

Marian State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Marian State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to Yuwi people and their Elders, past and present.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	449
Aboriginal students and Torres Strait Islander students	5%
Students with disability	16%
Index of Community Socio-Educational Advantage (ICSEA) value	977

About the review

 <p>3 reviewers from 29 April to 1 May 2025</p>	 <p>229 participants</p>	 <p>42 school staff</p>
 <p>145 students</p>	 <p>35 parents and carers</p>	 <p>7 community members and stakeholders</p>

Key improvement strategies

<p>Domain 3: Promoting a culture of learning Strengthen staff capability in using agreed strategies and tools for supporting student behaviour, to enhance clarity and understanding for a consistent whole-school approach.</p> <p>Domain 7: Differentiating teaching and learning Review whole-school community inclusion principles and processes to enhance community knowledge and understanding, and staff capability in implementing agreed, inclusion approaches and practices.</p> <p>Domain 3: Promoting a culture of learning Further refine staff wellbeing initiatives and strategies, monitor their impact and review actions, as required, to consolidate progress in staff wellbeing.</p> <p>Domain 6: Leading systematic curriculum implementation Review and refine a whole school approach to the teaching of reading to support teachers to implement reading across the Australian Curriculum (AC).</p> <p>Domain 8: Implementing effective pedagogical practices Systematically enact collaborative quality assurance processes, including observations and feedback, to support teachers to reflect on and enhance teaching practices.</p>
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Key affirmations



Students, parents and staff celebrate the school’s reputation as a community hub where respectful relationships and trust are fostered to support students’ wellbeing, engagement and learning.

Leaders communicate that the school’s vision and key priorities reflect a school-wide focus on supporting all students. Leaders and staff express they value positive relationships that have been established with key stakeholders. They welcome families as partners in their child’s learning and invite parental input into school decision-making to reinforce students’ and families’ connections to the school. Staff highlight the collegial culture and trusting relationships that are fostered by colleagues and leaders to enhance staff wellbeing. They value clear communication, and parents appreciate the renewed focus on communication strategies and tools to ensure that they are kept informed.



Leaders promote building a positive culture of inclusion where learning experiences are collaboratively designed to respond to students’ needs, interests, characteristics and backgrounds.

Leaders and staff celebrate diversity and express a strong conviction that all students can achieve success in learning. Parents appreciate the efforts of staff in catering for the needs of all students. Students describe being encouraged by teachers to be learners, always do their best and act on feedback to achieve their learning goals. They express they enjoy learning with peers and appreciate the care and support provided by staff to support their learning and wellbeing.



Leaders and teachers highlight the range of activities centred around research-informed practices that promote a culture of collegiality and collaboration among staff.

Leaders affirm building staff capability is at the forefront of the leadership team’s focus. They highlight how capability building aims to provide staff with a set of techniques, a shared language, and a framework for practice. Teaching staff convey their commitment to enhancing student learning, and convey they possess a range of experience, confidence and expertise in teaching. Experienced teachers speak of actively supporting colleagues to construct their knowledge and develop their practice. Teachers describe engaging with cluster peers to enhance their knowledge and understanding of curriculum and pedagogy.



Teachers speak appreciatively of prioritised time provided to meet with year level colleagues, leaders and support staff to reflect on and enhance curriculum planning and implementation.

Staff value the expertise of colleagues, and opportunities to expand their understanding of the AC through ‘Responsive Planning Meetings’ and targeted work with key leaders. The leadership team and teachers highlight the intentional work of the Head of Department - Curriculum (HOD-C) to provide clarity about what to teach, when to teach and how to assess. Teachers express they value opportunities to co-plan with the HOD-C and colleagues. Parents articulate they appreciate the curriculum messages and termly curriculum overviews provided by leaders and staff to inform them of classroom teaching and learning.