

Maryborough State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Maryborough State High School** from **25 to 27 June 2019**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Ray Johnston	Internal reviewer, SIU (review chair)
Cameron Hodges	Peer reviewer
Tony McGruther	External reviewer



1.2 School context

Location:	Kent Street, Maryborough
Education region:	North Coast Region
Year opened:	1881
Year levels:	Year 7 to Year 12
Enrolment:	880
Indigenous enrolment percentage:	14.1 per cent
Students with disability enrolment percentage:	9.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	929
Year principal appointed:	2016
Day 8 Staffing Teacher Full-time equivalent numbers:	68.7
Significant partner schools:	Albert State School, Granville State School, Maryborough Central State School, Tinana State School
Significant community partnerships:	Brisbane Roar Football Club, Queensland Reds, University of the Sunshine Coast (USC), Wide Bay Rowing Club
Significant school programs:	Rugby Sevens academy, Hockey academy, Brisbane Roar school of football, coding – Robacademy, rowing program, Creative Industries



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- 39 teaching staff including principal, two deputy principals, head of inclusion, nine Heads of Department (HOD), wellbeing coach and guidance officer, 11 non-teaching staff including Business Manager (BM), four teacher aides, two computer technicians, two administration officers, three supply teachers, Youth Support Coordinator (YSC) 36 students, president of Parents and Citizens' Association (P&C), president/chair of school council and five parents.

Community and business groups:

- Director of Hervey Bay Coffee and boatshed captain of Wide Bay Rowing Club.

Partner schools and other educational providers:

- Principal of Howard State School and principal of Albert State School.

Government and departmental representatives:

- Councillor for Fraser Coast Regional Council Division 3 and State Member for Maryborough.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School Opinion Survey	School leadership framework
School Curriculum Plan 2019	Literacy staff toolkit
Quadrennial School Review 2019	School leadership structures 2019
Student Inclusion Policy Staff Handbook	School Teaching and Learning Strategy 2017-2019
Student Engagement and Performance Protocols and Processes	



2. Executive summary

2.1 Key findings

The school places a high priority on making data-informed decisions in relation to improving student outcomes.

Key school decisions, interventions and initiatives are in response to significant data trends from internal and external data sources. Teachers consistently use the data in the class analysis sheet to inform themselves of some of the starting points and potential support strategies for their students' learning. Heads of Year (HoY), an attendance officer, Year Level Coordinators (YLC) and the relevant deputy principal meet on a regular cycle to review student attendance data and consequently implement a range of intervention strategies.

The school targets available resources towards the priorities identified in its strategic planning, with a clear focus on addressing the wellbeing and learning needs of all students.

The school displays flexibility in deploying human and financial resources to respond to the changing needs of the school and its students. The school is well maintained, with pleasant and attractive grounds. Heritage listed buildings are a source of pride and distinction for the school, as are the Trade Training Centre (TTC) and the newly-opened Murdoch-Darling Centre.

The school leadership team has established a strategic improvement agenda based on the current school context and the systematic, ongoing analysis of data.

School leaders and other staff are united and committed to the improvement of outcomes for all students. The executive leadership team acknowledges that a clear and precise Explicit Improvement Agenda (EIA) that incorporates clarity regarding the desired, measurable student outcomes will be an important part of the school's development of its next four-year plan.

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

The school has developed a pedagogical framework that is based on Marzano's¹ New Art and Science of Teaching (NASOT). Teachers reference this model directly through the class analysis sheet. A literacy toolkit is developed to guide the whole-school approach to the teaching of literacy. It contains a suite of strategies for application across a number of areas of literacy teaching. The school is yet to encapsulate the agreed common teaching strategies selected to achieve the desired improvement in reading.

¹Marzano, R. J. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



The school prioritises aligned and coherent curriculum planning as a basis for systematic delivery of curriculum to students across all year levels.

The school places a high priority on ensuring the curriculum is locally relevant. The school's 2019 curriculum plan documents a range of enrichment programs that is offered to students from Year 7 to Year 12. From Year 7 to Year 10, year level or band plans are developed across all key learning areas. Achievement standards from the Australian Curriculum (AC) are mapped in the year/band plans to ensure coverage across the year. Some leaders and teachers express the desire to deepen their knowledge of the AC.

The school places a high priority on meeting the learning needs of all students.

The school has encouraged teachers to tailor their teaching to the needs and readiness of their students. Classroom dashboard is used by teachers to access data, including A to E achievement data, diagnostic test data, National Assessment Program – Literacy and Numeracy (NAPLAN) and PROBE scores. Some teachers use their knowledge of the AC and/or formative or diagnostic data to identify gaps and misunderstandings to target their teaching. This is yet to be consistent practice across the school.

The school is actively committed to meeting the needs of all students in the school, founded in a clear belief that all students are capable of learning.

Wellbeing is a priority focus for the school classrooms and transitions are orderly and conducive to engaged learning for all students. Students, staff and parents highlight that behaviour is managed well at the school through clear guidelines, explicit expectations and a comprehensive set of responsive support systems for students with social and emotional needs. School leaders acknowledge that further improvement in attendance is an ongoing priority for the school.

The leadership team views the development of staff into an expert and coherent teaching team as central to improving outcomes for all students.

The school has a significant number of staff trained as classroom profilers who provide feedback on the implementation of the Essential Skills of Classroom Management (ESCM). All teachers participate in classroom profiling twice a year and this consistent approach provides valuable feedback for many teachers.

The school actively seeks partnerships with schools, other educational providers, local business and community organisations to provide additional opportunities and enhanced learning for its students.

The school is well established as the host of the Fraser Coast Technology Challenge that attracts nationwide interest, a significant number of local sponsors and support from all levels of government. The school has extensive links with industry through involvement in the delivery of the 16 Vocational Education and Training (VET) certificate courses as a Registered Training Organisation (RTO). The school welcomes parental involvement and communicates information to parents via a range of media including newsletters, email, school website, social media and information evenings.



2.2 Key improvement strategies

Collaboratively analyse school performance data trends to identify a clear and precise EIA that clearly articulates desired, measurable improvements in key student outcomes, to which all members of staff are committed and share accountability.

Develop clear, agreed, school-wide teaching approaches for the teaching required to leverage improvement in the school's agreed improvement agenda, establishing processes to monitor their impact.

Provide continuing opportunities for leaders and teachers to deepen their knowledge of the AC, particularly with regard to alignment of curriculum plans and assessment practices, and how to embed the general capabilities into student learning.

Build the capacity of teachers to use their knowledge of the AC and diagnostic or formative data, to empower students to identify their next steps for learning and own their individual progress.

Conduct a focused review of current attendance patterns and strategies across the school to deliver continuous improvement in attendance rates.