

# Mango Hill 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

Mango Hill State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	Metro North Region
Year levels	Prep to Year 6
Enrolment	1583
Aboriginal students and Torres Strait Islander students	3.8%
Students with disability	23%
Index of Community Socio-Educational Advantage (ICSEA) value	1065

### About the review

 4 reviewers from 20 to 24 October 2025	 301 participants	 102 school staff
 121 students	 69 parents and carers	 9 community members and stakeholders

### Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**  
Consolidate teachers understanding of Australian Curriculum (AC) and K–12 curriculum, assessment and reporting framework (K-12 Framework) to enhance their capability in curriculum planning, implementation, assessment and reporting.

Consolidate the implementation of evidence-informed approaches for the teaching of reading, aligned with AC, to support a consistent whole-school approach for teaching reading through the AC.

**Domain 8: Implementing effective pedagogical practices**  
Strengthen shared understanding and language about pedagogy to enhance staff capability in effectively determining the most appropriate teaching strategies for the school's context, the curriculum, the learner and the learning.

**Domain 7: Differentiating teaching and learning**  
Consolidate the multi-tiered systems of support (MTSS) framework for academic and social and emotional support to ensure systematic and ongoing implementation of interventions at each tier.

### Key affirmations



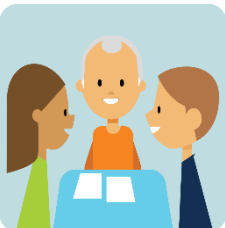
**Staff value leaders’ approach to fostering a culture of collaboration, respect, and shared purpose, which drives a sense of unity and shared success across the school.**

Staff and students describe leaders as highly visible in classrooms and throughout the school, demonstrating their commitment to excellence. Staff and parents note how they model high expectations through an authentic and approachable leadership style. They highlight leaders as compassionate and supportive, which fosters a positive, inclusive environment. Teachers speak appreciatively about leaders’ professionalism, growth mindset, and highly effective communication, which ensures clarity and builds trust. They celebrate the cohesive and collaborative nature of the leadership team which fosters a strong sense of unity and shared purpose.



**Leaders and staff describe how highly effective systems and structures, within a culture of evidence-informed decision making, ensure data is used purposefully to support continuous improvement.**

Leaders emphasise enacting evidence-based approaches to drive school improvement and foster success. They articulate highly strategic and analytical thinking ensures all decisions are purposeful and aligned with improvement agendas. Staff affirm leaders remain focused on achieving excellence through thoughtful planning and informed decision-making. Leaders describe how a systematic plan for collecting, analysing, and centralising multiple data sources is rigorously implemented. Leaders describe prioritising professional learning to enhance staff expertise in data analysis and use. Teachers highlight how they embed collaborative data practices to evaluate and improve teaching and learning. They remark resources are strategically and flexibly allocated to achieve desired outcomes.



**Staff emphasise their shared commitment to a collaborative professional learning and self-reflection to expand their disciplinary knowledge and skills and improve their practices.**

Staff highlight the systematic implementation of a professional learning plan aligned with priorities. Leaders describe strategically developing staff capability. They affirm prioritising collaborative opportunities for teachers to plan, assess and engage in peer observations, and mentoring, and coaching. They discuss their commitment to developing the curriculum expertise of teachers and to engaging with contemporary research aligned with system priorities. Leaders highlight how they participate in authentic opportunities to nurture leadership capabilities and differentiate professional learning.



**Parents and students value the dedication of staff to ensuring all students experience a sense of wellbeing, trust and belonging in an environment that drives and celebrates their diverse achievements.**

Teachers emphasise their collaborative approach to refining teaching and learning ensures shared responsibility for student success. Staff describe planning teaching approaches using a wide range of evidence from stakeholders. They refer to differentiated teaching as the foundation for their practice, including ‘accessible learning’ experiences and assessments to monitor progress and adjust teaching as needed, targeted interventions and goal setting. Parents express gratitude for the timely consultation to ensure their child is supported and experiences success. Parents and students praise the vibrant and focused learning environments. Students express feeling respected and included. They speak appreciatively of staff involving them in decision-making; celebrating their diverse achievements; and fostering a positive, inclusive, and empowering school culture.