Mudgeeraba State Special School

Glasser Australia Quality School

Co-verification report

Acknowledgment of Country

Glasser Australia acknowledges the Traditional Owners of the lands from across Australia. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the country.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

Contents

1. Introduction

This report is a product of co-verification carried out by a team from Glasser Australia at **Mudgeeraba State Special School** from to **13** to **15 September 2022**.

The report presents a co-verification of the school's self-evaluation of the six criteria of a *Glasser Quality School* taken from 'Choice Theory, A new psychology for personal freedom' (1999, page 282). It also recommends strategies for the school to consider as possible next steps in their journey as a Glasser Australia Quality School. These recommendations have been collaboratively designed with the school community.

For more information regarding Glasser Australia and Glasser Quality Schools please visit the Glasser Australia [website](#).

1.1 Review team

Bette Blance   Faculty, Glasser Australia

Christine Duffield   Faculty, Glasser Australia

Aminta Miller   Faculty, Glasser Australia

1.2 School context

Indigenous land name:	Yugambeh
Location:	School Street, Mudgeeraba
Education region:	South East Region
Year levels:	P-12
Enrolment:	161
Indigenous enrolment percentage:	4%
Index of Community Socio-Educational Advantage (ICSEA) value:	1015
Students with disability percentage:	100%
Year principal appointed:	2022 (acting)

1.3 Contributing stakeholders

The following stakeholders contributed to the self-evaluation and co-verification:

- Principal

- 2 deputy principals

- 2 heads of department-curriculum

- Business manager

- School chaplain

- 30 teachers

- 17 students

- 75 parents

- 30 teacher aides

- 3 ancillary staff

- Colleen Hope, substantive principal of Mudgeeraba State Special School and Faculty, Glasser Australia

- Ivan Honey, Senior Faculty, Glasser Australia

- Susan Fleming, Faculty, Glasser Australia

2. Executive Summary

2.1 Key findings

The executive team, staff and community members are united and committed to improving the learning outcomes of all students using Choice Theory to underpin this work.

Staff articulate that participating in William Glasser International (WGI) Choice Theory, Reality Therapy and Lead Management training and learning about the ten axioms has deepened their understanding of how and why we behave. Many staff express a desire to continue learning Choice Theory, Reality Therapy and Lead Management. Students utilise the school values of 'Connecting', 'Aware' and 'Responsibility' (CAR) to support their learning to get what they really want. The values are connected to TGHP resources of the open roads (connecting habits), the engine (needs) and the driver's seat. Staff indicate that the use of Choice Theory terminology has meant that they are united in their approach to managing and supporting each other and the students in their care. The use of Choice Theory supports staff to encourage students to meet their needs in more responsible ways. The CAR value signs are displayed throughout the school.

Staff articulate the importance of a high quality and personalised curriculum to support student outcomes.

Classrooms are led by staff who communicate positively with students. There is a high level of trust between students and staff. This is evident in the disposition and willingness of students to continue to engage in learning regardless of who is in the room. Classrooms are designed to provide needs satisfying environments for students. They are safe environments where students can be playful and have fun, be empowered, connected and experience freedom and choices.

Quality work is evident across the school.

The school's motto is 'Happiness through achievement'. Some staff articulate that this vision has been enhanced by learning and implementing the ten axioms of Choice Theory. Quality is evident at the bi-annual school concert and the bi-annual art and photography show. Staff, students and the community are very involved in these productions. Staff support all students to participate in whole school events and see this as an opportunity to display quality work to the school and wider community.

Invite staff to continue training in Choice Theory, Reality Therapy and Lead Management.

Staff are learners and researchers, participating in Professional Learning Communities. Many staff have chosen to participate in William Glasser International (WGI) Choice Theory, Reality Therapy and Lead Management training. Choice Theory training has also given staff another way to plan, teach and assess student learning academically, socially and emotionally. The use of the Reality Therapy WDEP process is evident in planning sessions and staff meetings. Many classrooms display the language of Choice Theory, with most using the resources of TGHP. Many staff indicate the Reality Therapy WDEP process, commonly known as the 'Magic Questions' from TGHP, have provided a framework for what are known as caring conversations with students. Some staff articulate that they use this process to support themselves and each other.

