

Mabel Park State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

| | |
|--|---|
| 1. Introduction | 3 |
| 1.1 Review team..... | 3 |
| 1.2 School context..... | 4 |
| 1.3 Contributing stakeholders | 5 |
| 1.4 Supporting documentary evidence..... | 5 |
| 2. Executive summary..... | 6 |
| 2.1 Key findings..... | 6 |
| 2.2 Key improvement strategies | 9 |



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mabel Park State School** from **12 to 14 June 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

| | |
|-------------------|---------------------------------------|
| Garry Lacey | Internal reviewer, SIU (review chair) |
| Phil McLucas | Internal reviewer, SIU |
| Bronwyn Amorengen | External reviewer |



1.2 School context

| | |
|--|--|
| Location: | Borman Street, Slacks Creek |
| Education region: | South East Region |
| Year opened: | 1974 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 702 |
| Indigenous enrolment percentage: | 20 per cent |
| Students with disability enrolment percentage: | 9 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 884 |
| Year principal appointed: | 2015 |
| Full-time Equivalent (FTE) staff: | 70.5 FTE plus 15.5 FTE school purchase |
| Significant partner schools: | Berrinba East State School, Mabel Park State High School |
| Significant community partnerships: | <p>South East Region Partnerships: Logan City Teacher Education Centre of Excellence (TECE), Trauma Informed Schools Project, Quality Beginnings-Quality Futures (QBQF) Reference Group, Logan Together Education Chapter, First Nations Peoples Reference Group</p> <p>Community Partnerships: Principals of Woodridge Cluster, Woodridge Early Childhood Education Network, Little Aussie Kids Early Learning Centre, Paradise Road Early Learning Centre, Logan Aboriginal and Torres Strait Islanders (ATSI) Elders, ATSICHS – Aboriginal and Torres Strait Islander Community Health Service, Police-Citizens Youth Club (PCYC)</p> |
| Significant school programs: | Prep-Start, Prep Readiness program, One Start-Up, Support-A-Reader, Rip-it-Up Reading, English as an Additional Language or Dialect (EAL/D) support, Year 5/6 Extension Program, Power-Up Program, Literacy & Numeracy Intervention Program, Specific Measurable Achievable Realistic Timely (SMART) Goals, Year level teams, Murri Club, Breakfast Club |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, master teacher, Head of Special Education Services (HOSES), two curriculum coordinators, two deans of school, guidance officer, six Special Education Program (SEP) teachers, 23 classroom teachers, music teacher, two history teachers, Business Services Manager (BSM), Speech Language Pathologist (SLP), Community Education Counsellor (CEC), chaplain, Engagement team, Curriculum team, two English as an Additional Language or Dialect (EAL/D) teachers, computer technician, six teacher aides, tuckshop convenor, four administration officers, three ancillary staff, 16 parents, five school captains and 45 students.

Community and business groups:

- Indigenous mentor, community liaison officer, Teacher Education Centre of Excellence (TECE), TECE intern and partner school principal.

Partner schools and other educational providers:

- Principal local feeder high school, coordinator local early learning centre and Principal Advisor Student Protection.

Government and departmental representatives:

- Office of Federal Member for Rankin and ARD.

1.4 Supporting documentary evidence

| | |
|------------------------------------|--|
| Annual Implementation Plan 2017 | Explicit Improvement Agenda 2017 |
| Investing for Success 2017 | Strategic Plan 2014-2017 |
| Headline Indicators (2016 release) | School Data Profile (Semester 1, 2017) |
| OneSchool | School budget overview |
| Professional learning plan 2017 | Curriculum planning documents |
| School improvement targets | SMART goals differentiation template |
| School pedagogical framework | Professional development plans |
| School data plan | School newsletters and website |
| Responsible Behaviour Plan | School Opinion Survey |
| Curriculum overviews | Literacy and numeracy improvement strategy |
| The Mabel Way handbook | |



2. Executive summary

2.1 Key findings

School staff members take pride in accepting, supporting and encouraging the learning, and social and emotional development of the students who come to the school.

Students present at the school with a range of complex needs including a variety of social, emotional, behavioural and learning needs. Staff members demonstrate an understanding of the backgrounds students come from and recognise the importance of positive and caring relationships to successful learning and commit to building mutually respectful relationships with students and their families.

An Explicit Improvement Agenda (EIA) is developed for the school that articulates high expectations for learning for all students.

