

# Malanda 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 **Malanda State High School** from **17 to 19 May 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.

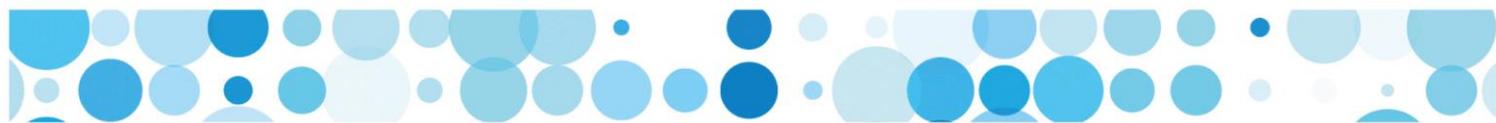
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Shona McKinlay	Internal reviewer, EIB (review chair)
John Brew	Peer reviewer
Valerie Hadgelias	External reviewer



## 1.2 School context

<b>Location:</b>	Memorial Drive, Malanda	
<b>Education region:</b>	Far North Queensland Region	
<b>Year opened:</b>	1961	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	502	
<b>Indigenous enrolment percentage:</b>	11.16 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4.1 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	13.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	982	
<b>Year principal appointed:</b>	2015	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, five Heads of Department (HOD), Business Manager (BM), guidance officer, diverse learning coordinator, agriculture assistant, 24 teachers, five teacher aides, four administration officers, diverse learning administrative assistant, two engagement officers, administration officer – executive secretary, three hygiene technicians, two canteen workers, schools officer–facilities, facilities officer–grounds, science technician, 12 parents, 44 students, Parents and Citizens' Association (P&C) executive and school council chairperson.

Community and business groups:

- Tablelands Elders Real Estate principal and Malanda Chamber of Commerce secretary.

Partner schools and other educational providers:

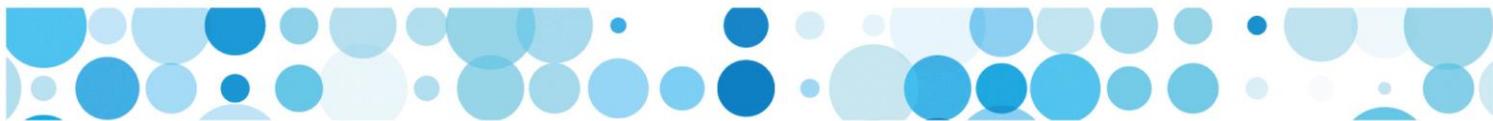
- Malanda State School principal, Millaa State School principal, Butchers Creek State School principal and Technical and Further Education (TAFE) Queensland – TAFE at School engagement officer.

Government and departmental representatives:

- Councillor for Tablelands Regional Council Division 3, State Member for Hill and Lead Principal.

### 1.4 Supporting documentary evidence

Investing for Success 2021	2021 Student Support Handbook
2021 Educational Services Handbook	Junior School Curriculum Plan 2021
OneSchool	Student Code of Conduct 2021 – 2024
Professional learning plan 2021	School budget overview
School data position statement	Professional development plans
Strategic Plan 2021-2024 inclusive of the Annual Implementation Plan 2021	School Data Profile (Semester 1 2020 and Semester 2 2020)
School Facebook, newsletters and website	Curriculum plan 2021 – Line Management accountabilities
Headline Indicators (October 2020 release)	School Opinion Survey – 2019



## 2. Executive summary

### 2.1 Key findings

#### **A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.**

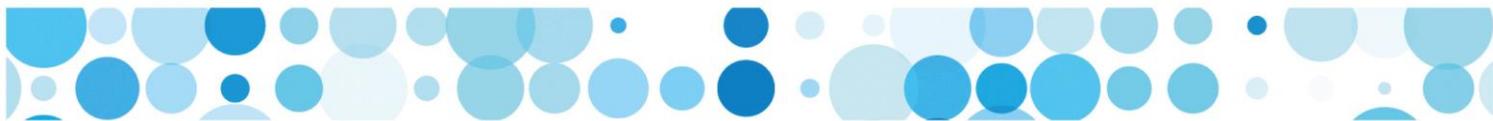
There is a deep allegiance to the school's stated purpose and service commitment. A culture of high expectations for student learning and wellbeing is apparent. Many staff talk of the importance of knowing each student and refer to 'connection before curriculum' as an underpinning philosophy. Many students indicate that they feel a strong sense of belonging and appreciate the work of school staff. Teaching and non-teaching staff indicate that they enjoy working at the school. They speak positively of the students and the professionalism of their colleagues. Many staff members articulate an atmosphere of trust and shared commitment to improvement. Positive parent engagement and a high level of support from the wider community are apparent.

#### **School processes, procedures and structures are built around the systems leadership model.**

The leadership positions in the school are built around the systems leadership model with three Heads of Education Services (HOES), two Heads of Student Support (HOSS) and a Business Manager (BM). The executive leaders outline the 'what is the work' of the school as connection before curriculum, quality teaching – staff capability development, curriculum/subject team work – sharing the load and consistency delivered, and staff and student wellbeing. The executive leaders outline that the goal of 'connection before curriculum' is related to the student support system and that quality teaching is linked to the education services system. The Education Services Handbook 2021 outlines 12 Standards of Practice (SOP) linked to expected teaching practice. The Student Support Handbook 2021 covers seven SOPs. SOPs provide clarity in the implementation of expectations.