Staff have discovered what is in each student's quality world.

This process begins with a Quality World Inventory (QWI) that is completed by parents and caregivers early in the year. The QWI utilises the elements of Choice Theory to help develop a picture of each individual student's quality world. Aspects in the survey include the five basic needs, the quality world and the sensory system. The completed QWIs are stored centrally on SharePoint so that all staff can access them. Staff use this information to tailor learning to suit the diverse learning needs of all students, ensuring engagement and that needs are met in satisfying ways.

Staff indicate that quality relationships underpin the school's success.

Perception checks for staff, parents and caregivers have been completed in 2022. Most staff attest to the warm and friendly environment in the school. The staff data sets were focussed on the criteria of a Glasser Quality School. Staff were asked to indicate their agreement on a 4-point scale. Results of this survey in 2022 indicated an overall satisfaction rate between 82-100%. Comparative data from 2020 showed an overall increase. School Opinion Survey data from 2021 also reflected similar.

2.2 Key recommendations

Invite staff to continue training in Choice Theory, Reality Therapy and Lead Management to further embed current and emerging practices and processes.

Further embed practices to support the explicit teaching of Choice Theory to ensure school-wide consistency.

Share the quality work that is occurring at Mudgeeraba State Special School.

Acknowledge and celebrate the achievement of becoming a Glasser Australia Quality School.

3. Findings and recommendations against the criteria

3.1 Criteria One – Relationships are based on trust and respect, and all discipline problems, not incidents, have been eliminated.

Findings

Classrooms are designed to provide **needs satisfying** environments for students. They are safe environments where students can be playful and have **fun**, be **empowered, connected** and experience **freedom** and **choices**.

Classrooms are led by staff who communicate positively with students. There is a high level of **trust** between students and staff. This is evident in the disposition and willingness of students to continue to engage in learning regardless of who is in the room.

The inclusion of visual timetables is another technique used to help students feel safe and meet their **survival need.** These timetables make it possible for students to know what is happening throughout the day. Most students feel safe in their classrooms. All classrooms have interesting, relevant teaching and learning experiences that are interspersed with fun activities to maintain interest, motivation, and the focus of the students. These **fun and enjoyable** activities are known by many staff to maintain and build deeper **connection** with their students.

Alternate pencils and augmented communication means are used to support students to be successful in their learning and communication. Consistent use of the **seven connecting habits** by staff through The Get Happier Project (TGHP) resources, foster warm relationships between staff and students.

The use of the 'open roads' posters, a metaphor for the **seven connecting habits**, is used in all areas of the school. These posters contain a car and affirmations of the **connecting habit**. The school uses an acronym, LEARN ST, to enable all staff and students to easily access the habits. Many teachers explicitly teach the **connecting habits**, using school-based resources adapted from TGHP in their classrooms. These lessons are adapted in many ways to cater for the diverse learning needs of students. Some staff articulate a need to focus more on the explicit lessons to ensure they are meeting the needs of their students and **supporting** them to further understand **how and why they behave**.

Staff meet regularly to discuss student learning and to **improve** their practice. Professional Learning Communities (PLCs) have been established as one way of supporting the learning needs of staff. Staff members use the **seven connecting habits** to learn from each other, engage and share strategies and provide each other with support for new initiatives. Many staff articulate that there is a high level of **trust** at the school and that they feel confident to share their work with their colleagues.

In one of the PLCs, a digital template was shared. This template is designed to enable the teacher to gain a deeper understanding of a student's **quality world**. Many staff articulated that this is useful as a choice board or to tailor learning based around the interests of the student. Some staff articulate that it is also useful to **connect** students who share similar **quality world pictures**, providing opportunities for meaningful **connections** as opposed to parallel conversations and play. The information gathered about students is displayed in the student's classroom and **supports** other staff who interact with the students.

Perception checks for staff, parents and caregivers have been completed in 2022. Staff attest to the warm and friendly environment in the school. Many staff liken it to a family. The staff data sets were focussed on the criteria of a Glasser Quality School. Staff were asked to indicate their agreement on a 4-point scale. Results of this survey in 2022 indicated an overall satisfaction rate between 82-100%. Comparative data from 2020 also showed an overall increase. Staff indicate that **quality relationships** underpin the school's success.

