

Mudgeeraba Special School

# Executive summary



## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mudgeeraba Special School** from **31 May** to **2 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Kim Kelly	Internal Reviewer, SRR (review chair)
Bradley Clark	Internal Reviewer
Marcus Donaldson	Peer Reviewer
Howard Nielsen	External Reviewer

### 1.3 Contributing stakeholders

#### Consultation



Total of 142 interviews



28 community members  
and stakeholders



62 school staff



29 students



23 parents and carers

## 1.4 School context

<b>Indigenous land name:</b>	We acknowledge the shared lands of the Yugambeh nation and the Kombumerri people of the Bandjalang language region.
<b>Education region:</b>	South East Region
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	154 students
<b>Indigenous enrolment percentage:</b>	3%
<b>Students with disability percentage:</b>	100%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1016

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **26 to 29 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1015 and the school enrolment was 151 with an Indigenous enrolment of 7% and a student with disability enrolment of 100%.

The key improvement strategies recommended in the review are listed below.

- Utilise networks and key educational leaders including academics, universities and schools nationally and internationally to further share school-developed expertise and maintain a forward focus on school improvement. (Domain 1)
- Explore opportunities for staff to share their instructional leadership and expertise in a range of educational contexts, including conferences and events within and outside the special education context. (Domain 5)
- Explore opportunities for students to further develop enterprise and entrepreneurial skills and capabilities through the delivery of the Vocational Education and Training (VET) courses and the skills development program. (Domain 9)
- Build teacher capability to use the Balanced Literacy pedagogical approach across all key learning areas by developing exemplars. (Domain 8)
- Collaborate with regional and central office facilities officers to develop a Master Property Plan to meet community expectations and the diverse learning needs of students. (Domain 4)

## 2. Executive summary

### 2.1 Key affirmations

#### **Staff identify a strong community and family spirit as central to the school culture.**

Staff take pride in the relationships that exist between the students, parents, carers, staff and the local community. Parents discuss the 'family feel' of the school and note that staff are approachable. The school is well regarded by a range of stakeholders including parents, prominent community members, local businesses, cluster schools and support agencies. Several partners comment that the school is viewed as a hub in the community and feature in many communal events, highlighting the capabilities and contributions of the students. The school values lay the foundation for a vibrant learning environment and parents and staff speak highly of how 'Connectedness, Awareness and Responsibility' (CAR) creates a positive learning environment.

#### **Staff members express an unwavering belief that all students are able to access and progress through the curriculum.**

The school's motto '*Happiness through achievement*' underpins high expectations for staff to understand each student as a unique learner and create learning environments that enable students to maximise their potential. Leaders express an unrelenting focus on improving learning outcomes for all students. Teachers proudly articulate a shared desire for every student to achieve and the importance of knowing and understanding each student in their class. Parents describe staff as having an unwavering dedication to their child. Students confidently share their achievements and describe the school as 'fantastic'.

#### **High levels of collegiality and trust exists within and between teaching teams.**

Staff demonstrate a shared commitment to improving teaching and learning opportunities, and an openness to participate in collegial engagement approaches. They express appreciation for the personal and professional support they receive from their cohort. They describe regular opportunities to collaborate as an effective way to develop shared understandings and cohesive approaches. Teachers and teacher aides speak positively of the importance of each other's roles and how working together maximises positive outcomes for students.

#### **Extensive reciprocal and authentic partnerships exist to support student outcomes.**

Many community businesses refer to the mutual benefits of partnering with the school and the maturing of relationships which have moved from a model of benevolence to sharing a vision of students as contributing members of the community. Business owners describe this shift as moving from 'what businesses can do for the school to what students can do for the business'. Several partners comment that staff are always striving to achieve the next goal in supporting students' independence and citizenship. The positive impact that partnerships with parents and the community have on enhancing student outcomes is recognised by many staff members. Local partners refer to the school as being the heart of the community and applaud the efforts of staff to promote inclusiveness and showcase the skills and abilities of students.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Establish agreed ways of working amongst all members of the leadership team to strengthen trust, collaboration and consistency in high standards and levels of practice.

### **Domain 8:** Effective pedagogical practices

Strengthen collaborative processes to review and prioritise the school's pedagogical approaches, aligned to the Explicit Improvement Agenda (EIA), to support teachers to implement these approaches with higher levels of sophistication and consistency.

### **Domain 3:** A culture that promotes learning

Strengthen strategies to enhance staff voice in decisions and processes to develop shared ownership and carriage for the positive learning and wellbeing culture of the school.

### **Domain 5:** An expert teaching team

Collaboratively develop systematic instructional leadership approaches to support leaders to take a proactive role in monitoring, supporting and celebrating effective pedagogical practice.

### **Domain 6:** Systematic curriculum delivery

Finalise the 3 levels of planning for all 8 learning areas that meet P-12 CARF requirements to provide all students with their entitlement for learning.