

Mareeba State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mareeba State High School** from **6 to 8 October 2021**.

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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Janelle Amos	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Jasper Street, Mareeba	
Education region:	Far North Queensland Region	
Year levels:	Year 7 to Year 12	
Enrolment:	735	
Indigenous enrolment percentage:	31 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	9.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	25.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	910	
Year principal appointed:	Term 4, 2015	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), guidance officer, eight Heads of Department (HOD), Head of Special Education Services (HOSES), 19 teachers, six teacher aides, three administration officers, executive services officer, transition pathways officer, Community Education Counsellor (CEC), 12 parents and caregivers and 45 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and vice president, Muluridji Aboriginal Corporation chair, Mareeba Community Centre Manager and Youth Justice community resource manager.

Partner schools and other educational providers:

- Biboohra State School principal, Dimbulah State School principal and Mareeba State School principal.

Government and departmental representatives:

- Mareeba Shire Council Mayor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2020-2022
Investing for Success 2021	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	School newsletters and website
School data plan	Student Code of Conduct
School Opinion Survey	Schools Online Reporting Dashboard
School pedagogical framework	School Data Profile (Semester 1, 2021)
Headline Indicators (October 2020 release)	



2. Executive summary

2.1 Key findings

The school has a proud history of providing a quality, public education since 1959.

The school's motto – *'Non Nobis Solum'*, translates as 'not for ourselves alone', and is prominently displayed throughout the campus. It provides inspiration to students and staff alike as they strive for the school's vision of *'Building a better future together'*. Generational involvement with the school is apparent.

Staff members are committed to creating a caring and welcoming school culture.

Staff identify the importance of positive and caring relationships to successful learning, and work actively to build partnerships with students, parents and the wider community. They demonstrate a commitment to young people. The values of *'Respect, Organisation, Learning, Safety'* (ROLS) underpin expectations and standards of student performance. They are widely known, understood, visible and demonstrated by students and staff across the school. Staff members identify the importance of trust and compassion.

School leaders understand the importance of building a professional team of highly skilled teachers to enhance student learning.

The leadership team is committed to providing opportunities for ongoing professional learning and collaboration to strengthen teacher capability and the refinement of teaching practices. Most teachers speak favourably of the opportunities to engage in professional learning within the school.

Leaders and staff articulate that curriculum development has been a significant focus at the school for several years.

The leadership team and teachers are proud of their work in developing a coherent, sequenced curriculum aligned to Australian Curriculum (AC) and Queensland Curriculum and Assessment Authority (QCAA) syllabuses in junior secondary and senior secondary respectively. Many students speak positively of the pathways, opportunities and support afforded them.

The principal recognises the need for rigorous practices that drive a strong performance agenda and guide the successful implementation of all school priorities.

Quality Assurance (QA) processes and practices are acknowledged as requiring further attention. The principal identifies the need to further enhance the capabilities of all leaders, with a specific focus on instructional and strategic leadership. Some leaders identify opportunities to learn from one another, explore best practice, and further sustain and nourish the leadership group.



Staff members identify the importance of reading and writing for all students to ensure they are able to successfully access the curriculum.

Teachers staff articulate that reading and writing skills underpin students' successful access to the curriculum. Consistent or signature strategies in relation to a consistent, school-wide approach to the teaching of literacy are yet to be articulated by teachers.

School leaders express a strong commitment to success for all students.

Teachers recognise the importance of differentiation to ensure all students are appropriately engaged, challenged, and extended. A systematic approach to targeted intervention at the school is viewed as a priority to support all students, including those with learning difficulties and those from English as an Additional Language or Dialect (EAL/D) backgrounds.

Moderation is the school's Explicit Improvement Agenda (EIA) for 2021.

The principal articulates that a whole-school approach to moderation underpins systematic curriculum delivery, and supports teachers to align curriculum, pedagogy, assessment and reporting. Teachers indicate that the school's singular focus on moderation is leading to improved planning, better judgements, and well-designed assessment tasks as a product of the intentional collaboration. Leaders acknowledge that this commitment to moderation is yet to lead to improvement in student learning outcomes to the desired levels.

The leadership team recognises that highly effective teaching is fundamental to the effective implementation of the curriculum and to improvement in student achievement.

Several years ago, Explicit Instruction¹ (EI) was adopted as the school's pedagogical framework. More recently, the school's focus on pedagogy has been overtaken by the imperative to prioritise the implementation of the AC in Years 7 to 10, and the new Queensland Certificate of Education (QCE) in the senior secondary. The principal articulates an intention to collaboratively review and refine the school's pedagogical framework, and provide clarity regarding school expectations for pedagogical practices.

The principal identifies the building of capability and staff efficacy amongst the entire Senior Leadership Team (SLT) as a crucial piece of work.

High Performance Teams (HPT) are viewed as providing a framework to establish cohesive team practices regarding leadership capability and collective efficacy. The principal articulates the importance of fostering intentional professional collaboration in order to fully engage teachers in a whole-school approach to school improvement.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



An extensive process for tracking student progress towards QCE is established at the school.

Student progress data is updated after each reporting period and information is provided to students regarding their progress. The school provides relevant interventions for those students identified as being at risk of not attaining their QCE in order to maximise opportunities for students.

The school actively seeks ways to enhance student learning and wellbeing by working to partner with parents, families, government agencies and a range of community groups.

Community, business and education partners speak positively of their interactions with teaching staff and the school leadership team. Most parents speak positively of the levels of care and support afforded their child. Staff members take great pride in the wealth of opportunities and pathways available for students.

Many members of the community and parents speak with pride regarding a long-standing involvement with, and admiration for, the school.

Parents and community members describe the school's active and ongoing involvement in the town's events and initiatives. Key community members, including the mayor, speak positively regarding their relationships with the school and staff members.



2.2 Key improvement strategies

Further develop the instructional leadership skills of all members of the SLT to support their teams to systematically and consistently enact school improvement strategies.

Strategically develop and systematically enact a whole-school plan for identifying and addressing literacy and numeracy needs of students.

Collaboratively develop, implement and monitor a strategic approach to the delivery of targeted intervention to support students with learning difficulties, including performance indicators to measure the impact on student learning outcomes.

Further progress the EIA to support measurable and sustainable improvements in student learning outcomes.

Collaboratively determine the school's agreed signature pedagogical practices and support staff capability development to enable effective implementation across the school.