Parents and caregivers were asked to rate their satisfaction on a 4-point scale with 75 respondents to the survey, showing an overall satisfaction rate of 3.4. This survey also offered parents and caregivers an opportunity to provide written feedback around celebrations and considerations. The written feedback reported positively around overall impression, communication and school direction, as well as providing some considerations for future growth.

A snapshot of School Opinion Survey (SOS) data also demonstrates staff and parent and caregiver satisfaction with the school. In 2021, staff indicated, 'I feel this school is a safe place in which to work' (93.9%), 'Student behaviour is well managed at this school (84.8%), 'This school looks for ways to improve (96.9%) and that 'I enjoy working at this school' (93.5%),

In 2021, parents and caregivers indicated, 'My child feels safe at this school (97.1%), 'My child's learning needs are being met at this school' (91.4%), 'Teachers at this school treat students fairly' (97.1%), 'Student behaviour is well managed at this school' (94.3%) and 'This school looks for ways to improve' (97%). Parents and caregivers indicated over a three-year period (2019-2021) that, 'This is a good school' (97.1%). At the time of co-verification, 2022 SOS data results had not been released.

Data from the 2021 School Annual Report (SAR) details that overall student attendance was 81%. Suspension data from the same report indicates a decline over the three-year period from 2019-2021 from five to one. The percentage of students awarded Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) was 100%.

Many staff articulate that learning **Choice Theory** has had significant benefits in both their professional and personal lives. Most staff comment that this learning has impacted on the way they interact with their students, colleagues, and other people in their lives. Some staff articulate that they value the difference this has made in their **relationships** with others.

Staff have the steps of **Reality Therapy WDEP process** as a part of their 'communication belt' available for immediate use with students. There are boards in the playground that are also available for staff and students to use. These provide opportunities for students to communicate what they **want** and to **self-evaluate** their behaviour. Some staff indicate that the use of the roundabout from TGHP is another tool that is successful in helping students to make more helpful choices for themselves.

Staff identify that behaviour is a way of communicating their needs. Some students, identified as tier 3, require Anxiety Scale plans to **support** them to be successful. These plans utilise a Positive Behaviour for Learning (PBL) approach that incorporates **Choice Theory**. Observable behaviours are identified. The function, or why, of the behaviour is determined as either escape, attention, tangible or sensory. A third lens is added to this process by asking, 'but why?' following an incident. This prompts the team reviewing the incident to consider the **need** that was trying to be met through the use of the chosen behaviour. As a part of the review, staff also discuss their behaviour at the various stages of the incident and **what they can do differently** should another situation occur. Some staff articulate a need to deepen their understanding of this process to further **support** students around strategies they could implement.

Data kept by a teacher demonstrated the minimising of certain chosen behaviours in the Anxiety Cycle of a student who had been in their class for two years. This data, shared in graph form, represented the minimisation of chosen, unhelpful behaviours with helpful, replacement behaviours to **support** this student to deescalate their anxiety.

Many students regulate their behaviour through their preferred method of self-soothing. Some students in situations of high anxiety were learning and using essential strategies for them to meet their **needs**. Many students and parents articulate that students are given the **freedom to choose** their preferred access point to self-regulate.

At the time of co-verification, many staff shared their achievements and that they were proud of their students becoming more self-managing. Some staff credited this success to the **Reality Therapy WDEP process,** using 'caring conversations'. Other staff articulate a sense of pride when their students meet their **needs** in helpful ways that do not hurt others.

Recommendations

Further embed practices to support the explicit teaching of **Choice Theory** to ensure school-wide consistency.

Invite staff to further understand processes around plans to **support students to meet their needs** and to continue to identify how the adults can more effectively provide support to meet the diverse learning and behavioural needs of students.

3.2 Criteria Two – Total learning competency is stressed and an evaluation that is below competence has been eliminated. Students participate in useful education.

Findings

The executive team, staff and community members are united and committed to improving the learning outcomes of all students using **Choice Theory** to underpin this work. Staff articulate the importance of a **high quality** and personalised curriculum to **support** student outcomes.

