Malanda State High School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Malanda State High School** from **22 to 24 March 2017**.

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 consider in consultation with its regional office and school community.

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

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with the school's supervisor to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
Heather Murry	Peer reviewer
Graham Trevenen	External reviewer

1.2 School context

Location:	Memorial Avenue, Malanda
Education region:	Far North Queensland Region
Year opened:	1959
Year levels:	Year 7 to Year 12
Enrolment:	380
Indigenous enrolment percentage:	9 per cent
Students with disability enrolment percentage:	3.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	977
Year principal appointed:	2015
Full-time equivalent staff:	26
Significant partner schools:	Atherton State High School, Malanda State School
Significant community partnerships:	Technical and Further Education (TAFE) North Queensland, James Cook University (JCU) Cairns, Lions Dairy Farmers
Significant school programs:	2 day/3 day Vocational Education and Training (VET) program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Head of Education Services, two Heads of Student Support Services, 21 teachers, four teacher aides, 29 students and 10 parents.

Partner schools and other educational providers:

- Malanda State School, Millaa Millaa State School, Butchers Creek State School.

Government and departmental representatives:

- Mayor of Tablelands Regional Council, State member for Dalrymple, Assistant Regional Director (ARD)

1.4 Supporting documentary evidence

Annual Improvement Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2015-2018
Headline Indicators (Semester 2, 2016)	School Data Profile (October 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan and flowchart
School pedagogical framework	Professional development plans
School data portal	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School Systems Flowcharts	School Workforce Plan
Education Services Handbook	Staff Handbook 2017
Teacher Capability Development Continua	Curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

The school ethos reflects a school-wide commitment to purposeful, successful learning.

The school leadership team is committed to ensuring that all students in the school experience success. There is commitment by school staff members to the wellbeing and learning of each student. Building and maintaining positive and caring relationships between staff members, students and parents is viewed as a high priority in this school.

School leaders recognise that effective teaching is the key to improving student learning.

The school has a consistent pedagogical approach that is linked to the Dimensions of Teaching and Learning (DoTL). The 12 Standards of Practice support their signature pedagogical approach of explicit teaching. Clear expectations are established to support planning, teaching, learning and assessment.

School leaders have established and communicated an improvement agenda across three areas including education services, student support services and business services.

School leaders identify the improvement agenda as enabling the development of highly accomplished teaching practices and supporting students to engage in learning. Many teachers identify explicit teaching and Essential Skills for Classroom Management (ESCM) as key areas for school improvement.

The school leadership team undertakes regular classroom observations.

Lesson observations utilise several proformas as feedback recording mechanisms and focus on specific aspect of the school's 12 Standards of Practice. School leaders are yet to engage in moderation activities that quality assure the lesson observation and feedback process.

Most elements of a whole-school curriculum, assessment and reporting plan are developed and provide direction regarding what is to be taught and the timeframes for instruction.

Year level subject overviews, units and assessment tasks are developed in collaboration with teachers and are regularly refined. Teachers articulate an understanding of mapping overviews and units to the requirements of the Australian Curriculum (AC), P-12 curriculum, assessment and reporting framework (P-12 CARF) and senior syllabuses.

The school has a documented student support system for referrals and differentiation.

Teachers indicate that they regularly make modifications, in particular to assessment. Consistent modification of curriculum content, process or environment for the full range of students is yet to occur.

Engagement with and participation in the wider community is central to the ethos of the school.

School leaders actively seek ways to enhance student learning and wellbeing by partnering with parents, families, local businesses and community organisations. School leaders acknowledge the need to build stronger parent relationships and community partnerships.

Positive, respectful and caring relationships are apparent between staff members and students.

This is reflected through the manner in which staff members, students and parents interact across the school community. Students, staff members and parents speak highly of the school and its positive tone. A strong sense of belonging is apparent.

Members of the community, parents, staff members and students articulate pride in the school.

Parents and families are recognised and valued as integral members of the school community and partners in learning. Staff members and parents identify this as a key feature of the school.

2.2 Key improvement strategies

Complete the development of the whole-school curriculum, assessment and reporting framework.

Rigorously monitor the implementation of the improvement agenda to ensure a consistent and sharp focus on teaching practices.

Develop and implement a whole school process that enables school leaders to moderate lesson observations.

Develop, implement and monitor the processes that support teachers to effectively differentiate student learning needs.

Develop and implement a Parent and Community Engagement (PaCE) framework.