

# Mountain Creek State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mountain Creek State School** from **21 to 23 March 2017**.

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) 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Warren Merchant	Peer reviewer
Garth Hunt	External reviewer



## 1.2 School context

<b>Location:</b>	Lady Musgrave Drive, Mountain Creek
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1994
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	978
<b>Indigenous enrolment percentage:</b>	2.85 per cent
<b>Students with disability enrolment percentage:</b>	4.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1042
<b>Year principal appointed:</b>	2013
<b>Full-time equivalent staff:</b>	58
<b>Significant partner schools:</b>	Seigakuin School (sister school in Japan), Mountain Creek State High School (Programs of Excellence), Maroochydore cluster of schools
<b>Significant community partnerships:</b>	Rock band and related private instrumental program, Year 6 sister school homestay to Seigakuin (Tokyo), State University of New York (practicum program)
<b>Significant school programs:</b>	Young Scholars Program with high school, Young Achievers Program of Excellence, Japanese Program of Excellence, Literacy Intervention (Support a Reader, MiniLit and MultiLit), Management of Young Children Program (MYCP), chaplaincy and mentoring program, guitar program, instrumental music and general choirs, band and ensemble, chess club, KidsMatter and Positive Behaviour for Learning (PBL), camping programs for Year 5 and Year 6



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, two Support Teachers Literacy and Numeracy (STLaN), Head of Special Education Services (HOSES)/guidance officer, Head of Curriculum (HOC), two Special Education Program (SEP) teachers, Business Services Manager (BSM), Parents and Citizens' Association (P&C) president and an officer, school council chair, four teacher aides, 27 teachers, administration assistant, 44 students and 34 parents.
- Community and business groups:
- Buderim Meadows Early Learning Centre.

Partner schools and other educational providers:

- Executive Principal Mountain Creek State High School.

Government and departmental representatives:

- ARD and Principal Internal Auditor

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2017	School Training and Development Plan
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Creekrest Team Site
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	Overviews of professional learning
Examples of Proficiency Scales for English	



## 2. Executive summary

### 2.1 Key findings

**The school is driven by a deep belief that every child is capable of successful learning. This is articulated through the school motto of 'Caring, Sharing and Learning Together'.**

A high priority is given to building and maintaining positive and caring relationships between staff members, students and parents. The staff members of the school demonstrate an understanding of the importance of positive and caring relationships for successful learning and work to build mutually respectful relationships across the school community.

**Staff and community members speak highly of the school and consistently recognise the strong community-based support for the school.**

This is reflected in the student leaders' view of their school and the important role they play as representatives and leaders of the student body. Student voice is a feature of the school's culture.

**Teachers articulate high levels of collegial support and sharing of resources and feedback from sector leaders.**

Teacher leaders were identified to coach and support teachers in the development of proficiency scales and learning goals. Practice and Deepening Knowledge (PDK) remains a key practice within the school and the school has plans to expand the model to support other elements of the pedagogical framework. The coaching component is currently provided following teacher request. The school is yet to establish formal structures to enable every teacher to watch each other work and participate in modelling, coaching and feedback cycles.

**The leadership team places a high priority on the school-wide analysis of key data sets to inform school-wide, cohort and individual class actions.**

Teachers are developing consistent data literacy practices through the use of formative data derived in the PDK process. The PDK process is used successfully across cohorts with the Professional Learning Teams (PLT) as the forum for discussion regarding student outcomes. Teacher confidence and competence in using the school data sources varies across the school. Conversations within the PLT are yet to include a deep analysis of individual and class data sets and progress of students towards school targets.

**The Explicit Improvement Agenda (EIA) identifies a focus on high achievers.**

The school's Young Achievers and Young Scholars program promotes inquiry, innovation and independent learning for selected students. The principal and staff members are in the process of defining what high achievement looks like across the school and in classrooms in terms of pedagogical practice and intellectual challenge.



**There is a strong collegial culture of mutual trust and support amongst all staff members, students and parents.**

All students and staff members express a strong sense of belonging. All parents interviewed report they feel welcomed into the school and express high levels of satisfaction with the care staff members afford their child on a daily basis and the enthusiasm students have in attending school.



## 2.2 Key improvement strategies

Build on the strong school collegial culture to develop a modelling, coaching and feedback cycle that includes opportunities for staff members to observe each other's teaching practices.

Strengthen teacher data literacy skills so they can confidently analyse and interpret their own class data to identify starting points for teaching, monitor student learning, and reflect on the effectiveness of their teaching practices.

Use school established processes to deepen the conversations between teachers, peers and sector leaders on classroom curriculum, assessments and student progress towards targets and adjustments for learning.

Define the strategies outlined in the EIA to identify school-wide and classroom practices to support high achieving students.