This process begins with a Quality World Inventory (QWI) that is completed by parents and caregivers early in the year. The QWI utilises the elements of **Choice Theory** to help develop a picture of each individual student's **quality world**. Aspects in the survey include the **five basic needs**, the **quality world** and the **sensory system**. The completed QWIs are stored centrally on SharePoint so that all staff can access them. Some teachers, who are providing mathematics instruction across a block in academically similar groups, report that they utilise the QWIs to contextualise and personalise learning for students in their group who come from other classes as a way of **supporting** and engaging those students in an initially less familiar environment.

Teachers use the Australian Curriculum General Capabilities, National Literacy and Numeracy progressions, learning areas and subjects to develop Individual Curriculum Plans (ICPs) for students with highly individualised curriculum in their class. These plans are shared with parents and caregivers and goals for learning are developed. These are formally reviewed twice a year with staff reporting that most students are working at a level that is appropriate to provide challenge, and success, for and in learning. A moderation process takes place twice a year. Staff receive feedback on their comparison to the Australian Curriculum. Many staff articulate they value this opportunity to **co-verify** their work, which also **supports** them to **self-evaluate** their programs and practices to ensure that students are completing **purposeful work** that is relevant for their learning needs.

Staff articulate a desire to view effective teaching and learning occurring throughout the school. Staff are learners and researchers, participating in Professional Learning Communities (PLCs). The school has an expectation that one person from each block participates in the various PLCs to enable each block to have a Knowledgeable Other (KO). Staff **negotiate** the PLC that they will attend to **support** each other's learning for the year. KOs have a **responsibility** to share their learning with the rest of their team throughout the year.

PLCs meet every three weeks. In 2022 the PLCs include, Quality School Environment (Glasser), Talk for Writing (SPELD and Corbett, 2021) and Age-Appropriate Pedagogies (AAP) in Mathematics. PLC meetings have an agenda that is developed collaboratively by the team based on current school priorities. There is an expectation that teachers bring artefacts and evidence of their implementation of curriculum and pedagogy to the meetings. Teachers value this opportunity to learn from each other. At the time of co-verification, one of the PLCs dedicated to AAP were developing a framework for Mathematics that is contextualised for the school. Another PLC were developing resources to **support** Talk for Writing that will be centrally stored on SharePoint. In the Quality School Environment PLC, teachers shared templates used to develop the teaching of the **quality world** in their classrooms. Teaching assistants and the executive team also participate in PLCs.

All teachers have developed 'The Third Teacher' (Sharratt) in their classrooms. The Third Teacher is comprised of a 'Learning wall' and 'Bump it up wall'. There are different levels of sophistication of The Third Teacher across the school. Some teachers have developed Bump it up walls that display different levels of expectations for student work. Other teachers have Learning walls which contain learning intentions and success criteria and moderated Mudgeeraba student samples of work. Other teachers have added 'Documenting and sharing' or 'Shine walls' to display completed student work. The Third Teacher resources **support** students with a visible curriculum and enable them to **self-evaluate** their own learning. Some staff shared that they had valued the opportunity to have meetings in their colleagues' classrooms to learn about their interpretation of The Third Teacher and that they would like to see this process re-instated. Some teachers articulate that the next step is **supporting** students to apply feedback to **improve** their work. Other teachers would like to further develop the annotated work samples to include the alternate pencil.

The executive team identifies that observation, feedback and coaching are important aspects of quality assuring pedagogical expectations. Members of the executive team are frequently in classrooms using targeted walkthroughs that are aligned to the explicit improvement agenda (EIA). Teachers demonstrate a shared commitment to the improvement of teaching, and openness to the concept of coaching, mentoring and feedback.

Teachers utilise a Case Management process (Sharratt) to **support** students and teachers to develop their understanding of how students learn and to **improve** their practice. A focus is developed, at the time of **co-verification**, the focus was writing. Class data is presented, and the presenting teacher identifies a student to case manage. The case management team is made up of the teacher, a KO, a report card buddy and an executive team member. All stakeholders offer an instructional strategy to the teacher for the next lift for the student. The teacher then completes a template identifying which strategies they will implement over the course of a term. The teacher also identifies what coaching they require to improve their teaching to **support** the identified student. A review takes place following the cycle. Case management occurs at least twice a year and utilises the **Reality Therapy WDEP process**.

