

Mareeba State High 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

Mareeba State High Schools acknowledges the shared lands of the Muluridji People, 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	Far North Queensland Region
Year levels	Years 7 to 12
Enrolment	805
Aboriginal students and Torres Strait Islander students	36.3%
Students with disability	22.7%
Index of Community Socio-Educational Advantage (ICSEA) value	896

About the review

 4 reviewers from 18 to 20 March 2025	 103 participants	 48 school staff
 35 students	 15 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively develop and communicate a strategic plan, incorporating current priorities and targets, to foster clarity and a united commitment to the improvement agenda among all stakeholders.

Establish and communicate leaders' roles, responsibilities and accountabilities to facilitate shared understanding and shape a strategic and united leadership model for driving school improvement.

Domain 3: Promoting a culture of learning
Develop a multi-tiered system of supports, with associated staff capability development, to effectively support students with complex behaviour and engagement needs to re-engage with learning.

Domain 7: Differentiating teaching and learning
Develop evidence-based, targeted intervention programs, particularly in reading, to ensure all students are equipped with the skills required to access the curriculum.

Domain 6: Leading systematic curriculum implementation
Develop leaders' and teachers' understanding of K–12 Curriculum, assessment and reporting framework requirements to enhance and align approaches to planning for curriculum, pedagogy, assessment and reporting.

Systematically enact moderation activities at multiple junctures, particularly the planning stage, to align curriculum and assessment and ensure consistent judgements and accurate reporting against the achievement standards.

Key affirmations



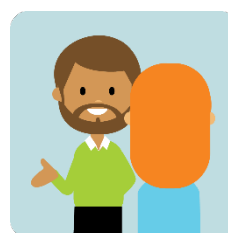
Leaders and staff are united in their commitment to improving outcomes for all students through understanding the backgrounds and needs of individual learners.

Leaders emphasise a priority on building a learning culture, and speak of a focus on 'students in class learning'. Staff articulate their commitment to supporting students' wellbeing and achievement. Students recognise and appreciate the effort teachers make to build effective relationships based on respect and fairness.



Teachers celebrate the collegiality within faculty teams, and value how peers support one another to improve the quality of teaching and learning across the school.

Staff consistently articulate the collegiality of their staff rooms and faculty teams as a strength of the school. They emphasise how they find solutions working together. Leaders and teachers highlight teacher aides as valued members of the teaching team. Teacher aides express a sense of pride in their school and the contributions they make to student learning.



Staff speak appreciatively of professional learning opportunities that support their capability development and transitions into the school.

Leaders highlight recent instructional leadership capability development provided for school and middle leaders. Heads of Department speak appreciatively of how this opportunity to grow their strategic leadership is supporting them to lead their staff in priority areas. Teachers who are new to the school highlight a comprehensive induction program, commenting it supports smooth transitions to a new school context.



Community partners and students celebrate partnerships that enhance engagement and provide students with opportunities for further learning.

Community partners praise school leaders' work to ensure students have pathways and support options beyond the school. Leaders describe the strong connection between the school, external Registered Training Organisations (RTO) and the local Police-Citizens Youth Club (PCYC). PCYC staff describe feeling welcomed into the school and valued for the service they provide to students. RTO staff articulate appreciation for access to facilities, such as the Trade Training Centre, to deliver the practical components of Vocational Education and Training certificate courses.