

Malanda State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Malanda State High School acknowledges the Traditional Custodians of the Tablelands region, the Wadjanbarra Tableland Yidinji, Ngadjon-ji, and Jirrabal. We respectfully recognise their continuing connection to country and honour their Elders.

About the school

Education region	Far North Queensland Region
Year levels	Years 7 to 12
Enrolment	542
Indigenous enrolments	9.4%
Students with disability	16.6%
Index of Community Socio-Educational Advantage (ICSEA) value	992

About the review

 3 reviewers from 29 October to 31 October 2024	 167 participants	 61 school staff
 82 students	 19 parents and carers	 5 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively develop and enact a strategic plan, in consideration of emerging and future needs, to build collective ownership of improvement priorities that are contextualised for the school community.

Prioritise differentiated professional learning opportunities for leaders to build their capability in leading school improvement and curriculum delivery.

Domain 3: Promoting a culture of learning
Collaboratively review and refine behaviour support structures and approaches, to promote a shared commitment to consistently implementing school-wide processes.

Domain 6: Leading systematic curriculum implementation
Review and sharpen school-wide moderation processes, with particular focus on moderation at the planning stage, to strengthen teachers' knowledge and understanding of the Australian Curriculum.

Domain 8: Implementing effective pedagogical practices
Formalise collaborative opportunities for pedagogical discussions about the learner, the learning and the curriculum to enable teachers to select and employ pedagogies that foster student engagement in learning.

Key affirmations



Members of the community praise the focus on fostering students' active participation in community service to enhance their learning, engagement and opportunities.

Leaders, staff, community partners and students identify a strong sense of belonging and connection to the school. Community stakeholders voice their pride in the school, commenting that 'young people educated at the school are adults who think about where they are going and what they are going to do'. Students speak highly of the community education program in Year 12. They describe engaging with projects that support different groups within the immediate community. Parents and Citizens' Association (P&C) members praise how 'everyone is working together' for the benefit of students. They speak of strong collaboration between the P&C and school leaders.



Staff, students, parents and community members highlight strong relationships as the foundation of success in student achievement, engagement and wellbeing.

Staff, students, parents and community members articulate the importance of 'connection before curriculum'. Staff express the belief that, with appropriate support, all students can progress in their learning. They describe positive and caring relationships between staff, students and parents as an enduring feature of the school and convey optimism for the school's future direction. Students express appreciation for how teachers support their learning improvement by maintaining a nurturing and positive learning climate. Staff and students speak of how student wellbeing personnel support the wellbeing of staff, students and families.



Parents, community members and staff remark that high expectations and connections to the community are deciding factors in enrolling their child at the school.

Parents, and community members speak of the school as the school of choice in the area. They express appreciation for the clear focus on high expectations and continued improvement. Leaders describe their commitment to supporting students' academic improvement. Staff articulate pride in how they get to know their students' strengths and interests to design learning experiences that focus on these areas.



Leaders express the belief that the development of a highly capable staff is pivotal in improving student achievement, engagement and wellbeing outcomes.

Leaders and teachers speak of a culture of professional growth through collaboration, speaking of how this strengthens capability in teaching and learning. Teachers articulate they are supported and encouraged to access professional learning opportunities. They express appreciation for the collaborative planning process, describing it as an opportunity to work purposefully with their colleagues. Leaders highlight that strong university connections support them to attract new teachers. They describe how a 'city-to-country' visit for preservice teachers has sparked participants' interest in teaching opportunities at the school. Teachers express appreciation for the time provided to collaboratively plan in teams. They describe how these opportunities support the refinement of unit design and assessment practices, particularly in relation to implementing the Australian Curriculum Version 9 and reviewing senior secondary curriculum.