The P-12 Curriculum, Assessment and Reporting Framework (CARF) is utilised and SharePoint is the central storage place of the three levels of planning. Curriculum and pedagogy are based on evidence-based practices taken from the Teach Like a Champion (Lemov) resource. These resources have been contextualised and teachers are **encouraged** to 'Teach Like a Mudgee Champion'. The resources are extensive and outline the systematic and school-based teaching and learning requirements under a framework that is visually represented, linking to the EIA.

New staff are **encouraged** to read and view these materials to familiarise themselves with teaching and learning practices, meeting expectations, and health, safety and wellbeing (HSW) procedures. There are links to evidence-based research, templates and video examples that are locally relevant. New staff appreciate the **support** they receive. Other staff value the variety of opportunities to **self-evaluate, compare and contrast to best practice and co-verify** to **improve** their practice.

Recommendations

Enhance staff capability and capacity in The Third Teacher to further meet student learning **needs** within the classroom.

Provide further opportunities for staff to be involved in the 'Coaching, Mentoring and Feedback' framework, utilising observation, instructional coaching and other coaching, to **support** the desired age-appropriate pedagogical approaches of the school.

3.3 Criteria Three – All students do some quality work each year that is significantly beyond competence.

Findings

Quality is evident at the bi-annual school concert and the bi-annual Art/photography show. Staff, students and the community are very involved in these productions. Staff **support** all students to participate in whole school events and see this as an opportunity to display **quality work** to the school and wider community. Many staff articulate that the concert was a very positive way to share the language of Choice Theory with parents and caregivers. Photos of the students in the newsletter and Facebook posts show students who are very proud of the **quality work** they have produced.

Staff engage students in a variety of other events each term. At the time of co-verification, the students had participated in 'Book Week' and were preparing to participate in 'Talk like a pirate day'. These events are focussed on **fun and enjoyment** for students. Many staff also value these events as an opportunity to **connect** and express that they **enjoy** them as much as the students.

Another example of **quality work** was the 'Car Show' in Term 1, 2022. All classes were invited to create a car. Instructions were provided that included teaching points as well as design requirements. Elements of Choice Theory, using TGHP resources, that were non-negotiable included the **needs** (engine), the **quality world** (steering wheel), **perceived world** (windscreen) and **total behaviour** including **physiology, feelings, thinking** and **acting** (wheels) and the driver's seat.

Staff work in PLCs to create resources to enable students to do competent work. During these regular meetings, staff **encourage** each other to do **quality work**. There is evidence of **Choice Theory** underpinning teaching and learning activities that occurs in classrooms, with a particular focus on the **quality world**. Staff have discovered what is in each student's **quality world**. They use this information to tailor learning to suit the diverse learning **needs** of all students, ensuring engagement and that **needs** are met in satisfying ways.

Many classrooms display learning intentions and success criteria so that students know what competent work can look like. The use of Bump it up walls provides students an opportunity to **self-evaluate** and **improve** their work to a higher level of competence. Many staff are aware the **basic needs** and apply this knowledge to the creation of teaching and learning activities. Some staff articulate that further learning around **quality work** would be of benefit.

TGHP resources are on display in classrooms, on school documents and around the school. This enables staff to use **Choice Theory** language when teaching concepts or when students are on 'dead end roads' and behaviour choices need to be addressed. The use of 'play-based' pedagogy is apparent throughout the school. Some staff have developed learning experiences for students that address the **basic needs** and **seven connecting habits** in creative and age-appropriate ways. Many staff articulate that the move away from worksheets has enabled their teaching and learning to become more **needs satisfying** for themselves and the students under their care. Classrooms are colourful and inviting with **quality** student work displayed. At the time of co-verification, many students were able to share their **quality work**.

Recommendations

Deepen opportunities for staff to develop their understanding of **quality work**.

3.4 Criteria Four – Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents and caregivers are encouraged to participate in study groups to become familiar with Choice Theory topics.

