

Mabel Park 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 **Mabel Park State School** from **22 to 26 July 2021**.

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

Greg Brand	Internal reviewer, EIB (review chair)
Brad Clark	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Borman Street, Slacks Creek	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	699	
Indigenous enrolment percentage:	20.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	892	
Year principal appointed:	Term 3 2021 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, three deputy principals, Business Manager (BM), Head of Department – Curriculum (HOD-C), three Heads of Department (HOD) – Student Services, head of inclusion, guidance officer, 34 teachers, 12 teacher aides, five ancillary staff, Community Education Counsellor (CEC), Community Liaison Officer (CLO), 54 students and 42 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Little Aussie Kids Early Learning Centre director and local Elder.

Partner schools and other educational providers:

- Mabel Park State High School principal and deputy principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Implementation Plan 2021
Investing for Success 2021	Strategic Plan 2018-2021
School budget overview 2021	School Data Profile (Semester 1 2021)
OneSchool and SORD data	Headline Indicators (October 2020 release)
School Events Calendar	Student Code of Conduct 2020-2023
School improvement targets	School Opinion Survey 2019
School pedagogical framework	School assessment schedule
Positive Behaviour for Learning OneNote	School based curriculum, assessment and reporting framework
Curriculum Action Plan 2021 and planning documents	Learning and wellbeing framework – action planning
School Leaders Roles and Responsibilities 2021	School newsletters, Facebook page and website
School Leaders Organisational Structure 2021	Students Educationally at Risk (SEAR) System



2. Executive summary

2.1 Key findings

Staff members have a shared commitment to realise improved learning and wellbeing outcomes for students and a desire to see the long-term success of the school.

The school's values of *'Trust, Courage and Respect'* reflect the aspirations of the school community aiming to help shape and build the skills of all students to be confident, self-disciplined and kind young people. Teachers articulate the importance of providing a caring and nurturing educational environment and demonstrate a commitment to seeing all students engaged in their learning and feeling successful. Parents articulate they value the dedication, genuine care and approachability of teachers. Students confidently discuss school expectations linked to the school's values and articulate the positive impact their teacher has in making them feel they belong.

There is widespread staff commitment to Positive Behaviour for Learning (PBL) and evidence of whole-school implementation.

Staff members willingly support and engage with the school's PBL practices and express its importance in ensuring a consistent, school-wide strategy to promote and support positive student behaviour. Expectations are clearly apparent across classrooms and processes are well understood by staff. Whole-school PBL practices are known by students, who are clear in relation to school expectations and articulate that appropriate behaviours are taught weekly. Positive behaviours are acknowledged at whole-school assemblies, in individual classrooms, and through school incentives including the popular 'Gotcha' rewards system.

School leaders express a commitment to student success and to whole-school improvement.

Teachers clearly express a commitment to whole-school improvement, a strong connection to the school, and a desire to see all students improve in their learning. The school's Explicit Improvement Agenda (EIA) reflects a focus on four core aspects expressed as levelling up student achievement in English and mathematics, targeted intervention of inclusive practices, deepen teacher expertise aligned to the Australian Professional Standards for Teachers (APST), and staff and student wellbeing and engagement. Teachers' knowledge of school targets for improvements in student learning outcomes in English and mathematics varies. Many staff express a genuine focus on staff wellbeing is a key school priority, reflecting the school's values.

A focus on wellbeing is a key feature of the school's EIA and a staff wellbeing action plan is developed.

School leaders articulate a range of strategies to promote staff wellbeing, including the engagement of specialist regional personnel to deliver wellbeing information sessions. A dedicated staff wellbeing team is committed to ensuring authentic wellbeing strategies and practices are promoted to meet the needs of staff. Many staff express a desire to see



genuine collaboration, clear communication, clarity and consistency being key features of the school's ways of working moving forward.

There is a defined organisational structure and leadership team responsibilities document for all school leaders.

The school's leadership team has experienced periods of change in recent times, with multiple personnel acting in higher duty roles and the appointment of a new principal being undertaken at the time of the review. Teachers express ongoing changes to the composition of the leadership team and portfolio responsibilities have led to a lack of clarity regarding which member of the leadership team is responsible for leading different aspects of the school's key priorities. Many teachers express a desire for all school leaders be a more proactive, positive and visible presence in supporting their work in classrooms and improving their practice.

Relationships between staff, students and parents are positive, caring and respectful.

The school's Student Code of Conduct 2020-2023 reflects the school's commitment to PBL practices and the aspiration of achieving high levels of student behaviour and improved learning and social outcomes. Staff acknowledge the work of the Heads of Department (HOD) – Student Services in being proactive in developing a range of programs to support student engagement and positive student behaviour choices. Staff express the belief that greater consistency by all school leaders in maintaining high expectations for student behaviour is vital to ensuring a safe, disciplined and supportive school environment for staff and students. Some students express the need for greater consistency in the application and expectations of behaviour across the school.

School leaders keep informed of evidence-based research to further refine teaching practices at the school.

School leaders recognise the imperative to drive improvements in teaching and learning throughout the school. They understand improved teaching is the key to improved student learning and seek to be explicit regarding the teaching they wish to see. An established pedagogy committee has a regular schedule of meetings to discuss, review and pilot new pedagogical approaches, including exploring evidence-based practices, and is tasked with sharing learnings and information with staff. School leaders acknowledge the need to define the agreed pedagogical approaches and practices to inform teaching and learning as a future priority area.

Teachers are committed to the school and work together in an environment where strong collegial trust and respect within teaching teams is clearly apparent.

The school enjoys a broad range of teacher experience. Many teachers highlight a culture of collaboration within year level teams and express they value opportunities to collaborate on planning, share teaching strategies, engage in moderation activities, and offer professional and personal support. Parents express appreciation for the efforts of teachers in supporting their child's learning, wellbeing and access to educational opportunities. The school is held



in positive regard in the community with parents articulating they appreciate the efforts teachers make on a daily basis.

The school seeks to foster community connections and a sense of cultural pride.

The school's Community Education Counsellor (CEC) and the Community Liaison Officer (CLO) operate the Murri Club. This space in the school provides for Aboriginal and Torres Strait Islander students and Pasifika students to attend and engage in a range of cultural activities. The Mabel Mob is a well-recognised, school-based, dance group of Aboriginal and Torres Strait Islander students who meet twice a week and learn and present traditional dances. A multicultural dance group composed of a diverse range of students, predominantly of Pasifika origin, meets on Thursday afternoons and with the support of the local community learns traditional dances, songs and crafts.



2.2 Key improvement strategies

Unify all staff members' commitment to whole-school improvement, collaboratively reviewing and refining the EIA with a focus on improvements in all students' learning and staff wellbeing.

Collaboratively develop and implement authentic staff wellbeing strategies, building a culture of mutual trust and respect with improved clarity, communication and transparency to foster high levels of staff morale.

Build a united, aligned and instructional leadership team with clearly defined and communicated roles, responsibilities and accountabilities.

Collaboratively establish a shared and agreed understanding of high expectations for student behaviour that all staff consistently apply.

Collaboratively review and define the agreed signature pedagogical approaches and practices that will underpin teaching and learning across the school.