Maroochydore State High School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Maroochydore State High School** from **23** to **26 July 2018**.

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

Joseba Larrazabal	Internal reviewer, SIU (review chair)
John Thornberry	Peer reviewer
Robin Sprott	Peer reviewer
John Wessel	External reviewer

1.2 School context

Location:	Maroochydore Road, Maroochydore
Education region:	North Coast Region
Year opened:	1964
Year levels:	Year 7 to Year 12
Enrolment:	1348
Indigenous enrolment percentage:	5.8 per cent
Students with disability enrolment percentage:	3.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1003
Year principal appointed:	2014
Full-time equivalent staff:	98.2
Significant partner schools:	Feeder Schools: Kuluin State School, Maroochydore State School, Buderim Mountain State School, Pacific Paradise State School, Mooloolaba State School, Bli Bli State School, Secondary Partners: Chancellor State College, Mountain Creek State High School, Beerwah State High School
Significant community partnerships:	Mooloolaba Lions Club, Vocational Education Reference group (VERG) Businesses, The Smith Family, Rotary Club of Maroochydore, Maroochydore Returned and Services League of Australia (RSL), State Member of Parliament for Maroochydore
Significant school programs:	Humanitarian Project, DRIVE (academic and leadership), Swannies Leo's – Mooloolaba Young Lions, music: choir (various groups) 60+ students, Sports Development class, Biotechnology, Design & Technology

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, 80 teachers (Including Heads of Department (HOD), Head of Special Education Services (HOSES) and Heads of Curriculum (HOC)), two Business Managers (BM), 10 teacher aides, six administration officers, two schools officers, four cleaners, three canteen conveners, Parents and Citizens' Association (P&C) executive, school council chair, 38 students and 14 parents.

Community and business groups:

- Mooloolaba Lions Club, Maroochydore RSL, The Smith Family, Rotary Club of Maroochydore and SmartSkill.

Partner schools and other educational providers:

- Maroochydore State School, Buderim State School and Kuluin State School.

Government and departmental representatives:

- State Member for Maroochydore and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	School Opinion Survey
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Students, parents and staff report that there is a strong sense of belonging across the school.

The school presents as calm and orderly and focused on learning. Relationships between staff and students are positive and respectful. Parents speak highly of the relationships within the school community and identify that their contribution is valued. Students communicate that they feel cared for by staff members. They articulate teachers motivate them to learn and expect them to do their best.

The executive leadership team and staff members articulate a commitment to collaboratively and innovatively finding ways to improve the current levels of engagement and performance of all students.

School leaders are explicit regarding their desire to observe effective teaching and learning occurring throughout the school. Teachers are encouraged to monitor the progress of individuals and tailor classroom activities to meet the needs of students. Expectations are clearly and consistently communicated to the school community. Students, parents and staff are supportive of these high expectations.

At a whole-school level there are well-defined and rigorous processes regarding the collection and analysis of data.

Support teams across junior and senior phases of learning meet weekly to review and monitor data relating to attendance, academic achievement, students requiring additional support, in addition to Queensland Certificate of Education (QCE) and Overall Position (OP) attainment. These teams implement actions in response to the data to meet the needs of students.

The senior leadership team has collaboratively developed an overarching Implementation Plan (IP) for 2018 that is grounded in the school's strategic plan 2015-2018.

Staff member identification of the Explicit Improvement Agenda (EIA) for the school varies. Most members of staff interviewed are able to identify a number of priorities from the range of goals and targets listed in the 2018 IP. Staff members articulate a commitment to their roles and responsibilities in supporting the school's goals and targets that they understand to be the priority.

The culture of high expectations regarding engagement and performance is noted as having steadily improved over the past two years.

Many staff, students and parents acknowledge a significant improvement in providing a safe, orderly learning environment. Improvements are noted in the quality of the curriculum and elements including the adherence to the school dress code. Many students, parents and

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staff members express a desire for the continued development of a consistency of practice across the school.

The school leadership team views the reliable and timely collection and analysis of student data as essential to improving student outcomes.

Student achievement data is collected at the end of each reporting period by Heads of Department (HOD). In many faculties this data is presented to teachers to highlight areas for improvement of student achievement. The practice of analysing data and implementing strategies that inform changes to pedagogy, curriculum and assessment is yet to be further refined.

A recently developed organisational chart outlines the line management structure within the school.

Clearly identified accountabilities for leaders and staff members, and their alignment to the improvement agenda are yet to be fully realised. The executive leadership team recognises the need to build leadership capability linked to key accountabilities in the improvement agenda.

School leaders are explicit regarding their desire to see effective teaching and learning occurring throughout the school.

Staff members' awareness of Effective Instruction as the current school framework is emerging. Teachers indicate a strong willingness to engage in developing their teaching strategies. Some students articulate that teachers use learning goals to focus students at the start of the lesson or unit. Consistency of practice in the use of learning goals and success criteria is apparent in most classrooms.

The school's curriculum review process is clearly aligned with the Australian Curriculum (AC) and is identified as increasing student engagement in learning.

The curriculum review ensures every subject is implementing school expectations for literacy and numeracy, and quality assessment tasks are used with appropriate criteria sheets. Staff members recognise and value the greater level of consistency that is apparent in teacher planning across the school. This process is attracting significant interest from other secondary schools.

Engagement with and participation in the wider community is a highly valued and productive component of the school's culture.

There is a shared and consistent view by multiple stakeholders within and external to the school that the school works in a collaborative and innovative manner to improve options for students. There are a significant number of very strong partnerships that operate at the school.

2.2 Key improvement strategies

Sharpen and narrow the school's key priorities that shape the EIA each year.

Enhance the capability of school and curriculum leaders to work more explicitly regarding the implementation of the school's expectations for curriculum, pedagogy and engagement.

Refine the school governance structure with clearly defined accountabilities aligned to the improvement agenda.

Consolidate the school-wide implementation of the current pedagogical framework and monitor the ongoing implementation.

Implement a school-wide process to collect, assess, action and review student academic, achievement and behaviour data that encourages teacher accountability for individual student improvement.