

Mango Hill State 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 **Mango Hill State School** from **5 to 7 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.

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

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Jan Cooper	Peer reviewer
Sue Royle	Peer reviewer
David Manttan	External reviewer



1.2 School context

Location:	Bonnet Parade, Mango Hill
Education region:	North Coast Region
Year opened:	2012
Year levels:	Prep to Year 6
Enrolment:	972
Indigenous enrolment percentage:	3.0 per cent
Students with disability enrolment percentage:	5.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1053
Year principal appointed:	2011
Full-time equivalent staff:	55
Significant partner schools:	North Lakes State College, Murrumba State Secondary College, Bounty Boulevard State School
Significant community partnerships:	Early Years Transition Group, Apple Educators – ‘Towards Transformation’ Project, Mango Mates Outside School Hours Care (OSHC), North Coast Region Positive Behaviour for Learning (PBL) Team
Significant school programs:	Electronic Portable Anytime Learning (ePAL) program – Bring Your Own Device (BYOD); Reach Program of Excellence for students with academic talent; electives program for Years 4 to 6 including Wakkakiri, Robotics, Mango Kitchen Rules, Mango Missions; Lunchtime clubs including Bootcamp, Beyblades, Dance, Gardening, Drawing, Chess, Coding; performing arts dance, drama and music programs; visual arts program with Artist in Residence; Circle Time in all classrooms weekly; Care Class - vertical groupings with whole-school PBL focus



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, head of inclusive curriculum, master teacher, Head of Curriculum (HOC), guidance officer, Parents and Citizens' Association (P&C) president, vice president and operations manager, 10 parents, occupational therapist, school council chairperson, Business Services Manager (BSM), Information Technology (IT) technician, two schools officers, three Support Teachers Literacy and Numeracy (STLaN), five administrative officers, 30 students, 47 teachers and 11 teacher aides.

Partner schools and other educational providers:

- Executive Principal North Lakes State College, Principal Murrumba State Secondary College, local Kindergarten provider and Director of Programs Queensland Educational Leadership Institute (QELi).

Government and departmental representatives:

- Local Councillor, State Member for Murrumba and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
OneSchool	School Data Profile (April 2017)
Professional learning plan 2017	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
School Opinion Survey	Workforce Plan 2017
ePAL Program 2017	Community Partnerships
PLC Process document	Data Wall Process
Reach: Enriching opportunities for gifted and talented students	Headline Indicators (Semester 2 2016 release)
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school community is committed to ensuring the safety and wellbeing of all students.

Stakeholders indicate that the broader community holds the school in high regard. Community members and visitors report that they find students courteous, respectful and well behaved with staff members making visitors to the school feel valued and welcome. Students state that they appreciate staff members' efforts to support the holistic wellbeing of all students.

The school leadership team, teachers and support staff members are highly committed to improving outcomes for all students.

Staff members articulate strong support of the school's improvement agenda. High expectations for all students in learning, behaviour, attendance and wellbeing are apparent in the school community. Parent and Citizens' Association (P&C) members are aware and supportive of the school's priorities and are important agents in driving the agenda in the community.

High levels of trust are apparent across the school community.

A strong collegial and collaborative culture is apparent amongst staff members. Staff members support the wellbeing of their colleagues across the school. A willingness of teachers to invite colleagues and leaders into their classrooms to observe their teaching and provide feedback to improve professional practice is embedded in the school's culture.

A comprehensive, coherent and sequenced whole-school curriculum plan makes clear agreed expectations for teaching and learning.

Teachers and curriculum leaders are currently reviewing the mathematics curriculum to develop a school-based program closely aligned to the Australian Curriculum (AC) that reflects understanding, fluency, problem-solving and reasoning across all strands.

Data is used to inform school-level decisions and classroom teaching practices to support student learning.

An assessment and monitoring framework is developed and is supported by a data collection schedule. The leadership team identifies a challenge for the school is to better understand the importance of alignment of student achievement data between A to E Levels of Achievement (LOA), National Assessment Program - Literacy and Numeracy (NAPLAN) and other school assessment data.



Priority is given to joint analysis of student work to enhance student learning outcomes.

Professional Learning Community (PLC) meetings provide opportunities for rigorous discussions to identify the next steps for learning. Differentiated strategies to meet identified individual and group learning needs are enacted through Response to Intervention (RTI) processes. The PLC and RTI processes are highly valued by teachers, and school leaders indicate that they believe this is integral to achieving continued improvement in student learning.

School staff members are committed to the success of all students.

School resources are comprehensively applied to facilitate optimum progress for all students. Teachers are supported to tailor their teaching strategies to ensure every student is engaged and learning successfully. The level of teacher confidence in consistently differentiating for the full range of students within their classroom varies across the school.

Written and verbal feedback is regularly provided to students regarding their learning progress.

Students are able to articulate that feedback from teachers allows a clear understanding of the indicators of success and what they are required to demonstrate to achieve at the next level. Students' ability to articulate the link between their next steps in learning and how this can be achieved varies across the school.

Students, staff members and parents express a high level of pride in the school.

Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet the needs of all students. Staff members work hard to provide intentionally inviting classrooms. Classrooms are attractively presented with colourful displays and artefacts to support the teaching and learning and provide a safe and stimulating environment for students. It is apparent that staff members, students, parents and community members display a strong sense of pride in their school.

The school has gained an excellent reputation since it opened in 2012.

Parents are valued as partners and express their pride in the school. Prominent community members including the local councillor and state member support and speak highly of the school, recognising high levels of parent and community confidence.



2.2 Key improvement strategies

Complete processes to review and implement programs in mathematics aligned to the AC that reflect understanding, fluency, problem-solving and reasoning across all strands.

Collaboratively investigate the relationship between LOA, systemic and other school-wide assessment data to ensure alignment of outcomes against agreed standards.

Further refine and embed PLC and RTI processes to plan, implement, monitor and assess high-yield teaching strategies that are differentiated to meet individual student needs.

Further develop teachers' capacity to differentiate for the full range of students within their classroom.

Continue to provide professional learning for all staff members to build capacity in providing a range of quality feedback to students.