



School Improvement Unit Report

Maleny State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Maleny State High School from 30 May to 1 June 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Bunya Street Maleny
Education region:	North Coast Region
The school opened in:	1987
Year levels:	Years 7 to 12
Current school enrolment:	704
Indigenous enrolments:	2.5 per cent
Students with disability enrolments:	5.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1024
Year principal appointed:	2015 (acting)
Number of teachers:	56.05 (full-time equivalent)
Nearby schools:	Maleny State School, Amanda Marga River School, Conondale State School, Kenilworth State School, Montville State School
Significant community partnerships:	Apex, IGA, Rotary, Neighbourhood Centre, Maleny Dairies, Maleny Indoor Activity Centre (MIAC)
Significant school programs:	School working towards becoming a school of excellence in Arts, Agricultural farm, International Schools Program, Two study tours from Japan



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and two deputy principals
 - Five Heads of Department (HOD), guidance officer, support teacher
 - 31 teachers and nine teacher aides
 - Eleven students
 - Seven administration officers and ancillary staff
 - Parents and Citizens' Association (P&C) president, and four parents
 - Principal of Maleny State School
 - Three community partner representatives
 - State Member for Glasshouse Mountain

1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Anne McLauchlan	Internal reviewer, SIU
Lynne Foley	External reviewer



2. Executive summary

2.1 Key findings

- Plans for improvement have been communicated by the principal and some of the leadership team.

The school has created a solid foundation on which to build quality teaching and learning. In recent times there have been changes to the improvement focus and membership of the leadership team. As a result of these changes, staff members have indicated a lack of clarity regarding who is responsible for leading aspects of the improvement agenda.

- The systematic use of data is in the early stages of implementation

Data literacy is being developed in the senior leadership team by accessing regional experts to unpack the school data profile and to develop processes to improve Queensland Certificate of Education (QCE) outcomes. The Data Action Group (DAG), led by the principal, includes some Heads of Department (HODs), teachers and aspiring teachers. The group meet regularly to systematically monitor aspects of school performance data. Teachers indicate that they would value further Professional Development (PD) on the use of data to inform their teaching practice.

- A culture of high expectations for all students to learn successfully is evident at the school.

Positive and caring relationships within the school, to support successful learning and mutually respectful relationships across the school community, are strongly evident and highly valued. These are seen to be the core of the success of the school. Students value the support they receive from teachers who they believe understand them and their needs.

- The school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students.

The school budget is developed collaboratively by school leaders and cost centre managers and resources are allocated based on identified needs as ascertained through data gathering and analysis processes. The school offers a wide range of courses to cater for the diverse needs and interests of students. The use of technology as a learning tool is yet to be fully implemented.

- The principal is focused on developing the capability of teachers to support the improvement strategies of the school.

Some teachers are open to constructive feedback and provide feedback to colleagues. A systemised school approach to coaching and observation, including quality assurance of professional learning is not yet evident.



- There is evidence of a whole-school curriculum plan that reflects the school's pedagogical framework Art and Science of Teaching ¹(ASOT).

The majority of faculties have a documented plan for curriculum delivery that includes term plans and unit plans. Curriculum planning references content descriptors and elaborations and the assessment standards from the Australian Curriculum (AC). Curriculum planning is enacted variably across faculty classrooms. Accountability conversations regarding curriculum delivery tend to vary rather than being consistently driven by a whole-school approach.

- The principal and some school leaders have accepted personal responsibility for driving improvements in teaching and learning.

Research underpins decisions on how to enhance effective teaching practices through the use of ASOT and Reading to Learn (RTL)². Literacy is a key priority and is understood by the majority of teachers. PD for, and implementation of, RTL is underway. The position of literacy coach supports this initiative. Evaluation of the effectiveness of teaching and regular feedback to teachers from school leaders, including line management meetings, are not yet consistent.

- Community partnerships have been established in response to an identified need and considerable effort goes into maintaining and nurturing these relationships.

Deliberate and strategic use is made of a wide range of business and community partnerships to access additional resources not available within the school for the purpose of improving student outcomes.

¹ Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.

² Retrieved from <https://www.readingtolearn.com.au/>



2.2 Key improvement strategies

- Clearly define and communicate the roles and responsibilities of the leadership team and provide PD to build the capacity of the team.
- Communicate, explicitly and consistently, the school's high expectations for student academic outcomes and systematically monitor progress towards the attainment of targets.
- Accelerate the implementation of RTL and ASOT and provide higher levels of support for teachers to engage in the new practices to include differentiation.
- Review current opportunities for teachers to give and receive feedback on their practice, leading to the development of a whole-school approach. This needs to include the role of the principal and leadership team in implementing the approach.
- Further develop individual teachers' data literacy through whole-school PD.
- Provide opportunities for Heads of Department (HODs) to collaborate across subject areas to support a whole of school approach to curriculum planning and delivery.