

Mountain Creek State High School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. 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 state.

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.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mountain Creek State High School** from **29 July to 1 August 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ray Johnston	Senior reviewer, SIU (review chair)
Paul Robertson	Peer reviewer
Janelle Amos	Peer reviewer
Ross Robertson	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Lady Musgrave Drive, Mountain Creek
Education region:	North Coast Region
Year opened:	1995
Year levels:	Year 7 to Year 12
Enrolment:	2 142
Indigenous enrolment percentage:	3.1 per cent
Students with disability enrolment percentage:	3.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1039
Year principal appointed:	2017
Day 8 staffing teacher full-time equivalent (FTE):	178
Significant partner schools:	Mountain Creek State School, Brightwater State School, Mooloolaba State School, Buddina State School, Buderim Mountain State School, Maroochydore State High School, Chancellor State College
Significant community partnerships:	Sunshine Coast Technical Trade Training Centre (SCTTTC) Caloundra, Australian Defence Force (ADF), Technical and Further Education (TAFE) East Coast region, McDonald's Australia, Telstra Corporation Limited, EPIC Assist, University of the Sunshine Coast (USC), Spark Bureau, Queensland University of Technology (QUT), Google, Sunshine Coast Council, World Vision Australia, Stymie, Integrated Family and Youth Services (IFYS), The Smith Family, State University of New York (SUNY) Cortland, Department of Education International (DEi), International Baccalaureate Organisation (IBO), Buderim Foundation, Commonwealth Scientific and Industrial Research Organisation (CSIRO)
Significant school programs:	Creative Industries, Coding and Innovation Hub, Young Scholars Program, sporting excellence programs, Zenith academic excellence program, International Baccalaureate Diploma Program (IBDP), international students program, Skill Centre



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- 61 teachers, including executive principal, principal senior school, principal junior secondary school, two deputy principals, dean of students, Head of Student Education Services (HOSES), two guidance officers, 14 Heads of Department (HOD), inclusion coach, Collins Writing coach, Higher Order Thinking (HOT) coach, Art of Science and Teaching (ASoT) coach, three Heads of Curriculum (HOC), eight Heads of Sub-School (HOSS), IB coordinator, six Programs of Excellence (POE) coordinators, chair of the school council, Parents and Citizens' Association (P&C) president, 10 parents, junior and senior school captains, two Business Managers (BM), 18 teacher aides, Indigenous education worker, administration officer, three schools officers, two cleaners, café convenor, two café assistants and 197 students including international students.

Community and business groups:

- Representatives from Mountain Creek Aquatic Centre, Cotton Tree News, Mountain Creek Early Childhood Centre, NCP Plumbing and Fruit Factory at Mountain Creek.

Partner schools and other educational providers:

- Principals of Mountain Creek State School, Brightwater State School, Buderim State School, Mooloolaba State School and Buddina State School, Vice-Chancellor and President of USC, Regional Business Development Manager and School Engagement Officer of TAFE Queensland.

Government and departmental representatives:

- Coordinator High Value Industries, Economic Development, Corporate Strategy and Delivery, Sunshine Coast Council, State Member for Buderim and ARD.



1.4 Supporting documentary evidence

School Council Handbook	Annual Implementation Plan 2019
School Annual Report 2018	School Vision Poster
Facilities Plan 2019	School and Community Partnerships Review
Marketing Plan 2019-2022	Leadership Plan 2019
School Data Profile (Semester 1, 2019)	Student Services Plan 2019
Inquiry planner – Collins Writing – 2019	Inquiry planner – Inclusion Coach - 2019
Headline Indicators (April 2019 release)	School Opinion Survey 2018
Investing for Success 2019	School budget overview
OneSchool	School improvement targets
School newsletters and website	Curriculum planning documents
Creeker quarterly publication	Responsible Behaviour Plan for Students
School Planning, Reviewing and Reporting Framework 2019 - 2022	Faculty Annual Improvement Plan and School Annual Report 2019
Curriculum and Assessment Plan 2019, including Data Plan	Workforce Plan 2019 including Professional Learning Plan 2019
Inquiry planner – Art and Science of Teaching - 2019	Previous Reviews Subsequent Actions Report
Draft Inquiry planner – Performance of Boys (Young Men) - 2019	Inquiry planner – Higher Order Thinking– 2019
e-Learning and Information and Communications Technologies (ICTs) Plan 2019	Teaching and Learning Plan 2019 including Pedagogical Framework and Whole-school Model for Differentiation
Leadership Responsibilities, Professional Supervision, Performance Development and Coordination Time - 2016	Professional development plans



2. Executive summary

2.1 Key findings

Staff, students, parents and the community consistently speak proudly of their school.

