community members.

Teachers describe that Professional Learning Teams (PLT) provide an opportunity for collaboration.

Teachers share that the regular engagement in PLTs provides time for backward mapping from marking guides, assessment, and the analysis of Australian Curriculum (AC) achievement standards. Many teachers share that these collaborative planning sessions held at PLTs are valuable as they provide opportunities for reflection and group discussion that results in improved precision in responding to student needs.

Staff articulate the important role partnerships play in education.

Leaders and teachers actively seek to connect with parents, families and caregivers recognising them as integral members of the school community and partners in their child's learning. A Parent and Community Engagement (PaCE) framework has been developed and implemented to strengthen partnerships with stakeholder groups to improve outcomes for all learners. Parents and community members share the view that the school is held in high regard.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop detailed action plans, connected to the strategic plan, to ensure streamlined and coordinated implementation of multiple improvement agendas is a streamlined aligned to school priorities.

Domain 3: A culture that promotes learning

Broaden the culture of inquiry and creativity, and innovation amongst staff to innovatively address current and emerging needs of students.

Domain 1: An explicit improvement agenda

Build the leadership team's capability in intellectual leadership to partner with teachers to co-lead the implementation of the improvement agenda and future innovative teaching and learning.

Domain 6: Systematic curriculum delivery

Prioritise the collaborative planning and teaching of cross-curriculum priorities and general capabilities of the AC so that students are provided a relevant, contemporary, engaging curriculum and learn skills that equip them to be creative, active, and informed citizens.

Domain 8: Effective pedagogical practices

Develop the capability of teachers in utilising inquiry-based pedagogies to engage students in deep learning, improve critical and creative thinking, and promote student agency for learning.