Mountain Creek State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mountain Creek State School** from **9** to **11 November 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

Bradley Clark	Internal reviewer, EIB (review chair)
Majella Frith	Peer reviewer
Evan Willis	Peer reviewer
John Enright	External reviewer

1.2 School context

Location:	Lady Musgrave Drive, Mountain Creek
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	877
Indigenous enrolment percentage:	3.3 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 7.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 14.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1051
Year principal appointed:	2021 – acting

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Student Services (HOSS), guidance officer, Head of Curriculum (HOC), three Special Education Program (SEP) teachers, Learning Engagement Teacher (LET), three Support Teachers Literacy and Numeracy (STLaN), Business Manager (BM), schools officer, Parents and Citizens' Association (P&C) president, Information and Communication Technology (ICT) coordinator, three office staff, two tuckshop convenors, seven teacher aides, 35 teachers, 43 students and 32 parents.

Community and business groups:

- Two representatives of SunnyKids, Café Connect and four volunteers of chaplaincy breakfast club.

Partner schools and other educational providers:

- Mountain Creek State High School and Childcare and Kindergarten (C&K).

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Curriculum planning documents	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
School Opinion Survey	Collegial Engagement Framework – Draft
Student Code of Conduct	School newsletters, Facebook and website
School based curriculum, assessment and reporting framework	High Impact Teaching Strategies and Pedagogical Practices – Draft.
Headline Indicators (October 2020 release)	

2. Executive summary

2.1 Key findings

The school community including staff, parents and students speaks positively of the school.

Parents articulate high levels of satisfaction regarding the quality of teaching and overall student behaviour. Staff across a number of year levels detail high levels of collegiality and team work as features of the school. A clear commitment in the school to support student learning is apparent. Students, staff and parents display a sense of pride in the school.

The leadership team and teaching staff highlight planning days as a positive opportunity to work together.

The leadership team discusses a plan to have more collaborative planning time in 2022 to develop a cohesive approach to supporting all learners. Teachers express appreciation for the gift of time to work collaboratively with their year level colleagues. Teaching and learning practices including 'Bump it up' walls and Age-appropriate pedagogies (AAP) are highlighted as signature strategies that have benefited from collegial sharing and co-creation. School leaders articulate a desire to collaboratively provide opportunities for all staff members to work with, and learn from each other on a regular basis.

The leadership team identifies the importance of ensuring the school's Explicit Improvement Agenda (EIA) is responsive to emerging needs.

After consultation and feedback from staff, the principal identified a need re-prioritise the staff wellbeing agenda. Most teachers identify staff wellbeing as the current school priority and express an appreciation for the willingness of the leadership team to adapt the EIA. The leadership team outlines that the other EIA elements began implementation in Semester 2 as they capitalise on the gains that the sustained focus on staff wellbeing provides. The leadership team acknowledges that building a clear, shared vision and understanding of what the preferred future looks like is yet to be developed.

Teachers express appreciation for school leaders that actively engage in the teaching and learning process.

Staff members discuss ongoing changes to the leadership team and associated complexities that these present. Staff express a desire for consistency, cohesion and clarity from all school leaders to promote agreed upon school priorities. Building a shared understanding of the roles, responsibilities and accountabilities for all school leaders, aligned to the delivery of an EIA, is identified as a priority by many staff members.

The school is building a school-wide understanding of inclusive education.

The school has engaged in a regional inclusion master class that aims to assist the school in establishing agreed approaches to inclusion, differentiation and understanding of the needs and support options for students captured through the Nationally Consistent Collection of Data on School Students with Disability (NCCD) process. Staff express a range of views and

opinions regarding inclusion and what it means for teaching. A clear consistent understanding of inclusion is yet to become apparent across the school. School staff and leaders acknowledge the need to further develop a shared understanding of what inclusive practices look like and what these practices will mean for classroom practice.

Teachers are committed to further improving pedagogical practices.

Annual Performance Development Plans (APDPs) were established at the start of the year. Professional learning goals were created in line with the EIA prior to the strategic direction changes. Some teachers articulate a desire to have school leaders provide them with feedback on their teaching and ongoing support for their professional growth. A collegial engagement framework outlines a range of some previously enacted activities including Watching Others Work (WOW), coaching and mentoring and Community of Practice (CoP) meetings. School leaders indicate this is yet to be shared with staff and that a systematic, formal observation, feedback, coaching and mentoring program is yet to be enacted.

The principal acknowledges the importance of quality curriculum understanding, planning and delivery to achieve consistency in teaching and learning across the school.

School leaders acknowledge the need to support teachers to enact quality curriculum planning and delivery processes. A whole-school commitment to enable teachers to plan collaboratively in year levels with the Head of Curriculum (HOC) and the external support of an external consultant is apparent. Teachers value the time given to collaboratively plan in year levels and unpack elements of the AC. The implementation of school-developed units of work, assessment tasks and Guides to Making Judgements (GTMJ) is in the early stages. The capability of staff to develop curriculum that is aligned and mapped against the Australian Curriculum (AC) and responsive to students needs is developing.

Students express the value of the positive relationships they have with staff.

Students express appreciation for the ongoing support and encouragement they receive during the learning process. Students speak highly of teachers and the care demonstrated by them. Students additionally express appreciation for the range of extracurricular and elective programs that are provided by the school. Welcoming and attractive learning environments are apparent in classrooms across the school. Students are encouraged to display samples of their work and celebrate their achievements.

The school strategically builds and sustains partnerships that have a direct impact on student learning and wellbeing outcomes.

Strategic partnerships are formed to address identified student needs and priorities of the school. The school chaplaincy program operates a breakfast club. There is strong community support for this activity each week, providing breakfast for a large number of students. SunnyKids is a local charity that provides support for vulnerable students and their families. An independently operated café, appropriately named Café Connect, is located at the front of the school, leasing a space at the end of the school hall. The café is a central point for staff, families and community members to meet and connect. A strong partnership

between the school's leadership team and the Parents and Citizens' Association (P&C) executives exists.

2.2 Key improvement strategies

Develop and sustain an EIA with a sharp, narrow and deep focus to ensure every student is succeeding.

Build a deep knowledge and understanding of the AC across all learning areas to develop a localised curriculum offering aligned with the new P-12 curriculum, assessment and reporting framework (P-12 CARF) that meet the needs of all students.

Define the roles, responsibilities and accountabilities of school leaders and staff members.

Build instructional leadership capability of all leaders to consistently support and monitor agreed school-wide teaching and learning practices.

Work in collaboration with the region to undertake a scan and assess process to build shared knowledge and understanding of school inclusive practices to cater for all learners.