The school presents a quality learning environment that is safe, respectful, tolerant and inclusive and one that promotes academic performance. Classrooms and school-wide interactions between staff and students are respectful and cordial, and conducive to an orderly, structured and friendly environment for learning. The school places a high priority on building and maintaining positive and caring relationships between staff, students and parents.

The school leadership team gives high priority to understanding and addressing the learning and wellbeing needs of all students through appropriate resourcing.

The recruitment and allocation of human resources is strategic and purposeful with the aim of maximising teacher expertise. School grounds and facilities are extremely well maintained, modern and future-focused.

The school leadership team, in conjunction with the school council and the Parents and Citizens' Association (P&C), has established a clear agenda for improvement, grounded in the school context and associated data sets.

Teachers predominantly know the school priorities and express their understanding of the underlying rationale. Teaching staff members describe different levels of engagement with each priority. There is variability in the ability of teachers to describe with precision the teaching strategies they are to enact to address some of the priorities. Teachers are yet to be able to articulate the specific improvements sought in student outcomes for some of the priorities.

The leadership team gives a high priority to systematic collection of data including academic, attendance, behaviour and student 'Good Standing' data.

The analysis, monitoring and sharing of this whole-school, sub-school, class and individual student data is acknowledged as essential to informing school improvement priorities. The school is yet to implement a school-wide strategy to measure, at a classroom level, the impact upon student learning of the teaching practices that align to the Explicit Improvement Agenda (EIA).

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels and faculties.

A collaborative approach to curriculum planning exists across the school. Through the implementation of the school's EIA of developing Higher Order Thinking (HOT) skills, the school has committed to encouraging teachers to engage students in critical and inquiry learning as a core component of learning across the school. Teachers indicate that they



would value opportunities to further develop their capabilities in explicitly teaching general capabilities in order to effectively participate in the school's ongoing commitment to engaging students in HOT skills.

The school places a high priority on identifying the individual learning needs of all students.

School leaders and teachers recognise that students are at different stages in their learning and progress at different rates. They have a strong belief that all students are capable of learning successfully. The ability of teachers to precisely identify the next steps for learning for each student varies across the school.

School leaders place high priority on ongoing Professional Development (PD) of staff and a culture of continual professional improvement is apparent.

Teachers indicate high levels of confidence in their fields and students articulate the curriculum expertise of their teachers. Four coaches are funded to support the school's priorities in 2019. In addition, two Head of Curriculum (HOC) positions have been created to support teachers in working with the latest version of the Australian Curriculum (AC). Heads of Department (HOD) and teachers speak highly of the work being done and express a desire for even greater access to and support from coaches and HOCs.

The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

Leaders of the school take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. Teachers understand and use teaching methods based on the Art and Science of Teaching (ASoT) and on Collins Writing to maximise student learning.

The school places a high priority on building and maintaining productive partnerships.

An extensive range of partnerships has been built by the school that enhance student learning and wellbeing through access to experiences, social and emotional support, and intellectual and physical resources not available within the school. Students are provided with a range of learning experiences that enable them to develop skills in areas of passion or interest.



2.2 Key improvement strategies

Build greater clarity for teachers in relation to the student outcomes being sought and how they are to enact school priorities that contribute to the school's improvement agenda.

Implement a school-wide strategy to measure, at a classroom level, the impact upon student learning of the teaching practices that align to the EIA.

Strengthen teacher understanding of the AC, with a particular emphasis on the general capabilities that will assist in further increasing the performance of high-performing students.

Support teachers to identify precisely the next steps for learning for each student, how to respond and how to monitor progression.

Provide opportunities for coaches to further broaden and deepen their impact upon teacher practice and student learning progression.