# Maleny State High School

## Executive Summary

Education Improvement Branch

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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 **Maleny State High School** from **7** to **9 October 2020.**

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

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| Alan Smith | Internal reviewer, EIB (review chair) |
| Justin Harrison | Peer reviewer |
| Valerie Hadgelias | External reviewer |

## 1.2 School context

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|---|---|
| **Location:** | Bunya Street, Maleny |
| **Education region:** | North Coast Region |
| **Year levels:** | Year 7 to Year 12 |
| **Enrolment:** | 689 |
| **Indigenous enrolment percentage:** | 3.4 per cent |
| **Students with disability:** | **Education Adjustment Program (EAP) percentage:** 5.2 per cent |
| | **Nationally Consistent Collection of Data (NCCD) percentage:** 13.6 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 1041 |
| **Year principal appointed:** | 2015 |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), six administration officers, seven Heads of Department (HOD), Head of Special Education Services (HOSES), 39 teachers, guidance officer, Youth Support Coordinator (YSC), two schools officers, scientific assistant, agriculture assistant, seven teacher aides, four cleaners, preservice teacher, 11 parents and 41 students.

Community and business groups:

- Maleny Lions Club representative and Maleny Returned and Services League of Australia (RSL) Club representative.

Partner schools and other educational providers:

- Maleny State School principal and Mapleton State School principal.

Government and departmental representatives:

- State Member for Glass House and lead principal.

## 1.4 Supporting documentary evidence

| | |
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| Annual Implementation Plan 2020 | Strategic Plan 2017-2020 |
| Investing for Success 2020 | School Data Profile (Semester 1 2020) |
| Headline Indicators (May 2020 release) | School budget overview |
| OneSchool | Curriculum planning documents |
| School pedagogical framework (draft) | School differentiation plan |
| School data plan (draft) | Responsible Behaviour Plan for Students |
| School Opinion Survey | School newsletters and website |
| School based curriculum, assessment and reporting framework | |

## 2. Executive summary

### 2.1 Key findings

**The school is well regarded by the wider community.**

Parents and community members speak positively of the staff and their work that encourages students to succeed. School leaders identify that the commitment from local businesses and community partners adds value to the school curriculum and supports student wellbeing and engagement. The school recognises the value of establishing close relationships with families.

**Staff members recognise the importance of, and are committed to, providing an extensive and highly engaging curriculum to meet the diverse needs of all students at the school.**

Students and parents commend the broad range of subject offerings across all year levels. Students enthusiastically describe their involvement in a variety of in-school and extracurricular offerings, including sport, robotics, agriculture, leadership, and the Arts.

**The principal and all staff members demonstrate commitment to young people, and are passionate about providing a quality public education.**

Executive leaders are united, and work collaboratively with staff and the wider community to provide a wealth of opportunities and to improve student learning outcomes. In 2020, key improvement priorities at the school are wellbeing and school culture, senior schooling, junior secondary, and whole of school improvement. Executive leaders acknowledge that, in hindsight, a reduced number of priority areas would assist with achieving a sustained focus on effectively embedding the Explicit Improvement Agenda (EIA).

**A number of quantitative targets have been developed by school leaders and are stated in strategic documents for 2020.**

Those relating specifically to students are 80 per cent participation in sporting carnivals, 92 per cent attendance and 100 per cent attainment of Queensland Certificate of Education (QCE). Other student-focused targets are listed in these documents. Teachers indicate a lack of clarity regarding what is expected of them in relation to these goals.

**The principal and other school leaders emphasise the importance of appropriately sequencing teaching and learning, in addition to selecting pedagogy that engages all students.**

They recognise that quality teaching is critical to improved student outcomes. Teachers are implementing strategies adapted from the Gradual Release of Responsibility (GRR), Read to Learn (R2L), and New Pedagogies for Deep Learning[1] (NPDL). A new school-wide pedagogical

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[1] Fullan, M., Quinn, J., McEachen, J. (2017). *New pedagogies for deep learning: Leading transformation in schools, districts and systems.* USA: SAGE Publications Inc.

framework is currently being collaboratively and carefully developed by an interested group of staff members, with significant consultation occurring.

**School leaders articulate a strong expectation that staff members will build positive relationships with students that produce mutual trust and respect.**

Leaders emphasise the importance of establishing classroom environments that are conducive to learning, are supportive of students, and are regulated by clear routines and structures. Some students and some teachers describe a level of variability in implementation of agreed, whole-school behaviour management practices. Some teachers and students indicate a level of inconsistency in follow-up and application of consequences.

**Executive leaders acknowledge the importance of building capacity, deepening practice, and embedding use of the new pedagogical framework across the school.**

Members of the executive leadership team acknowledge the importance of a systematic approach to observation, feedback, mentoring and coaching processes to help to develop capability and consistency in embedding agreed school-wide pedagogies.

**The importance of student academic, attendance, behaviour and wellbeing data is recognised by school leaders.**

Within faculties, teachers are encouraged to analyse data to identify starting points for teaching, monitor progress over time, and determine effectiveness of the curriculum and teaching process. Teachers describe various approaches being utilised across faculties, and indicate that data discussions and analysis are more formal in Years 11 and 12.

**Teachers recognise the importance of differentiation in ensuring students are appropriately engaged, challenged, and extended.**

Teaching staff work hard to differentiate for the range of students in their classes and are committed to the notion of success for each and every student. The school has a strong commitment to inclusion.

**Staff members express a high level of commitment to the wellbeing and academic achievement of all students enrolled at the school.**

Many staff express appreciation of the collegial support they receive from their peers. All members of the teaching team engage in a range of capability development opportunities, aligned to continuous improvement of their skills. Parents speak highly of the school and appreciate the efforts of teachers and non-teaching staff.

## 2.2 Key improvement strategies

Refine the EIA to promote increased clarity, shared understanding, systematic application, and rigorous and successful implementation.

Redefine targets to clearly measure growth in student learning and wellbeing outcomes across the school.

Finalise, enact and quality assure implementation of the school's new pedagogical framework.

Review whole-school behaviour management routines and structures, leading to clarity of understanding and consistency of application with high levels of rigour and fidelity at every level.

Develop and implement a systematic observation, feedback, mentoring and coaching model to build teacher capability in the use of signature pedagogical practices.

Develop systematic approaches for data analysis at the classroom level.