

Marian State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Marian State School** from **1 to 3 November 2017**.

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 consider 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

Gregory Brand	Internal reviewer, SIU (review chair)
Alana Scott	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Anzac Avenue, Marian
Education region:	Central Queensland Region
Year opened:	1999
Year levels:	Prep to Year 6
Enrolment:	560
Indigenous enrolment percentage:	4.8 per cent
Students with disability enrolment percentage:	3.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	988
Year principal appointed:	2017 (acting)
Full-time equivalent staff:	38.9
Significant partner schools:	Mirani State School, Mirani State High School
Significant community partnerships:	Police-Citizens Youth Club (PCYC) – Marian School Age Care, Crèche and Kindergarten (C&K) Marian, local sporting clubs
Significant school programs:	Challenge Groups, Investing for Success (I4S) Reading Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, Support Teacher Literacy and Numeracy (STLaN), 32 teachers, eight teacher aides, Business Manager (BM), two administration officers, grounds officer, chaplain, teacher librarian, Parents and Citizens' Association (P&C) president, guidance officer, tuckshop convenor, 36 parents and 60 students.

Community and business groups:

- PCYC representative, Queensland Police Service (QPS) Adopt-a-Cop and C&K kindy representative.

Partner schools and other educational providers:

- Principal Mirani State School and deputy principal Mirani State High School.

Government and departmental representatives:

- ARD - School Performance.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Opinion Survey
Investing for Success 2017	Strategic Plan 2013 - 2016
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017	School newsletters and website
Marian SS edStudio	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan
School internal monitoring and assessment overview	Curriculum planning documents and frameworks



2. Executive summary

2.1 Key findings

‘Success Crowns Effort’ is the school’s motto that pervades a whole-school approach to education.

The school’s motto recognises achieving quality educational outcomes is dependent on a positive and successful partnership between students, staff, parents and the wider school community. All staff members believe students come to school to learn, be safe and be happy, and are committed to improving learning outcomes for students. They are universally committed to providing a caring and nurturing educational environment and there are measures established to support and encourage student wellbeing.

The acting principal emphasises a collaborative approach to enacting the school’s improvement agenda.

A collaborative way of working has been well received by all staff members who express genuine positivity in the school’s future direction. The acting principal is recognised as being highly visible across the school, working closely with staff, students and the school community. Parents express the view that the genuine professionalism and dedication of the acting principal and staff members are strongly valued within the school community.

All staff members articulate an appreciation for the current direction of the school.

School leaders express the Explicit Improvement Agenda (EIA) has focused on reviewing and re-developing a whole-school spelling framework, the professional analysis of student learning data to inform pedagogy, and the progressive implementation of the Australian Curriculum (AC). School leaders acknowledge that throughout the year, establishing a consistent approach to the teaching of spelling and the development of a whole-school spelling framework became the primary focus of the school’s EIA. The acting principal recognises the need for next year’s EIA to prioritise specific targets for high Levels of Achievement (LOA) for all students across the school.

The Head of Curriculum (HOC) and master teacher are committed to leading significant pieces of work across the school.

School leaders acknowledge that over time, changes and disruption to continuity in the school’s leadership team has resulted in a degree of uncertainty for staff. The acting principal recognises that moving forward, there is a need to establish an instructional leadership model for all school leaders that clearly articulates the roles, responsibilities and accountabilities of members of the school’s leadership team, aligned to the school EIA.



Staff members express high levels of satisfaction in progressing the current EIA in a manageable and collaborative manner.

School leaders acknowledge a lack of leadership continuity has meant a number of initiatives and programs have not been reviewed for their effective implementation and positive impact on student learning. A number of staff members express that during the period of uncertainty in leadership, an active staff voice in the sustainable rollout of school-wide programs and expectations of classroom practices was not fully achieved.

School leaders strongly believe building expert teaching teams is central to improving student learning outcomes.

Staff members display a professional approach to all aspects of teaching and learning and are actively engaged in professional learning opportunities. A number of class teachers speak positively about past processes that supported class teachers sharing their practices and Watching Others Work (WOW) on a regular basis. Many express they would welcome opportunities to engage in similar ways of working in the future. A number of class teachers express they would appreciate input into how this process is implemented across the school to ensure it supports all staff members in building their capacity.

All class teachers talk positively regarding having consistent and supportive processes for curriculum direction, discussion and development.

School leaders clearly articulate their commitment to the implementation of the AC. The school has an explicit sequenced plan for curriculum delivery across Prep to Year 6. Curriculum leaders over time have embedded a rigorous process for curriculum development and implementation through a defined teaching and learning cycle. The time provided to work with year level colleagues and curriculum leaders is greatly valued in building teachers' knowledge and understanding of the AC.

A dedicated and enthusiastic Parents and Citizens' Association (P&C) executive and group of willing volunteers go to great lengths to support the endeavours of the school.

The P&C provides significant financial support for the school. The P&C operates the school's tuckshop and uniform shop. The recent Spring Fair is a large community event. A recent successful grant application will enable the P&C to provide a new playground for the school. Through a variety of fundraising activities, the P&C has contributed more than \$100 000 over the past two years to support large and small initiatives at the school.



2.2 Key improvement strategies

Further refine the school's EIA, deeply embedding key improvement strategies that directly link to the achievement of aspirational benchmarks and targets in learning for all students.

Establish an instructional leadership model for all school leaders that clearly articulates the roles, responsibilities and accountabilities aligned to the EIA.

Develop processes to continually monitor and evaluate the effectiveness of the key improvement strategies of the EIA and current whole-school programs.

Strengthen the collegial culture to embed an agreed modelling, coaching, mentoring and feedback cycle that includes the sharing of practice and opportunities for staff members to observe each other's teaching practices aligned to the EIA.