

Mount Cotton 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







Yura,

Mount Cotton State School staff and students acknowledge the Quandamooka, Gugingin and Jagera peoples as the shared Traditional Custodians of the land on which our school is built and learning takes place. We pay our respects to Elders, past, present and emerging, for they hold the memories, traditions, culture and the hopes of Aboriginal and Torres Strait Islander peoples.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	615
Indigenous enrolments	2.9%
Students with disability	22.1%
Index of Community Socio-Educational Advantage (ICSEA) value	1044

About the review

 3 reviewers from 29 to 31 October 2024	 134 participants	 50 school staff
 62 students	 15 parents and carers	 7 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Reinforce current collaborative processes for developing and implementing improvement agendas to promote a shared understanding of priorities and desired outcomes for students' learning, engagement and wellbeing.</p> <p>Domain 3: Promoting a culture of learning Broaden staff knowledge and understanding of multi-tiered supports and interventions to enhance an environment focused on learning and engagement for all students.</p> <p>Domain 7: Differentiating teaching and learning Strengthen teachers' knowledge and understanding of inclusive education approaches and practices to enhance collective responsibility for all students' diverse learning, wellbeing and engagement needs.</p> <p>Domain 8: Implementing effective pedagogical practices Prioritise discussions about effective pedagogical practices among leaders and teachers to embed shared understandings of the connections between data, curriculum and pedagogical decisions.</p>
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Key affirmations



Staff comment the school vision, 'To Grow Clever, Creative and Caring Children', underpins an agenda for continuous improvement and is clearly communicated throughout the school community.

Staff describe their commitment to improving outcomes for students and express high expectations for student learning progress, levels of engagement and wellbeing. Parents highlight staff members' commitment to providing the best learning opportunities for their child. They comment that staff are supporting the development of clever, creative and caring children. Parent responses to the 2024 School Opinion Survey (SOS) indicate 100% agreement with the statement 'Teachers at this school expect my child to do their best'.



Leaders and teachers describe how 'Visible Curriculum Expectations' support and enhance student agency in their learning.

Leaders and staff speak of fostering students' belief in their ability to be successful learners. Teachers highlight the positive impact of visible learning on student agency. Teachers and students comment on how using 'Bump it up' and learning walls encourages students to take ownership of their learning. Students speak appreciatively of the feedback they receive from teachers about their learning. They describe their individual writing goals and how they receive feedback from teachers to develop next steps for success. Parents highlight receiving A and C writing examples, commenting on how this helps them to understand their child's learning. In the 2024 SOS, 96.2% parents agreed with the statement 'I understand how my child is assessed at this school'.



Students, parents and staff speak of positive, caring relationships and a shared sense of belonging and connection.

Staff members highlight a strong sense of belonging, a supportive culture and pride in their work. They make remarks such as 'This is a great school' and 'I love working here'. 2024 SOS data reflects these views, showing that 94.2% of staff agreed with the statement 'This is a good school' and 96.2% of staff indicate they 'enjoy working at this school'. Students speak warmly of their teachers, describing them as 'supportive', 'inclusive', 'kind', 'caring' and 'approachable'. Community members proudly comment that the school is a warm and welcoming environment and highly regarded as a 'school of choice'. Parents speak of their child wanting to come to school and describe warm interactions between staff and students. Responses to the 2024 SOS indicate that 97.5% of parents and 92% of students agree with the statement 'This is a good school'. Parents convey they appreciate leaders' and staff members' commitment to building trusting relationships, remarking on their excellent communication and genuine care for students.



Leaders and teachers describe how they design and deliver a contextualised, meaningful and rigorous curriculum that engages students in learning.

Teachers describe developing teaching and learning sequences aligned to the Australian Curriculum Version 9 achievement standards. They comment this gives them autonomy to create contextualised units of work to engage students in meaningful learning. Leaders discuss how moderation at multiple junctures supports alignment between curriculum, pedagogy, assessment and reporting. Teachers and leaders speak of how professional conversations through moderation build teachers' understanding of the Australian Curriculum and ensure the intended curriculum is enacted. Teachers articulate they value engaging in school and cluster moderation to calibrate and confirm their judgements against the achievement standards.