

# Mareeba State High School

## Executive Summary



School  
Improvement  
Unit





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8





## 1.2 School context

<b>Location:</b>	Jasper Street, Mareeba
<b>Education region:</b>	Far North Queensland Region
<b>Year opened:</b>	1960
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	742
<b>Indigenous enrolment percentage:</b>	24.3 percent
<b>Students with disability enrolment percentage:</b>	6.2 percent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	919
<b>Year principal appointed:</b>	October, 2015
<b>Full-time equivalent staff:</b>	65
<b>Significant partner schools:</b>	Mareeba State School, Dimbulah State School, St Stephens Catholic College, Biboohra State School, Mutchilba State School, Mt Molloy State School, Walkamin State School
<b>Significant community partnerships:</b>	Rural Training Queensland, Skill360 Australia Technical and Further Education (TAFE) North Queensland, Australasian Drilling Institute, MEGT Australia (school based traineeships), First Impressions Resources (Certificate II in Retail), Mulungu Aboriginal Corporation Medical Centre, Dr George Otero – Mareeba community engagement plan (in conjunction with Mareeba State School), Mareeba Community Centre
<b>Significant school programs:</b>	Northern Pride Rugby League Football Club, gifted and talented, Goodstart (South Sea Islander engagement), Gateway Agricultural, lunchtime league, outdoor recreation, Aggression Replacement Training (ART) - Youth Justice, Remote Area Teacher Education Program (RATEP)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), eight Heads of Department (HOD), guidance officer, master teacher, 35 teachers, five teacher aides, 46 students and 20 parents.

Community and business groups:

- Australian Agricultural College trainer and Mulungu Aboriginal Corporation Medical Centre staff member.

Partner schools and other educational providers:

- Principal of Mareeba State School and principal of Dimbulah State School.

Government and departmental representatives:

- Mayor of Mareeba Shire Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2016 and 2017	Curriculum, assessment and reporting framework
Investing for Success 2016 and 2017	Strategic Plan 2016-2020
Headline Indicators (October 2016)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Staff Handbook 2017	Curriculum planning documents
School data plan 2017	School newsletters and website
Responsible Behaviour Plan	Local newspapers
Explicit Improvement Agenda 2017	



## 2. Executive summary

### 2.1 Key findings

**The school has established a number of partnerships with families, local business and community organisations.**

The purpose of these partnerships is to improve outcomes for students and to position the school favourably within the Mareeba community. The principal is recognised as a highly visible leader in the community and is well positioned to lead the community in the development of higher expectations and opportunities for all students.

**The school leadership team views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.**

The school is currently trialling Essential Skills for Classroom Management (ESCM) classroom profiling with a trained Head of Department (HOD) released to undertake this work. Staff members speak positively of this process and many indicate a willingness for this to continue.

**The school has a clearly articulated Explicit Improvement Agenda (EIA).**

The EIA identifies reading, Positive Behaviour for Learning (PBL) and data as the key priorities for 2017. The recently developed planning document for the teaching of reading comprehension does not yet specify the particular approaches that will be adopted as a whole-school and does not yet include clear student outcomes targets related to reading and behaviour.

**Many teachers give priority to constructing curriculum and learning experiences that are accessible, engaging and challenging for students.**

Teachers across the school are familiar with curriculum planning documents. Curriculum planning requires further development in order to accommodate those students who are disengaged.

**The school leadership team views reliable student data as essential components of their leadership of the school.**

Behaviour, attendance, academic and wellbeing data is collected across the school and used in some ways to inform the Positive Behaviour for Learning (PBL) systems, processes and instruction. Student behaviour, truancy, wellbeing and academic data is yet to be used in a comprehensive manner to inform and design proactive wellbeing and intervention programs.



**School leaders and teachers demonstrate an understanding that differentiated teaching and learning is key to maximising the progress of the full range of students.**

In some classrooms teachers are successful in ensuring that all students are engaged, challenged and extended. A deep commitment to the belief that all students can learn successfully is yet to be realised across the school.

**There is a commitment by school staff members to the wellbeing and learning of each student.**

The school has articulated clear expectations for how students should behave and interact with one another. Students predominantly communicate that they feel cared for by staff members and that positive relationships exist within the school between students and staff members. Classrooms are generally orderly. Students state that the behavior of some students at times disrupts their learning in a number of their classes.

**The leadership team recognises that highly effective pedagogy is fundamental to improved student achievement.**

The school has adopted an explicit teaching approach drawn from the research base of Anita Archer's<sup>1</sup> Explicit Instruction (EI). School leaders and teachers are able to articulate the fundamental steps involved in this Gradual Release of Responsibility (GRR) model. Opportunities exist to increase the rigour of the school's interpretation of explicit teaching model.

---

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



## 2.2 Key improvement strategies

Review and refine the PBL framework and data use, defining responsibilities and accountabilities of key staff members and improve line management structure and processes to address student behaviour, achievement, attendance and truancy.

Narrow and sharpen the reading agenda to clearly articulate a consistent school-wide approach including core strategies and accompanying targets; monitor its implementation and effectiveness and provide appropriate Professional Development (PD) to support staff.

Support teachers to rigorously implement the explicit teaching model and monitor its effectiveness.

Identify and implement specific classroom strategies that reflect teachers' high expectations for learning and promote the success of every student.

Explore opportunities to purposefully connect curriculum across junior secondary subjects and devise authentic assessment tasks in order to engage the full range of students.

Strengthen the school-wide implementation of the classroom profiling process to improve teaching, classroom behaviour and learning and evaluate its effectiveness using collated data sets.

Continue the development, implementation and leadership of the community engagement plan while leading higher community expectations for schooling and learning.