The specific focus for improvement in 2017 relates to a whole-school approach to the teaching of reading. All teachers are able to speak confidently about their work in this area of improvement. Teachers are implementing a literacy block strategy for an hour each day that utilises the Gradual Release of Responsibility (GRR) model. This process engages students in daily reading activities that include the use of a consistent metalanguage, the teaching of decoding and comprehension strategies and the use of the 'close' reading strategy.

A guaranteed and viable curriculum (GVC) is developed for English, mathematics and science.

The GVC details the scope and sequence for learning in these areas and relates to the content descriptions of the Australian Curriculum (AC). Teachers are provided with a curriculum planning day each term. This planning day allows consolidated time for teachers to collaboratively plan curriculum units with the support of school leaders. Teachers report they value this time to plan with their colleagues and school leaders.

Student behaviour management is based on the Positive Behaviour for Learning (PBL) model.

Clearly documented processes and procedures for dealing with student behaviour are detailed in the school's behaviour flow chart. The dean of students on each campus partners with classroom teachers in the management of student behaviour. Most students display appropriate behaviours in all school settings. A review of the whole-school processes for managing student behaviour to ensure they are embedded across the school, consistently implemented, and supported by all staff members and the school community is yet to occur.



Staff members indicate a need to further enhance the professional culture of the school.

Satisfaction of school staff members as expressed in the 2016 School Opinion Survey (SOS) indicates an overall satisfaction rate of 87.1 per cent. This is a decrease from 92.5 per cent in 2015. Key issues staff identified through this survey relate to levels of morale and the management of student behaviour. Teachers comment that many of these issues are ongoing and require yet further work to be addressed. The leadership team articulates they are aware of these issues and express a commitment to exploring strategies to improve morale, address behaviour management and maintain high levels of staff wellbeing.

The school team is committed to improving learning outcomes for all students.

Targets are established for improvements in student reading outcomes. These predominantly relate to improvements in National Assessment Program – Literacy and Numeracy (NAPLAN). Teachers report they are not yet regularly referring to these school-wide targets to measure the success of the learning programs they are implementing in their classrooms. More specific targets for reading and regular monitoring of progress towards specific improvements sought in student performance are yet to be fully developed.

The school staff views reliable and timely school data as important to the improvement of student learning outcomes.

The school assessment plan outlines the systematic collection of a range of student data in literacy and numeracy. Teachers articulate different levels of understanding in utilising the collected data to inform planning for differentiation. The continual building of a culture of self-evaluation and reflection across the school, to promote genuine ownership of outcomes for students, and collaborative development of strategies for continuous improvement in the teaching and learning cycle is an ongoing process.

A culture of continuous professional improvement is being established across the school.

The master teacher engages with some classroom teachers in a coaching and mentoring process aligned to the school's EIA. This process assists teachers to further develop their repertoire of practice relating to the teaching of reading. There are opportunities for teachers to be involved in Watching Others Work (WOW) on a voluntary basis. Processes that provide opportunities for staff to receive constructive and relevant feedback on their teaching continue to be implemented by the school's leadership team. The building of staff capacity through regular, timetabled coaching and mentoring and observation and feedback processes can yet be continued.



A culture of co-operation and teamwork is developed across the school.

Teachers readily engage with year level colleagues to collaboratively share their expertise relating to curriculum, pedagogy and assessment. Teachers meet each term to collaboratively plan curriculum units in English, mathematics and science. Teaching staff members meet with year level colleagues to discuss data and establish Specific Measurable Achievable Realistic Timely (SMART) goals for their students. Ongoing, informal professional conversations relating to curriculum are a regular feature within all year levels on a daily basis.

The school has built a range of partnerships in the community that address and celebrate the cultural diversity of the school.

These partnerships with community organisations provide students with valuable experiences that complement those offered by the school. The school has strong links to Indigenous and Pacifica groups and celebrates these cultures. Programs delivered by local Indigenous and Pacific Islander organisations are recognised as enhancing the cultural understandings and sense of belonging of these groups of students within the school.



2.2 Key improvement strategies

Ensure the whole-school approaches to effectively managing student behaviour are embedded across the school, consistently implemented and supported by all staff members and the school community.

Collaboratively develop, implement and monitor strategies to continually enhance the professional culture of the school, improve staff morale and promote wellbeing.

Regularly monitor the implementation of the improvement agenda and progress towards established targets that detail specific improvements sought in student performance.

Continue to build a culture of self-evaluation and reflection across the school to ensure teaching practices and identified interventions are achieving positive outcomes for students.

Continue to build staff capacity through regular, timetabled coaching and mentoring and observation and feedback processes.