

MAREEBA STATE HIGH SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School Profile

At Mareeba State High School, we are proud of our academic record, quality teaching, creative arts, sporting excellence, and our rich cultural diversity. Students have the best education opportunity to excel – whether they seek an academic pathway or want to develop a trade we provide a personalised, caring approach to assist all students and their families. Our award-winning school is set in a safe, picturesque, rural setting with modern facilities to accommodate 800 students. The size of the school means we can provide a wide range of learning opportunities without compromising on quality and care. In addition to our robust numeracy and literacy programs we also offer subjects such as: • Gifted and Talented program including individual mentoring • Instrumental Music • Arts Excellence • Sporting Excellence • Student leadership • Agribusiness and Engineering Underlying the success of our programs is our commitment to higher expectations and continuous improvement. We also work closely with local industry to foster positive, productive relationships for our school-based trainees and apprentices. Additionally, our teachers regularly undergo professional development and are frequent award winners for excellence in education. We really do live our school vision of ‘Building a better future together’ – which can only be achieved through our positive relationships with the community, teachers, business, parents and students. Our school motto “Non nobis solum” means not for oneself alone and reflects the high value we place on community and school service. In short, we are very proud of the opportunities Mareeba State High School provides to assist students excel in their chosen pathway.

Vision and Values

Building a Better Future Together



‘Not for Ourselves Alone’

School Priority 1 – Educational Achievement

“Enhance and enact an Innovative, Challenging and Engaging curriculum, aligned with and quality assured to the Australian and VET Curriculums”

**Strategies:** Develop and enact a Professional Learning Plan to empower teachers to use evidence-informed activities that foster motivation and celebrate success, while enhancing high-quality teaching through collaboration, professional development, differentiated curriculum, and effective technology integration and pedagogical alignment.

**Develop and implement a Professional Learning Plan to enhance high quality teaching focussing on pedagogical alignment.**

Actions:

- Develop and implement Professional Learning Plan.
- Develop and implement Collaborative Capability Development Framework.
- Leverage instructional leadership to develop and implement a whole school pedagogical approach.
- Utilise Universal Design for Learning to apply appropriate pedagogical and assessment practices to create an engaging and accessible curriculum.
- Utilise data to inform planning and differentiation of lessons and assessments so they meet the learning needs of all students.

Long term measurable/desired outcomes:

Academic Achievement A-C in all subjects - 85%

Decrease the N ratings by 50%

Academic Achievement A-B in all subjects - 45%

QCE/QCIA Outcomes - 95%

AIP measurable/desired outcomes:

Academic Achievement A-C in all subjects - 80%

Decrease the N ratings by 15%

Academic Achievement A-B in all subjects - 40%

QCE/QCIA Outcomes - 93%

School Priority 2 – Wellbeing and Engagement

“Enhance and enact effective staff and student wellbeing approaches to promote high levels of physical and mental wellbeing for all staff and students and high levels of engagement in the school”

**Strategies:** Continue to enact and enhance schoolwide processes to promote consistent approaches to behaviour management and attendance management at all levels in the school with a focus on encouraging behaviours that promote safety and consideration of others.

**Embed a consistent approach to school wide behaviour and attendance management processes to promote safety and considerations of others.**

Actions:

- Develop and implement staff wellbeing program.
- Utilise the PBL framework to review and embed school values.
- Embed and quality assure behaviour and attendance management processes.

Long term measurable/desired outcomes:

Attendance Rate - 85%

School Disciplinary Absence rates - 9%

Tier 1 Behaviour Data -80%

AIP measurable/desired outcomes:

Attendance Rate - 78%

School Disciplinary Absence rates - 15%

Tier 1 Behaviour Data -80%

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P&C President

School Supervisor