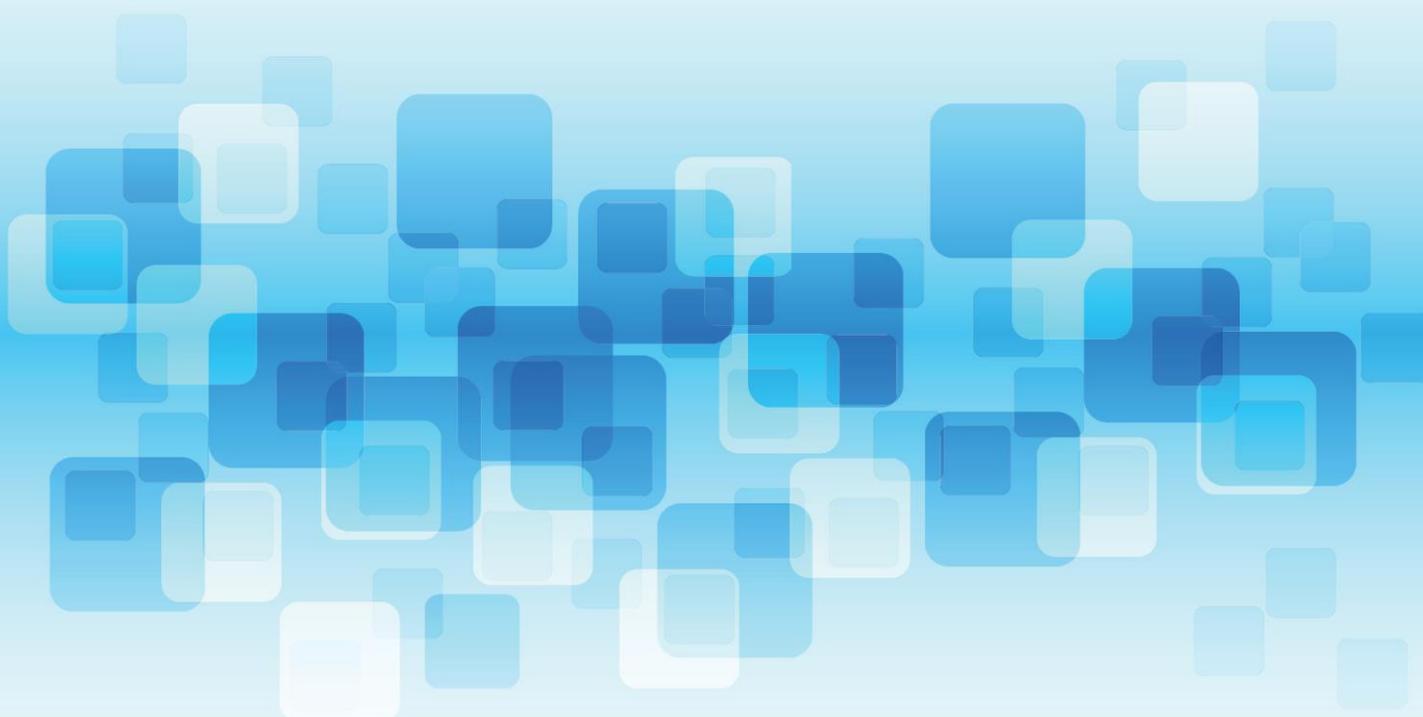# School Improvement Unit
Report

Mudgeeraba State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Mudgeeraba State School from 16 to 20 July 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Old Coach Road, Mudgeeraba
Education region:	South East
The school opened in:	1891
Year levels:	Prep to Year 6
Current school enrolment:	896
Mudgeeraba Indigenous enrolments:	4 per cent
Students with disability enrolments:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1035
Year principal appointed:	2015
Number of teachers:	68
Nearby schools:	Mudgeeraba Creek State School, Mudgeeraba Special School, Clover Hill State School, Robina State High School
Significant community partnerships:	Gold Coast City Council Heritage Unit, Mudgeeraba Crèche and Kindergarten
Unique school programs:	Focus Teaching Teams

1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Principal Supervisor

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    - Principal and leadership team

    - Guidance officer, chaplain, speech language pathologist

    - 25 teachers

    - 67 students and 16 student leaders

    - Business Services Manager (BSM) and three administration officers

    - Seven teacher aides

    - Parents and Citizens' Association (P&C) president and administration support officer

    - 26 parents

    - Gold Coast City Councillor

1.4 Review team

Peter Tanzer	Internal Reviewer, SIU (review chair)
Judy Dale	Internal Reviewer, SIU
Mark Blackshaw	Peer Reviewer
Paul Herschell	External Reviewer

2. Executive summary

2.1 Key findings

- The tone of the school is caring, inclusive and happy. It reflects a school-wide commitment to purposeful and successful learning for all students.

  The school provides a calm, safe, respectful, caring and productive learning environment. Positive and productive relationships are central to the school's ethos and strong sense of community.

- The school has a documented agenda for improvement focusing on high yield teaching practices, explicit instruction and effective integration of Information and communications technology.

  Most teaching staff identified the teaching of reading and the gradual release model of guided instruction as the improvement strategies. Teachers expressed openness to constructive feedback. A whole-of-school focused professional learning program regarding the stated improvement strategies is yet to be developed.

- The Gradual Release of Responsibility is enacted as a consistent pedagogical model across the school.

  Artefacts to support the gradual release model are displayed in classrooms and most teachers and students can describe how this supports classroom learning. Evidence of a broader pedagogical framework being consistently applied to drive future improvement is not apparent at this time.

- Data is used by teachers to track individual student performance and inform teaching practice.

  Through collaborative year level planning and moderation, teachers analyse classroom data and modify teaching programs to respond to identified learning needs. There is an opportunity for the school to develop a more planned approach to systemic analysis of data to inform school improvement priorities.

- The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.

  The curriculum plan is clearly aligned to the Australian Curriculum and references both the required content descriptions and achievement standards in all subject areas. The school also uses locally developed indicators and continuity guides in English and maths to guide assessments in those areas.

- Differentiation is a priority of the school and is a feature of every teacher's practice.

  The school has utilised flexible staffing and staff expertise to establish a specialist teaching program for students in The Arts, and Focused Teaching Teams (FTT) teams to support differentiated classroom practice. The FTT model serves to support teachers in implementing improved classroom practice. Systematic processes to review the effectiveness of school practices in meeting the needs of the full range of learners are not yet implemented.

2.2 Key improvement strategies

- Conduct a thorough analysis of systematic data to identify key priority areas. Ensure that this clearly articulates a whole school improvement agenda that is accompanied by targets and timelines, appropriate resourcing and professional development for all staff.

- Align school data sets to the school's explicit improvement agenda, incorporating clear timelines and targets. Ensure that data sets are stored centrally and used to enable a more efficient and sophisticated tracking and analysis of data.

- Develop and implement a whole school model of mentoring, modelling, coaching and feedback for staff linked to the school's explicit improvement agenda.

- Establish a process to systematically monitor how the learning needs of students with significant special educational requirements, including gifted and talented students, are given the opportunity to learn, to optimise their individual potential to achieve.

- Review the school's pedagogical framework to enable clear and consistent approaches that drive effective teaching in all classrooms, and align with the school improvement agenda.