Findings

Staff articulate that participating in **William Glasser International (WGI) Choice Theory, Reality Therapy and Lead Management** training and learning about the **ten axioms** has deepened their understanding of **how and why we behave.** Many staff express a desire to continue this learning.

Students utilise the school values of '**Connecting**', 'Aware' and '**Responsibility**' (CAR) to **support** their learning to **get what they really want**. The values are connected to TGHP resources of the open roads (**connecting habits**), the engine (**needs**) and the driver's seat. Staff indicate that the use of **Choice Theory** terminology has meant that they are united in their approach to managing and **supporting** each other and the students in their care. The use of **Choice Theory** supports staff to **encourage** students to meet their **needs** in more **responsible** ways. The CAR value signs are displayed in throughout the school.

Most staff have been invited to participate in **William Glasser International (WGI) Choice Theory, Reality Therapy and Lead Management** training. **Choice Theory** training has also given staff another way to plan, teach and assess student learning academically, socially and emotionally. The use of the **Reality Therapy WDEP process** is evident in planning sessions and staff meetings. Many classrooms display the language of **Choice Theory**, with most using the resources of TGHP. Many staff indicate the **Reality Therapy WDEP process,** commonly known as the 'Magic Questions' from TGHP, have provided a framework for what are known as caring conversations with students. Some staff articulate that they use this process to support themselves and each other.

Many staff indicate the Gotcha Performing a Skill (GPS) system provides instant feedback around the **connecting habits**. This process is an example of the alignment of PBL and **Choice Theory**. Staff have been invited to flip the use what was initially an **external control** strategy into one of **internal control**, moving from reward to acknowledgement and recognition. To **encourage** this change with staff, an analogy of a tangible object (phones) was used to demonstrate the external nature of reward systems, demonstrating that one is often not fully satisfied with an external reward. The use of a feeling (an Instagram post) representing a need demonstrated the internal process that one can achieve for themselves.

The school has recently invested in new Picture Orientated Dynamic Devices (PODDs) that have a page designated to the specific **Choice Theory** terminology. This significant investment and inclusion of symbols demonstrates the commitment of the school to this work.

Parents and caregivers are introduced to the concepts of **Choice Theory** through the newsletter, Facebook and MyTime sessions. During parent and caregiver meetings the language **Choice Theory** is shared. Many staff articulate that having a shared language is a valuable way to support the learning of their students. Some staff have adapted some of the books from TGHP to be more suitable for the school's context and students – this enables the language and concepts to be accessed by all students in the school. Partnerships with other stakeholders including Bond University medical department, **support** staff to adapt some of TGHP resources to suit the specific **needs** of the students in the school. The introduction of 'Allan the Ambulance' is one way staff can **support** students to focus on their **physiology**.

Recommendations

Invite staff to continue training in **Choice Theory, Reality Therapy and Lead Management** to further embed current and emerging practices and processes.

3.5 Criteria Five: Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasised in the school.

Findings

The executive team articulates the belief that the use of reliable student data is essential for driving the school's annual improvement plan (AIP). The AIP documents that school leaders and teachers use data to further inform the school's positive culture of learning and to drive positive school-wide systems of managing and acknowledging student behaviour. At the time of co-verification, becoming recognised as a **Glasser Australia Quality School** formed a part of the AIP.

A whole-school assessment schedule, known as a Balanced Scorecard, has been developed to systematically collect a range of standardised and school-based data relating to literacy, numeracy, social and communication. The assessment schedule details a range of diagnostic, formative and summative assessments for each year level. A range of tools are used including Brigance, Communication Matrix, Tobii Dynavox, Literacy and Numeracy Learning Progressions, PM Benchmarks, Core Words and the Achievement Standards for English and Mathematics.

Teachers identify that they use systematic data analysis, the 'Digital data wall', to reflect and **self-evaluate** on the effectiveness of their teaching to determine next steps to **support** their students. Some teachers identify that they are at different stages of their data literacy journey and express a desire to enhance their capability to further unpack tools and use particular processes.

