

Mabel Park State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 High School** from **5 to 7 February 2018**.

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

1.1 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Wayne Troyahn	Internal reviewer
Alan Sampson	Internal reviewer

1.2 School context

Location:	Paradise Road, Slacks Creek
Education region:	South East Region
Year opened:	1984
Year levels:	Year 7 to Year 12
Enrolment:	812
Indigenous enrolment percentage:	12.8 per cent
Students with disability enrolment percentage:	8.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	901
Year principal appointed:	2016
Full-time equivalent staff:	61.9
Significant partner schools:	Harris Fields State School, Daisy Hill State School, Mabel Park State School, Woodridge North State School
Significant community partnerships:	World Gym, Subway Logan Central, Logan Law, Brisbane Broncos, Logan City Council
Significant school programs:	Mabel Track, Mabel Force, High Performance Programs - Sport and Arts, Health Hub, Certificate III in Aviation (Drones), Beacon, Positive Behaviour for Learning (PBL), Logan Leaders, Multicultural Night, MP Fest, Logan City Harmony Festival (Access Community Services)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Inclusive Education, 56 teachers, three teacher aides, Business Manager (BM), chaplain, Community Liaison Officer (CLO), Community Education Counsellor (CEC), school canteen convenor, uniform shop manager, seven parents, 65 students and Parent Advisory Committee president.

Community and business groups:

- President Logan Chamber of Commerce, two local business leaders, CEO of Access Community Services, and Owner Cabs 2000, community support organisation.

Partner schools and other educational providers:

- Principal Mabel Park State School.

Government and departmental representatives:

- Councillor for Division 3 Logan City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Responsible Behaviour Plan
Investing for Success 2018	Strategic Plan 2015-2018
School Opinion Survey	School Data Profile (November, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School pedagogical framework	School newsletters and website
School data plan	Headline Indicators (October 2017 release)
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school leadership team is united and committed to driving a clear and explicit improvement agenda.

The improvement agenda is known by staff members, parents and students and is centred around the three priorities of reading, pedagogy based on Marzano's¹ Art and Science of Teaching (ASoT) and student attendance and engagement. The four core values of 'Students first, Respect for all, Holistic wellbeing, and Continuous improvement and innovation' underpin improvement at the school. These values are embedded across the school, which is characterised by a culturally diverse staff membership and student body.

A strong collegial ethos of mutual trust and support has been established to promote student and staff member wellbeing.

Staff member morale is high and an optimistic culture of high expectations resonates across the entire school community. Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, parents and the community.

Clearly articulated strategies for improving student wellbeing are established across the school.

Improvement targets relate holistically to effort, behaviour, attendance and uniform. School leaders are cognisant of the need to establish strategies for lifting academic rigour and outcomes, along with associated aspirational targets.

Recent upgrades and enhancements at the school include the drone/robotics facility and resources, the Health Centre, Information and Communication Technology (ICT) laboratories for graphics and Science, Technology, Engineering, Mathematics (STEM).

School leaders recognise the need to upgrade the Information Technology (IT) infrastructure to cater for enrolment growth and student learning, now and into the future. A number of staff members and students articulate some concern regarding access to electronic devices and the impact on delivering curriculum for the 21st century.

School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness.

Teachers refer to a range of data including the OneSchool dashboard to ascertain differentiation strategies that are then integrated into their unit plans. Teachers' understanding and use of available data sets and their connection to differentiation strategies vary across the school.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



The school places a high priority on improved student attendance and engagement.

Programs and processes to respond to this challenge are being implemented, including the *Mabel Track* monitoring process. A wide range of support staff members are employed to support this priority. In addition, resources are allocated for the various cultural groups and associated programs and there is a high level of commitment amongst the staff members associated with these programs. Some individual roles and associated targets are not yet clear and formal monitoring of programs is yet to be implemented.

School leaders model professional learning in the school in line with the school's ASoT pedagogical model.

School leaders articulate an explicit expectation that all teachers demonstrate continuous improvement in teaching practices and actively engage in professional learning focused on the ASoT pedagogical approach and reading. Enhancing the quality of instructional leadership at the faculty level in relation to the reading and pedagogical agendas is a priority of the school.

The school's leadership team makes deliberate and strategic use of partnerships to improve student outcomes.

The partnerships that include sporting, business, industry and wellbeing organisations, are highly valued, well established and contribute to the needs of the school community. The school is held in high regard by parents and the wider community that share the sentiment that 'Mabel Park is more than a school. It's a family'.



2.2 Key improvement strategies

Collaboratively establish aspirational targets and strategies for improving academic outcomes for all students and communicate these to the wider school community.

Build the range of strategies for responding to attendance data, including a review of the roles and targets for support personnel in contributing to this agenda.

Collaboratively develop and implement a systematic process for evaluating the effectiveness of the various student engagement programs in improving student wellbeing and outcomes.

Collaboratively develop and implement a strategic plan for ensuring accessibility of ICTs and upgrading of infrastructure to meet the requirements of the school now and into the future.

Further develop the data literacy of all teaching staff and provide opportunities for them to broaden their knowledge and skills in a wide range of differentiation strategies.

Build the instructional leadership capacity of all school leaders to further develop teacher capability in implementing the pedagogical framework and the reading program.