

Mareeba State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mareeba State School** from **12 to 14 August 2019**.

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.

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

1.1 Review team

Robert Van den Heuvel	Internal reviewer, SIU (review chair)
Bradley Roberts	Peer reviewer
Judith Hanke	External reviewer



1.2 School context

Location:	Constance Street, Mareeba
Education region:	Far North Queensland Region
Year opened:	1893
Year levels:	Prep to Year 6
Enrolment:	850
Indigenous enrolment percentage:	40 per cent
Students with disability enrolment percentage:	11 per cent 22 per cent — Nationally Consistent Collection of Data on School Students with Disability (NCCD)
Index of Community Socio-Educational Advantage (ICSEA) value:	888
Year principal appointed:	2014
Day 8 staffing teacher full-time equivalent (FTE):	57.12
Significant partner schools:	Mareeba State High School, Mareeba Cluster Schools: Bibohra State School, Dimbulah State School, Mutchilba State School, Chillagoe State School, Walkamin State School, Mount Molloy State School
Significant community partnerships:	Mulungu Aboriginal Corporation Primary Health Care Service including the WannaBe team, the Child and Family Centre and Deadly Choices team, Quality Innovation Training & Employment, the Vocational Partnerships Group Inc., Department of Housing and Public Works, Mareeba Community Centre Inc., Police-Citizens Youth Club (PCYC), Queensland Police Service (QPS) Adopt-a-Cop, Early Years Network
Significant school programs:	Auslan, school choir, Indigenous dance troops, instrumental music, Pause program, early years transition, reading intervention program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, two Heads of Curriculum (HOC), Head of Behaviour Support (HOBS), Head of Inclusive Practices (HIP), Support Teacher Literacy and Numeracy (STLaN), guidance officer, Business Manager (BM), 25 classroom teachers, three specialist teachers, one intervention teacher, three inclusive practice teachers, 25 teacher aides, 58 parents, three administration officers and 75 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Mareeba Community Centre Inc., Mulungu Mareeba Child and Family Centre and Mulungu Aboriginal Corporation Primary Health Care Service.

Partner schools and other educational providers:

- Principal of Mareeba State High School, principal of Walkamin State School, lead principal of the Centre for Learning and Wellbeing – Atherton, Far North Queensland (FNQ) Principal Education Officer Student Engagement, director of Sutherland Street Kindergarten and representative of Mareeba Early Childhood Network.

Government and departmental representatives:

- Councillor for Mareeba Shire Council, Lead Principal and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016–2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school embraces its heritage and effectively contributes to the broader community.

The school acknowledges the importance of its rich history beginning in 1893. Stakeholders highly value and enact the school motto '*Working together as one*'. The school's vision articulates the importance of providing every child with a successful start to formal education by ensuring that every child in every classroom is learning and achieving. This is embedded in values that promote strong and effective relationships, a safe, secure and inclusive learning environment, the use of evidence and data, and the use of explicit teaching.

A strong collegial culture is established with high levels of professionalism and organisation.

The school is well organised and quality documentation is provided to support the routines, curriculum management, intervention, and teaching and learning practices. Students and parents speak positively of the efforts made by staff members. Teacher aides are valued members of the teaching team and teachers indicate that they are an integral part of the overall school success. Community partners and parents acknowledge that staff actively participate within the broader township to support educational and social emotional outcomes.

The school maintains a comprehensive handbook for teaching and learning.

The school publishes a support document to provide detailed coverage of the school's philosophy, curriculum practices, agreed pedagogies and strategies to enhance student engagement and attendance. The high quality professional handbook is provided to all staff to support common expectations. It serves as a valuable resource for new and beginning teachers who work with mentors. Staff members acknowledge this resource as a powerful and vital tool to enhance the craft of teaching.

A range of curriculum priorities is undertaken by the school with reading being its current Explicit Improvement Agenda (EIA).

Reading is supported by capability development, organisational effectiveness, connecting parents and carers, and positive school culture. The school's strategic plan and Annual Implementation Plan (AIP) provide an overview of how the school addresses its major priorities. Staff display keen interest in helping to shape the school's future direction with school leaders expressing a desire to build school-wide confidence in contributing to key forums and systems to capture a broad range of views.



Data is utilised effectively by the school to implement strategies to address attendance and clear behavioural expectations.

The school uses well-developed systems to track data for social and emotional needs, behaviour and attendance. Key staff review data to identify future improvement steps and work with local community partners including Mulungu Aboriginal Corporation Primary Health Care Service and an Adopt-a-Cop to support students with attendance and social needs. The leadership team expresses a desire to improve outcomes for students with attendance and behaviour support needs.

The school actively seeks ways to enhance student transitions by partnering with Early Childhood Education and Care (ECEC) providers and other education institutions.

The school community is being acknowledged by the Far North Queensland (FNQ) regional showcase awards for their work in inclusive education and parent and community engagement. These reflect the strong interest across the community to intentionally and effectively address key priorities supporting lifelong learning for students. Connections to Mulungu Aboriginal Corporation Primary Health Care Service and the local Early Childhood Community Network (ECCN) demonstrate the school's ability to embrace community partnership. School leaders, staff and parents articulate that evaluating transition to high school is the next step in establishing a seamless progression for students across key educational services within the community.

A shared belief that all students are able to succeed with appropriate learning and support is apparent.

All staff members articulate that students are at different stages in learning and progress at different rates. The school places a high priority on ensuring staff identify and address the learning needs of all students. Individual Curriculum Plans (ICP), designated support roles and targeted programs are utilised to cater for a diverse range of learners. ICPs provide an important foundation to support teaching and learning strategies. A range of staff members express keen interest in learning more regarding the use of ICPs and inclusive practices impacting upon student learning outcomes.

The school is strategically building the capability of the education team.

High quality teachers with diverse skills and knowledge are being attracted and recruited to the school. The relationship with newly appointed teachers commences before arrival at the school, through personal contact and the provision of curriculum materials. Staff report that changes to key positions are appropriately managed whilst recognising the impact upon school operations. The leadership team acknowledges the importance of planning and consideration of succession strategies as required.



Training and coaching are regarded as a fundamental strategy to develop the capability of all staff members.

The school is strategically building the capability of its education team. The belief and understanding that students deserve great teachers is apparent through a culture of continuous Professional Development (PD) that includes classroom-based learning, mentoring and coaching. Beginning teachers are assigned a trained mentor. All staff are engaged in personalised and targeted training that supports professional growth and development.

A high priority is given to building and maintaining positive and caring relationships.

Community partners are included in consultation in relation to developing strong teamwork and managing conversations. Interactions with families and other significant stakeholders are focused on the learning and wellbeing of students. Shared commitment to student academic, social and emotional needs are apparent through many support programs and personnel. Students readily acknowledge the care and assistance provided by the school.



2.2 Key improvement strategies

Build stakeholder confidence and knowledge to participate within systems and forums that enable input into the school's strategic directions and EIA.

Work collaboratively with the school community and other partners to improve the social and learning outcomes of groups over-represented in attendance and behaviour data.

Research, define and enact strategies with the local secondary schools to strengthen and enhance the transition program to improve student learning outcomes.

Collaborate with other schools and networks to investigate processes for planning and provision of targeted support for students with complex needs including a consideration of the implementation of ICPs.

Develop succession planning for future school and teacher leadership roles including a consideration of internal and external staffing strategies.