

Mountain 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

Mountain Creek State School acknowledges the shared lands of the Gubi Gubi (sometimes Kabi Kabi) people. We pay our respects to their Elders, past and present.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	786
Aboriginal students and Torres Strait Islander students	3.4%
Students with disability	15.9%
Index of Community Socio-Educational Advantage (ICSEA) value	1049

About the review

 <p>3 reviewers from 29 April to 1 May 2025</p>	 <p>211 participants</p>	 <p>62 school staff</p>
 <p>95 students</p>	 <p>45 parents and carers</p>	 <p>9 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Collaboratively review the instructional leadership model to support systematic curriculum implementation and effective classroom teaching and learning practices.
Domain 3: Promoting a culture of learning Sharpen communication systems and processes to ensure timely responses, support for implementation of improvement priorities and effective information sharing with all stakeholders.
Domain 6: Leading systematic curriculum implementation Refine collaborative planning opportunities for leader and teachers to deepen understanding of curriculum expectations and ensure curriculum, teaching and assessment implementation meets the needs of all students.
Domain 8: Implementing effective pedagogical practices Enact opportunities for leaders and teachers to engage in discussions and professional learning to foster a shared language and understanding of pedagogical practices.

Key affirmations



Leaders, staff and parents emphasise how expectations that every student is capable of realising their potential underpins the school-wide culture of learning.

Leaders recognise the importance of promoting a school-wide culture of learning, collective responsibility, and the need to model continuous improvement for staff and students. Parents share that they highly value the school and the commitment of staff to the education of their child. Parents and students describe a sense of belonging that permeates the culture of the school and extends when students transition to local high schools. Parents describe a strong sense of optimism throughout the school.



Staff express that the professional generosity of colleagues and leaders across their cohort supports their teaching practice and builds the culture of support and collaboration.

Staff members comment on the culture of professional generosity that supports their teaching practice. Teachers, and support staff articulate they work collaboratively, using strategies and practices targeted to student needs to engage students in their learning. Leaders, staff and parents express their commitment to providing caring and supportive educational environments for every student. Students describe how they are supported and encouraged at the school by staff.



Leaders highlight their commitment to ensuring a quality curriculum, and to strengthening staff curriculum knowledge, supports teachers to design learning that meets the needs of the range of learners.

Staff value the time allocated for collaborative curriculum planning. They describe the way they constantly follow up within cohorts to share planning and preparation that is tailored to meet the needs and interests of their students. Staff recognise and value students' individual characteristics and backgrounds and implement practices that are responsive to their diverse needs. Parents express appreciation for the information they receive about what their child is learning and how they are progressing in their learning. They value the regular communication from teachers.



Leaders, teachers and parents celebrate long-term partnerships that provide support for students and families.

Leaders share there is a reinvigorated parent representative group. Parent representatives convey how this provides parents with opportunities to share their voice. Leaders, teachers, students and parents articulate they value the volunteers who support students to engage with consistent reading practice. Leaders and community members highlight the Parents and Citizens' Association (P&C) is actively involved in creating a positive school environment, collaboratively contributing significant financial support towards school improvements.

