

Mabel Park State High 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 High School** from **15 to 18 March 2022**.

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.

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

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

1.1 Review team

Cameron Hodges	Senior reviewer, EIB (review chair)
Julie Warwick	Internal reviewer
Darren Marsh	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Indigenous land name:	Yuggera
Location:	Paradise Road, Slacks Creek
Education region:	South East Region
Year levels:	Year 7 to Year 12
Enrolment:	1652
Indigenous enrolment percentage:	14.1 per cent
Students with disability percentage:	12.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	901
Year principal appointed:	2015



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, associate principal, four deputy principals, Business Manager (BM), 15 Heads of Department (HOD), Head of Special Education Services (HOSES), 53 teachers, guidance officer, eight administrative officers, three youth workers, Community Education Counsellor (CEC), School Based Youth Health Nurse (SBYHN), school chaplain, tuckshop convenor, uniform convenor, eight teacher aides, six cleaners, schools officer – grounds, two non-teaching staff, 65 students, 16 parents and president of the Parents and Citizens' Association (P&C).

Community and business groups:

- Associate professor Queensland University of Technology (QUT), Multicultural Council of Australia, chief executive officer Munster Services, Access Community Services and residential Elder.

Partner schools and other educational providers:

- Park Ridge State High School principal, Woodridge North State School principal and Harris Fields State School principal.

Government and departmental representatives:

- Councillor for Division 3 Logan City Council, State Member for Waterford, Federal Member for Rankin and ARD.



2. Executive summary

2.1 Key findings

A culture of care and support for the wellbeing of all students from enrolment until graduation permeates the school.

The school's foremost value is a belief that students come first. School staff recognise the importance of reinforcing the belief that all students are able to engage with schooling and learn successfully. The school identifies the need for using differentiated teaching as a strategy for ensuring that all students are engaged in learning and experiencing success. The school celebrates the significant diversity within its student population and acknowledges the varying levels of support and need across all year levels.

School leaders recognise the importance of directing resources to support identified school priorities and initiatives.

The leadership team articulates that understanding and addressing the learning and wellbeing needs of students is a priority. They deploy strategies and processes to ensure that available resources meet identified needs within the school. Enrolment growth has generated the construction of new state-of-the-art facilities to further facilitate teaching and learning and provide specialist spaces. Resourcing is provided for the GPs in Schools program, the Health Hub, Academy programs in the sporting and academic domains, and initiatives that provide intervention for students requiring support.

The school is known for its innovative approaches to supporting its diverse clientele.


Community members speak proudly of the principal's work in supporting student engagement and many attribute the school's exponential growth to this leadership. The principal articulates that with firmly embedded wellbeing processes and students' sense of belonging, the school is well positioned in its next strategic cycle to embrace a strong focus on high expectations and increased academic rigour in classes.

A strong sense of collegiality exists amongst school staff.

Many staff members praise the work of the school principal in developing and supporting a diverse range of specialist programs that have contributed to significant enrolment growth over the past four years. Some staff members express that as the school grows and the number of leadership positions increase, key roles and responsibilities for all school leaders should be revised, communicated and enacted within the school community. School leaders express a willingness to set and monitor academic targets for the whole school and identified priority groups within future plans.

A whole-school commitment to the collection of data and its use to inform teaching and learning is apparent.

School leaders articulate the importance of data-informed practice and have promoted the collection and use of data through the school's documented plan. It is acknowledged that opportunities to analyse and compare data for target priority groups against whole-school



data sets, to measure improvement and develop strategies that cater to the needs of these priority groups are a focus for future success.

School leaders are dedicated to providing an innovative, responsive and locally relevant curriculum that meets the individual needs of all students.

This is supported with an extensive co-curricular and extracurricular program. School leaders actively seek, develop and foster local partnerships to support the school curriculum, that are locally relevant and promote future employment prospects. Students and parents express appreciation for the breadth of curriculum offerings and programs that assist students in gaining skills to make a successful transition to their desired post-school pathway. Some staff members communicate appreciation for the role of moderation in promoting collegial discussion on assessment items. An agreed whole-school approach to moderation containing four phases is yet to be developed.

A culture of ‘student first’ and doing ‘whatever it takes’ to support students pervades the school community.

Staff speak of the strong collegiality that exists throughout the school, and express a desire to go above and beyond for students. Some staff members reference recent changes to student engagement practices that endeavour to address inconsistencies and challenges. Some staff describe challenging behaviours and student attitudes that impact on their wellbeing and ability to engage all students in productive learning in an environment of high expectations. Staff indicate they are uniquely positioned to make a difference to students’ lives and understand the primacy of positive relationships.

Staff express a commitment to the school and students, and understand the importance of the continuous improvement of their teaching practice.

School leaders keep informed of current research on effective teaching practices. They recognise the importance of highly effective teaching as key to improving student learning throughout the school. A range of high-yield teaching strategies is published at the school and are available for use to deepen learning engagement for students. School leaders place a high priority on attracting, retaining and developing the best possible teachers who are the ‘best fit’ for students.

The school actively seeks ways to enhance student learning and wellbeing by partnering with other education and training institutions, businesses, community organisations and the broader community.

Through a significant and diverse array of partnerships, the school ensures opportunities are available to support and enhance student achievement, engagement and wellbeing, and augment exposure to career possibilities. Strong relationships exist with multiple organisations, businesses and other providers that support the school in delivering a comprehensive suite of vocational education programs for students.



2.2 Key improvement strategies

Collaboratively define and enact a vision for classroom learning environments, articulating high expectations and the promotion of academic rigour.

Collaboratively review, develop and enact roles and responsibilities statements aligned to the Explicit Improvement Agenda (EIA) for all school leaders to include key actions, implementation timelines, accountabilities and key deliverables.

Strengthen practices to compare disaggregated data for priority groups, and triangulate a range of data sets.

Collaboratively develop and communicate to the school community, whole-school targets for academic achievement for all students including identified priority groups.

Develop and implement a four-phase whole-school moderation policy to ensure teachers are making consistent judgements regarding student achievement against relevant achievement standards.

Refine and communicate student behaviour management processes and staff common agreements, and quality assure their consistent enactment across the school.