

Mabel Park 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

We acknowledge the Traditional Custodians of the land on which Mabel Park State School stands, the Yuggera and Yugambeh peoples, and pay our respects to Elders past and present. We recognise and value the ongoing connection that First Nations peoples have to the land, waters, languages, and cultures, and we honour their role as the first storytellers and educators. We extend that respect to all Aboriginal and Torres Strait Islander peoples in our school.

About the school

Education region	From review report
Year levels	From review report
Enrolment	From review report
Aboriginal students and Torres Strait Islander students	From review report
Students with disability	From review report
Index of Community Socio-Educational Advantage (ICSEA) value	From review report

About the review

 <p>3 reviewers from 2 to 4 September 2025</p>	 <p>125 participants</p>	 <p>49 school staff</p>
 <p>43 students</p>	 <p>28 parents and carers</p>	 <p>5 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Strengthen leaders’ practices for supportively supervising curriculum delivery and behaviour support to enhance consistency and line of sight in monitoring and evaluating school improvement progress.

Domain 5: Building an expert teaching team

Systematically enact structured and timely induction processes for all new staff, aligned to school and system priorities, to support successful transitions into expected ways of working.

Domain 2: Analysing and discussing data

Broaden opportunities for collaboratively analysing a range of student monitoring and assessment data to enhance teachers’ capability in using data to inform next steps in teaching.

Domain 6: Leading systematic curriculum implementation

Strengthen processes for planning, teaching, moderating and assessing reading in all learning areas to build teachers’ knowledge and skills in effectively teaching reading through the Australian Curriculum (AC).

Formalise internal moderation processes to inform next steps in teaching, deepen teachers’ knowledge and understanding of the achievement standards and support consistent judgements of student work.

Key affirmations



School community members celebrate the school’s inclusive, supportive and culturally rich environment in which all students and families, and their unique backgrounds, are valued.

Staff and leaders express pride in the richness and diversity of the school community and how they support all students as learners. Leaders speak highly of the work of key support staff, such as the 2 Community Education Counsellors (CEC) and a Community Liaison Officer (CLO), whose unique roles contribute to strengthening ties between the school and the diverse local community. Students affirm they care about their teachers and comment their teachers care about them. They speak positively of the school’s multicultural identity. Parents praise the welcoming atmosphere in which wellbeing and cultural connections are priorities.



Leaders and staff promote high expectations and a shared belief in every student’s potential to achieve, which are underpinned by targeted and flexible support.

The 2024 School Opinion Survey (SOS) reflects strong student, parent and staff agreement with the statement regarding teachers expecting students to do their best. Leaders articulate decisions about resourcing, including human resource allocations, are made with a focus on addressing students’ individual needs and making a difference for every student. They value collaborating with staff to identify creative approaches to advancing school priorities. Staff describe how innovations such as the newly introduced ‘flexi-day’ timetable are showing positive signs of improving student attendance and engagement, commenting on how this supports both student and staff wellbeing.



Staff and stakeholders celebrate strong school-community connections and partnerships that enhance opportunities and outcomes for all students.

Leaders speak of the array of programs and initiatives that enhance student opportunities and outcomes, such as Murri Club, Cultural Connect Fale Room, Mabel Mob, Cultural Fusion, Police Liaison Officer (PLO) Africa program, and district and interschool sports. Local secondary school leaders praise how school leaders, staff and students collaborate with them in relation to Year 6 transitions, leadership days and sharing curriculum processes. Cluster primary school leaders speak positively about the professional connections they are establishing with school staff to support each school’s improvement agenda. Leaders and staff express a view that their focus on community engagement enhances a sense of belonging for all.



The principal speaks of how the priority placed on collaboration and professional learning empowers teachers to improve their practice and fosters a positive workplace culture.

Teachers value opportunities for professional growth through aspiring leader programs and collaborative curriculum planning, which is supported by meetings and online platforms. Staff speak appreciatively of how the principal’s visibility and approachability encourage open dialogue and trust. They praise leaders’ innovative initiatives that are aimed at enhancing teaching quality and fostering a collegial and optimistic workplace. They express appreciation for the increasingly collaborative spirit of their teaching teams as a result of this work. Staff value the leadership team’s role in fostering a supportive environment where they feel valued and motivated to succeed.

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