

Mayfield 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

Mayfield acknowledges the shared lands of the Yuggera and Turrbal people of the Yuggera and Turrbal language regions.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	372
Indigenous enrolments	5.9%
Students with disability	16.7%
Index of Community Socio-Educational Advantage (ICSEA) value	1062

About the review

 3 reviewers from 14 to 16 May 2024	 120 participants	 46 school staff
 32 students	 35 parents and carers	 7 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Refine school strategic planning documentation to provide clarity for all stakeholders of the school improvement priorities.

Develop meaningful, achievable and context specific targets to monitor and measure the progress and impact of implemented strategies for school improvement priorities.

Domain 6: Leading systematic curriculum implementation
Collaboratively review the 3 levels of planning for all 8 learning areas in alignment with the P–12 curriculum, assessment and reporting framework, to provide all students their full curriculum entitlement and ensure alignment between curriculum, assessment and reporting.

Systematically enact collaborative planning processes to strengthen leaders’ and teachers’ knowledge, and capability to plan and implement the Australian Curriculum.

Domain 8: Implementing effective pedagogical practices
Establish collegial conversations between teachers and leaders regarding their underlying pedagogical beliefs to foster a deeper shared understanding and shared language of pedagogy.

Domain 5: Building an expert teaching team
Formalise opportunities to develop instructional leadership capability for all members of the leadership team including emerging teacher leaders to support and drive school improvement.

Key affirmations



Parents and community members express high levels of confidence in the school and its direction.

Members of the community and parents speak appreciatively of the principal’s visibility and approachability. Parents praise staff members’ professionalism, and their emphasis on supporting the learning, wellbeing and engagement of every student. They view the school as a positive and supportive environment where their child can learn.



Staff describe a strong and supportive collegial culture.

Leaders describe how they foster a culture of collaboration among staff as the foundation for building a shared belief that all students can learn successfully. Leaders are active in their commitment to working collaboratively with staff to develop and implement quality classroom teaching and learning. Staff express professional pride in the collaborative culture and community feeling in the school.



Leaders speak with pride about the range of strong partnerships maintained across the community.

Members of the Parents and Citizens’ Association (P&C) executive speak positively of their close, productive relationship with the school. Parents, students, and community members articulate that ‘Cinema in the Suburbs’ is a significant community event, attracting over 2000 people to the school. Leaders indicate that relationships with both state and federal members are integral to supporting student engagement. They express appreciation for the breakfast the federal member provides for students every Tuesday, and for the state member’s attendance at various school events throughout the year.



Staff and parents speak with pride about the school’s culture.

Parents and staff express a sense of community and ‘a small school feeling. Members of the school community express they value the positive and supportive environment in which students can thrive. Students describe their teachers as kind, caring and friendly. Parents articulate that staff are approachable, and describe clear communication between the school and home. Community members indicate the school is a school of choice. Parents describe the school as open and welcoming, with an inclusive environment.