

Advancing Partnerships

– Parent and community engagement in action

Mareeba State School

Key theme: Building relationships and trust. Listening to the community.



Achievements

- Increased student enrolments – up from 835 in 2014 to 870 in 2018
- Increase student attendance – up from 89.1% in 2013 to 89.9% in 2017
- Increased Indigenous student attendance – up from 81.8% in 2013 to 82.7% in 2017
- Reduced Student Disciplinary Absences – down from 40.1 incidents per 1000 per term in 2013 to 20.0 incidents per 1000 per term in 2017
- Improved NAPLAN results – an increase in the percentage of students achieving at or above the National Minimum Standard in Years 3 and 5 between 2008 and 2017
- Improved levels of student achievement across key learning areas in the majority of year levels from 2013 to 2017 including science, English and mathematics, as well as in effort and behaviour
- Continued high staff attendance rates – steady at 96.5% between 2013 and 2017
- Improved staff retention rates – up from 87.5% in 2013 to 92% in 2017.

Strategies

- Acknowledging and responding to the experiences of the local Aboriginal people through regularly held community meetings that are conducted offsite. Meetings are co-facilitated by Department of Education regional staff.
- Community collaboration sessions are held each term in collaboration with Mareeba State High School. These sessions provide an opportunity for the community to ask questions and raise issues. School leaders are able to respond to the questions and concerns and can commit to action.
- Parents are invited to participate in regular “Parent Walks” around the school to see classes in action during the day. During these walks parents are asked to contribute three observations: “I see...”, “I think...”, “I wonder...”.
- A Reconciliation Action Plan has been developed in conjunction with Mareeba State High School and the local Indigenous community.
- A fortnightly newsletter is sent home in hard copy format to families. The newsletter focuses on positive stories and celebrates student successes. It is filled with photos and brief stories that allow community members with limited literacy skills to be a part of what is happening in the school.
- The entire school conducts “Pride Projects” for the first two weeks of the school year. The projects are collaboratively designed by teachers to build effective classroom teams and provide the teacher and all their students with opportunities to get to know each other in preparation for working together throughout the year. The projects culminate in an Open Day on which parents attend classrooms to see the completed projects and discuss them with the students.

Data contained in this case study is current as at Semester 1, 2018.



STUDENT ENROLMENTS

870

INDIGENOUS ENROLMENT

38.7%

STUDENTS WITH DISABILITY ENROLMENT

9.8%

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Advancing Partnerships
– Parent and Community Engagement Framework



Queensland Government