#### **The systems-driven line management processes drive the work of the school.**

The school operates a systems leadership model with the executive leaders outlining three systems of education services, student support and business services. Education services encompass the teaching system; student support includes student wellbeing and events; and business services incorporate the work of the commercial domain. School leaders outline that through line management meetings they create an Explicit Improvement Agenda (EIA) of accountability, for a customised and sharp approach to quality teaching and student support with individual staff members. School leaders comment that these meetings maintain the pointed approach across the year through monitoring and adapting practices based on data. Leaders articulate that the meetings provide a precise, focus for at risk students in each year level. Some teachers note that line meeting processes vary in focus and rigour.



**Teachers appreciate the opportunity to work collaboratively with colleagues in developing the curriculum.**

A high level of commitment from all staff members to improve student learning outcomes is apparent. The majority of staff are teaching within their subject area and most articulate satisfaction with general professional learning opportunities. Many teachers discuss a need for greater subject-specific support. Staff articulate benefits regarding their engagement with professional networks and online forums to provide subject expertise. Many teachers express a desire to access dedicated time to collaboratively work with their colleagues in developing curriculum documents, knowledge and subject expertise.

**Whole of school moderation processes are identified as essential to improving student outcomes.**

The school uses standardised formats for unit plans, Learning and Assessment Overviews (LAO) and assessment task sheets. Expectations and guidelines regarding moderation are communicated to staff through the monitoring of assessable work SOP 11. The school previously engaged in a regional moderation project. School leaders comment that involvement ceased due to prevailing conditions in 2020. Some staff articulate that moderation processes across the school are yet to be consistently embedded. Some staff comment that a rigorous moderation process will support authenticity of subject achievement ratings. The need for monitoring processes to develop Quality Assurance (QA), consistency and rigour in decision making in relation to student achievement has been identified by a range of teachers.

**School leaders recognise the importance of literacy and numeracy through the provision of dedicated time.**

To address literacy and numeracy needs within the school, focus groups have been established. In Years 7 to 9, students are assigned to focus groups for two lessons each week. One lesson focuses on literacy and the other on numeracy. Students are ability grouped into extension, core and support groups using Progressive Achievement test (PAT) data. Some teachers comment that they would appreciate professional support to deliver literacy lessons. Some teachers comment on the need to embed consistent literacy and numeracy practices and subject-specific strategies in all subjects across the school with all teachers taking responsibility to improve student outcomes. Signature and consistently applied whole-school literacy strategies are yet to be clearly utilised across the school.

**The school effectively uses facilities to maximise student learning.**

The school officially opened in 1963 and some refurbishment and provision of new buildings have occurred. Students and parents describe the school as welcoming. The grounds of the school are attractive, spacious and well maintained. Some staff, students and parents describe the desire for improved school facilities. The draft school strategic plan outlines the challenge of 'our facilities are ageing and in need of refurbishment and/or replacement'. School leaders describe the challenges associated with a small rural secondary school. These include limited funding to undertake improvement, difficulty in accessing contractors



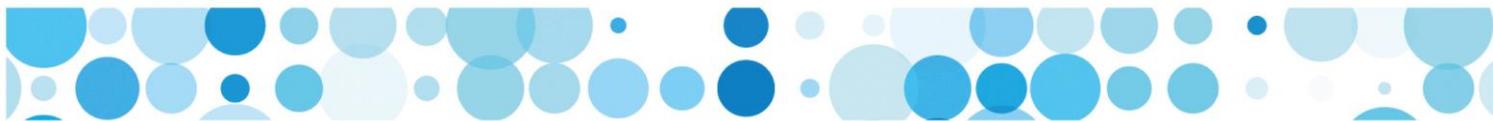
to complete approved work, and problems in accessing funding for necessary major works projects.

**The leadership team understands and prioritises the importance of developing the capability of teachers to improve student learning and success and to differentiate for individual student needs.**

An expectation that teachers will commit to continuous improvement of their own teaching as central to improving collective efficacy, student learning and success is apparent. There is a high level of commitment from all staff members to improve student learning outcomes. This is supported by a culture of self-improvement that is guided by the school-developed Capability Development Continuum (CDC) that links to the school's SOPs. The school has a professional learning plan with priority SOP areas. All staff complete an Annual Performance Development Plan (APDP) that guides individual and whole-school Professional Development (PD) provision.

**The school is held in high regard by the local community and is recognised as providing a quality secondary education in a supportive and caring environment.**

Parents speak positively of the responsiveness, commitment, and dedication of staff. The school is viewed as a vital hub within the broader community. The school leadership expresses the belief that student learning and wellbeing are enhanced through effective partnering with local business groups, community organisations, parents, education and training organisations, and local politicians. The school recognises the valuable contribution that community partners make to improve student learning outcomes and wellbeing, and to enhance student pathways. Community connections are highly valued and celebrated in the school's Hall of Honour in the administration block. The school's continued focus is to establish the best future for all its graduating students, and this is identified by the community as a valued goal. Parents speak with great pride regarding the school. They express appreciation for the broad range of opportunities available to the students within a small school setting.



## 2.2 Key improvement strategies

Design and implement QA processes in the line management of teachers to ensure consistency and rigour in driving the work.

Develop and implement structures that provide time for teachers to work collaboratively in planning all aspects of the curriculum, extending their knowledge and accessing expertise.

Further refine the whole of school moderation processes to enhance QA, consistency and rigour in decision making in relation to student achievement.

Develop whole-school signature literacy and numeracy practices, reflective of need, to support the implementation of high-yield strategies in all classrooms across the school.

Undertake an audit of school facilities; work with staff and regional personnel to determine priorities and develop strategies for a staged approach to implement improvements.