

Marian State School

Executive Summary





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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 **Marian State School** from **23 to 25 November 2021**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Natalie Taylor	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Anzac Avenue, Marian	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	589	
Indigenous enrolment percentage:	4.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	14.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	984	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, deputy principal/Head of Department – Curriculum (HOD-C), cluster Head of Special Education Services (HOSES), HOD-C, guidance officer, two Support Teachers Literacy and Numeracy (STLaN), Business Manager (BM), chaplain, 27 teachers, 18 teacher aides, two administration officers, four cleaners, grounds officer, 94 students and 41 parents.

Community and business groups:

- Current and former presidents of Parents and Citizens' Association (P&C), representative of Childcare and Kindergarten (C&K) Marian Community Kindergarten and representative of Petit Early Learning Journey.

Partner schools and other educational providers:

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

Government and departmental representatives:

- State Member for Mirani and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018 - 2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School Opinion Survey 2021	OneSchool and SORD data
School budget overview	Headline Indicators (October 2020 release)
School pedagogical framework	Student Code of Conduct 2020–2023
Whole School Curriculum Plan 2021	Whole school data collection
Staff Wellbeing Framework (Draft)	Collegial Engagement Plan
Professional Development Planner 2021	Reading, Writing, Spelling and Mathematics frameworks
School differentiation planning and referral documentation	Every Student with Disability Succeeding – School Data Reflection
School based curriculum, assessment and reporting documents and planning	Parent and Community Engagement Framework
Administration Roles and Responsibilities at a Glance	School newsletters, website, School and P&C Facebook page



2. Executive summary

2.1 Key findings

The school's goal of developing life-long learning skills enabling all students to reach their future potential is clearly apparent.

Staff express great pride in the school's standing in the local community and are committed to providing high quality teaching and learning, in conjunction with promoting academic, digital, cultural, artistic and sporting pursuits students are able to engage in. Parents and community members express the view that the dedication, kindness and personalised approach to education staff demonstrate on a daily basis are positively recognised across the school and wider community. Students clearly express school expectations and the positive and caring relationships that exist across the school. They articulate that teachers provide them with support and challenge in their learning and make learning engaging and relevant.

School leaders have a clear vision for the school's learning agenda that is focused on providing all students with access to quality learning experiences.


High quality curriculum planning and teaching are identified as key aspects for continuing to improve learning outcomes for all students in the school. A focus on the Australian Curriculum (AC) has seen the development of a wide and detailed range of curriculum planning, teaching and learning frameworks, supporting documents and resources, all providing clarity for staff regarding the expectations for teaching and learning. Staff express the work of curriculum leaders contributes to building their capability to plan and deliver the AC.

School leaders are driving a clear and focused Explicit Improvement Agenda (EIA).

Teachers identify Science, Technology, Engineering and Mathematics (STEM), science and the wellbeing of staff and students as the school's key priorities. Teachers articulate they would appreciate further opportunities to consolidate and embed aspects of the EIA and build their understanding of emerging practices focused on student wellbeing and pedagogy. School leaders acknowledge the need to sustain a focus on all aspects of the EIA to ensure expected teaching practices and ways of working are deeply embedded. Some teachers express a desire for all school leaders to work more closely with them in improving their professional practice to meet the needs of students.

School leaders articulate that research-based pedagogy provides the best opportunity for students to succeed.

The school has a documented pedagogical framework and Explicit Instruction (EI) and the Gradual Release of Responsibility Model (GRR) are a regional and school pedagogical focus. School leaders articulate the need to review and refine the school's approach to pedagogy in line with the AC and the department's P-12 Curriculum Assessment and Reporting Framework (P-12 CARF). Some teachers talk confidently regarding some of the



pedagogies they utilise within the school's current framework. Teachers express a desire to further develop their understanding and application of emerging pedagogies.

Teachers express highly valuing the opportunity to participate collaboratively in curriculum planning processes.

The school releases teachers to facilitate collaborative year level planning each term. They articulate that curriculum planning processes assist in providing consistency of curriculum delivery across year levels and that these planning days frequently lead to further professional conversations regarding curriculum delivery amongst the team and with other teachers. Some teachers articulate they would appreciate greater input from all school leaders into curriculum planning conversations and implementation in classrooms. Curriculum leaders acknowledge that further work needs to occur to develop additional positive processes to quality assure that the intended curriculum across all learning areas is the enacted curriculum in all classrooms.

Teachers understand that effective pedagogical practice engages students and leads to improved outcomes.

Early years staff, parents and early childhood providers identify Age-appropriate pedagogies (AAP) as a valued pedagogical approach for students in the early years. Some early years staff express a desire to develop a deeper understanding and application of AAP. School leaders articulate inquiry-based learning as an emerging focus to support curriculum delivery across the school. Some staff have been exploring inquiry-based learning to support their teaching and speak of high levels of engagement by students and an increase in confidence in delivering inquiry-based learning experiences.

A draft staff wellbeing framework outlines a range of goals and actions to support staff wellbeing.

School leaders articulate school structures are designed to develop productive partnerships and build a collaborative and supportive school culture. School leaders promote wellbeing and use results from a weekly High Performing Teams (HPT) survey to assist them in monitoring and planning responses, strategies and initiatives to promote staff wellbeing. Some staff indicate they do not undertake this weekly HPT survey. Some staff express a desire to see strategies established to enhance their resilience in the management of change. Some staff express a desire for consistency in communication in school operations and greater levels of collaboration regarding the implementation of current and emerging practices.

School leaders and staff embrace inclusivity, expressing pride in ensuring the needs of all students are met.

Members of the school community clearly articulate a shared belief that all students can be successful and that inclusion can look different for students to meet their individual needs. Staff identify the Head of Special Education Services (HOSES) as a significant change agent in developing the culture of inclusion that pervades the school. They are highly visible in and around the school and wider community, and staff, parents and partner schools speak highly



of how they work collaboratively with them to support student learning and engagement. Inclusion support teachers and teacher aides provide targeted and differentiated support based on identified student need. Staff articulate the school's Inclusion Hub creates a sense of one community.

Staff are highly committed to continuous improvement and focused on the development of knowledge and skills required to improve student outcomes.

School leaders articulate the development of a school-wide professional team of highly able teachers and teacher aides is central to school improvement. The school enjoys a committed group of teachers that possess a range of experience, confidence and expertise in the fields in which they teach. School leaders recognise the importance of professional learning through accessing external Professional Development (PD) opportunities, school-based professional learning activities and through observation and feedback, coaching and Watching Others Work (WOW).



2.2 Key improvement strategies

Sustain a deep focus on authentically embedding and monitoring the current and emerging practices underpinning the school's EIA in the next strategic planning cycle.

Collaboratively review and define the school's signature pedagogical approaches and practices that will underpin teaching and learning across the school.

Develop agreed processes to positively support and quality assure the intended curriculum enactment in all classrooms.

Build teacher capability in applying signature school pedagogical approaches, with a focus on inquiry and AAP, to enhance student learning and engagement.

Implement the strategies and actions of the staff wellbeing framework, and seek authentic feedback on their positive impact on the professional wellbeing of all staff.