

Mount Cotton State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mount Cotton State School** from **20 to 22 October 2020**.

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

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Glenn Forbes	Peer reviewer
Clare Grant	External reviewer



1.2 School context

Location:	Mount Cotton Road, Mount Cotton	
Education region:	South East Region	
Year levels:	Prep to 6	
Enrolment:	600	
Indigenous enrolment percentage:	2.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1036	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), two administration officers, 24 teachers, 11 teacher aides, school chaplain, tuckshop convenor, 57 students and 18 parents.

Community and business groups:

- Mount Cotton Parents and Citizens' Association (P&C) and Helping Hands Network Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Cleveland District State High School principal and Ormiston State School principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Opinion Survey
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional Development Plan 2020	Curriculum planning documents
School improvement targets	School newsletters and website
Mount Cotton Method	School data plan
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting plan



2. Executive summary

2.1 Key findings

The tone of the school radiates the school values and expectations of *'Respect, Responsibility and Resilience'*.

Expectations are reflected in the respectful relationships between staff and students, the strong focus on delivering student-centered approaches, using data to inform practice with student data at the forefront of all discussions and inquiry cycles, and a committed team. The principal, leadership team and entire staff share the collective vision *'To Grow Clever, Creative and Caring Individuals'*.

Many classrooms demonstrate that students are engaged in their learning and are *'hungry for success'*.

Students are able to discuss learning intentions and are aware of the established success criteria. They know what they have to do and are used to providing feedback in a range of ways to show their level of understanding. Students in the 1:1 iPad classes are encouraged to expand their use of apps and to follow links to enhance their knowledge and creative ways to demonstrate what they know and are able to do.

The 2020 Explicit Improvement Agenda (EIA) is specifically focused on writing and feedback and is detailed through the Annual Implementation Plan (AIP).

Staff are able to articulate with confidence the work currently being undertaken to develop a shared and consistent understanding of the teaching of writing and student feedback expectations and strategies. Some staff articulate the need to stay the course, and some staff express a desire to move onto new priority areas. Staff understanding of school priority implementation timelines and success indicators to determine when the EIA is achieved varies. Systems to detail and communicate the required strategies and milestones that determine the progression to the next EIA are yet to be refined.

A coherent, sequenced plan for curriculum delivery is developed and aligned to the school's pedagogical practices.

Teaching staff are committed to the process of implementing the Australian Curriculum (AC) through adjusting and adapting the Curriculum into the Classroom (C2C) units and delivering engaging learning experiences for students. General capabilities are represented in bands and highlighted on a rubric aligned to content descriptors. Some teachers are yet to clearly articulate how the general capabilities and cross-curriculum priorities inform their understanding of the AC, or how these dimensions influence content delivery, student knowledge, skills, behaviours and dispositions.



The appointment of the position of Head of Special Education Services (HOSSES) has provided the school with an opportunity to further focus on an inclusive education journey.

There is an emerging belief within the school community that all students are able to access and fully participate in learning alongside their similar-aged peers. Staff members have recently mapped their progress using the 'Signposts for school improvement – Inclusive education' tool. It is acknowledged that there is a need to continue to monitor this progress and to gauge the impact of support provisions on learning outcomes for all students. Some teachers comment that they would like to build deeper knowledge of ways to make adjustments to the classroom program that suit a wide range of student needs.

The leadership team and teaching staff articulate the importance of reliable student data as essential to improvement in student learning.

The leadership team is supporting class teachers with a number of collaborative opportunities involving data discussions, analysis and the next steps for student learning. Opportunities occur through committee structures, whole of staff discussions and professional learning events. Staff are appreciative of these opportunities and some staff articulate a desire to continue to enhance their data literacy capability.

Positive and caring relationships between students, staff and parents are an intrinsic feature of this welcoming school environment.

Staff focus on developing positive and caring relationships across the school community. A strong sense of belonging and pride exists, with parents consistently articulating that staff members are welcoming, approachable, supportive and exhibit great care and concern for all students. The leadership team is driving the school's expectation that every student is able to learn and achieve.

Student learning goals are aligned to school priorities.

Students clearly articulate their learning goals and what they need to undertake to achieve the next steps in their learning. Teachers support and speak highly of goal setting for students. Some teachers identify the link between goals, the Guide to Making Judgements (GTMJ) and achievement standards. Teachers have rewritten GTMJs in student-friendly language to reflect 'I can' statements for students.

Parents are viewed as key partners in their child's education.

A Parent and Community Engagement (PaCE) framework documents and defines the way the school communicates with parents, outlines how partnerships are formed with parents, discusses community collaboration, describes decision-making opportunities and school culture. Parents discuss the positive relationships that exist with all staff members. Parents comment that school leaders are committed to the school and are highly visible within the community.



2.2 Key improvement strategies

Refine school systems to detail and communicate the required strategies and milestones that determine the progression to the next EIA.

Consolidate curriculum learning opportunities to further support teacher understanding of how general capabilities and cross-curriculum priorities influence student knowledge, skills, behaviours and dispositions.

Strengthen the capability of all staff to collaboratively design and embed adjustments within the class program to address the diverse learning needs of all students.

Enhance learning opportunities to develop data literacy skills to support the deepening of understanding of analysis and implications for teaching for staff, based upon experience and timeliness within the school.