

Mareeba State School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mareeba State School** from **17 to 19 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

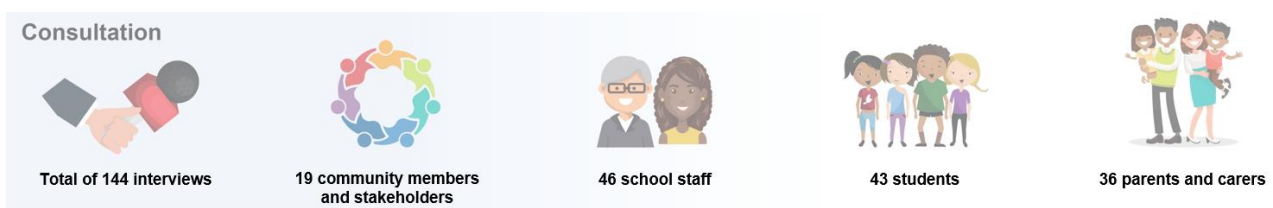
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Principal Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Keith Graham	Internal Reviewer, SRR (review chair)
Mike Sawbridge	Peer Reviewer
Jo Diessel	External Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Muluridgi
<b>Education region:</b>	Far North Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	773
<b>Indigenous enrolment percentage:</b>	42.7%
<b>Students with disability percentage:</b>	22.3%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	867

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **12 to 14 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 888 and the school enrolment was 850 with an Indigenous enrolment of 40% and a student with disability enrolment of 22%.

The key improvement strategies recommended in the review are listed below.

- Build stakeholder confidence and knowledge to participate within systems and forums that enable input into the school's strategic directions and Explicit Improvement Agenda (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 Individual Curriculum Plans (ICP).
- Develop succession planning for future school and teacher leadership roles including a consideration of internal and external staffing strategies.

## 2. Executive summary

### 2.1 Key affirmations

#### **Staff are described as passionate, dedicated and committed to their students.**

Leaders, teachers and support staff speak with passion about their students and the learning occurring inside and outside their classrooms. Parents appreciate the support for learning that teachers and staff provide. Staff communicate their commitment to ongoing improvement of their practice and a willingness to work collaboratively, share and learn as a team, especially as a year level, with a shared commitment to student success and a focus on student learning outcomes. Staff speak with optimism about students at the school and are resolute in their commitment to students and learning.

#### **Student learning and wellbeing is supported through rich partnerships and a team approach.**

The school mantra of, '*It takes a village to raise a child*' guides the formation of partnerships to support students. A wraparound team approach maximises student learning, engagement and wellbeing. Staff and parents speak highly of the multi-tiered approach and wraparound services which support all students. Partners speak positively of their relationships with the principal, leaders and staff. Several external agencies acknowledge how the principal has been instrumental in cultivating and growing their successful partnership.

#### **Staff are provided with clarity of purpose and direction through systems and documentation.**

The leadership team is united in its commitment towards student engagement and learning. They have established a clear and narrow improvement agenda which is expressed in terms of measurable student outcomes. Leaders have established systems, documents and processes which provide clarity of purpose and direction to staff. Staff speak of the suite of documents and handbooks which outline school processes and provide direction for them. Many staff describe these favourably and share the abundant information, direction and responsibilities these documents provide.

#### **Leaders promote a student-centred culture which prioritises learning, engagement and success.**

Leaders and staff are committed to building a place where everyone belongs and diversity is embraced. Leaders and teachers strive toward a culture of high expectations for student learning, engagement and success. Staff share a genuine commitment towards their students. They strive to make learning engaging and relevant while also encouraging student attendance. Students feel that their teachers design the class curriculum to be interesting and meaningful for them. Students acknowledge staff's commitment and care for them, and the staff's desire for them to be successful in later life.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Formalise student performance improvement targets for each year level to provide quantifiable measures to support the implementation of the EIA and track and celebrate student improvement.

### **Domain 6:** Systematic curriculum delivery

Collaboratively refine units to broaden understanding of the AC and sharpen the relationship between evidence in student work and what is described in marking guides.

### **Domain 5:** An expert teaching team

Formalise school-wide processes and protocols for regular feedback cycles and sharing professional practice to further develop staff expertise.

### **Domain 8:** Effective pedagogical practices

Develop structures and systems enabling students to access targeted feedback aligned to achievement standards and progress and set appropriately challenging goals.