Data from these tools is utilised to create **relevant and meaningful** individual learning plans for students. Student at a Glance (SAAG) plans are used to set individual learning goals for all students. SAAG plans are written using 'I can' statements to challenge and **support** students at their level. Planning Alternate Tomorrows with Hope (PATH) plans are used to **support** students in Year 10 and beyond. PATH plans detail the **quality world picture** for the desired future, the current reality and steps and strategies that can **support** the student to achieve their potential. These plans are written from a strengths-based approach. Personal Future Action Plans (PFAPs) are utilised for students in Years 10-12 and Individual Curriculum Plans (ICPs) are utilised for all students across the school. These documents are developed using Departmental processes and are aligned with current policy. A 'Handover' document is also developed to **support** students in their pathway after school has finished. This document utilises elements of **Choice Theory** to ensure the student is successful.

Behaviour data is extracted and analysed from OneSchool every three weeks. It is reviewed by the PBL team to inform future explicit teaching opportunities in **Choice Theory** for students and classes, linking with the 'School Expectations', 'PBL Matrix Alignment' document and the Personal and Social Capabilities of the Australian Curriculum V9. The school uses a cyclical approach that can begin at any point focussed on **creating needs satisfying environments** for all students.

The school has selected a core word to further drive their work. A watermark, 'invested', forms the backdrop of many school documents and underpins processes, procedures and provides a focus for all. Staff are provided with an 'Invested' book at the beginning of the year. This book outlines the protocols for meetings, norms and values. The book also details the key priorities drawn from the quadrennial strategic plan for the year. Staff utilise a proforma from this book to determine their Annual Performance Development Plan (APDP) goals. Teachers determine three goals that are based around the EIA, a PLC goal and a personal goal. These goals are reviewed regularly throughout the year, providing all staff an opportunity to **self-evaluate** their current reality, and to determine what they **need** to move closer to the **quality world picture of the staff member they want to be**.

Recommendations

Strengthen school-wide data processes to support and include all staff in analysing, interpreting and using data to improve student academic, social and emotional outcomes.

3.6 Criteria Six – Staff, students, parents, caregivers and administrators view the school as a joyful place.

Findings

The school's motto is 'Happiness through achievement'. Some staff articulate that this vision has been enhanced by learning and implementing the **ten axioms** of **Choice Theory**.

On arrival at the school, staff, students, parents, caregivers and visitors are greeted and warmly welcomed. Staff smile and acknowledge others whether they know them or otherwise. The school embodies an air of happiness. This is also apparent at the end of the day with staff, students, parents and caregivers farewelling one another for the day. **Fun** and incidental **connecting occurs** in these times with some staff dressing up in costumes while undertaking the end of day routines. Classrooms are equally inviting with staff and most students welcoming visitors to share in their learning. The school has developed significant partnerships with the community, enabling students to take their next steps as 'ready and able' young adults.

Fun and enjoyment is built into staff meetings and professional learning opportunities through the use of the 'Block Games' initiative. Staff actively participate in games to attain points for their block as a way of encouraging teamwork and support and for one another. At the time of co-verification, a bottle tossing competition was the game for the week. The game was played during the various PLCs. **Listening, encouraging, accepting, respecting, negotiating, supporting** and **accepting** habits were observed during this time.

A recent addition to the school, a school mascot, a baby platypus named Puggles, has been embraced by all. Puggles frequently finds himself in situations that are unfamiliar, and staff and students model the processes, procedures and thinking that he can engage in to be a successful, **self-managing** and **responsible** member of the school. Puggles also connects the community to First Nations Australians as he symbolises the story of Mudgeeraba State Special School. First Nations Australian artefacts including aboriginal symbols are displayed on school documents, in classrooms, around the school and on staff shirts. Understanding First Nations Australians perspectives is embedded into the work that is undertaken at the school demonstrating the inclusive and **accepting** mindset that is apparent.

In a process of **self-evaluation**, the staff perception survey showed extremely high levels of staff satisfaction. These results were maintained over a two-year period during a global pandemic. The joy of **connection** and working together is a consistent result in this survey. Recognising, acknowledging and celebrating staff and student achievements are a part of the school's culture. At the time of co-verification, staff consistently expressed a sense of pride about what has been achieved at Mudgeeraba State Special School.

Recommendations

Share the **quality work** that is occurring at Mudgeeraba State Special School.

Acknowledge and celebrate the achievement of becoming a **Glasser Australia Quality School**.