

Maleny State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by Reviews and School Improvement (RSI) through community consultation.

Acknowledgement of Country

Munnimbah Yuddi Guddi. We acknowledge the Jinibara people, the Traditional Owners of this area who have taken care of and respected the land for over 65 000 years. The majestic Barnji tree towers over us making us feel relaxed and peaceful. We think of the Bunya Festivals where many thousands of people from different clans travelled to celebrate together, share stories, dance and enjoy time. Aboriginal people camped under their family tree and marked it as their own special place. We feel happy that we can live and learn about the amazing and inspiring culture of the Jinibara people. Written by 4B students 2025.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	409
Aboriginal students and Torres Strait Islander students	7.3%
Students with disability	16.2%
Index of Community Socio-Educational Advantage (ICSEA) value	1056

About the review

 3 reviewers from 14 to 15 August 2025	 105 interviews	 42 school staff
 30 students	 19 parents and carers	 14 community members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and RSI validation.

Domain 1: Driving an explicit improvement agenda
Consolidate the strategic implementation of the reading agenda to provide clarity about the school's direction for reading and develop shared understanding and ownership of the next steps in teaching.

Collaboratively identify and develop an approach to de-implementing outdated policies, processes and procedures to target resources and efforts that maximise the focus on current and future improvement priorities.

Domain 2: Analysing and discussing data
Collaboratively review the data plan to ensure data collected has a clear and agreed purpose and is aligned with strategic priorities.

Domain 6: Leading systematic curriculum implementation
Embed evidence-informed practices for teaching and assessing reading through the Australian Curriculum (AC), to foster knowledge, understanding and efficacy aligned to the reading priority.

Domain 7: Differentiating teaching and learning
Collaboratively refine multi-tiered systems of support (MTSS) to ensure starting points for teaching, and adjustments and strategies, are responsive to the needs of students.

Key affirmations



Staff emphasise their shared belief in every student's potential, and how working collaboratively to cultivate a culture of collective efficacy and collegiality prioritises student outcomes and nurtures a strong sense of community.

Staff highlight their unwavering belief in the ability of every student to succeed, which is grounded in a culture of shared responsibility and collaborative teamwork. They express students' outcomes are influenced by collective efforts, which are supported by professional development and the sharing of effective practices. Staff convey commitment to making a meaningful difference, aligned with the school's improvement priorities to create a unified and focused approach to achieving excellence in teaching and learning. Community members praise the vibrant and inclusive school culture that is highly valued and actively promoted, with staff celebrating achievements and fostering a strong sense of belonging among students, families, staff and the broader community.



Staff commend the intentional, deliberate, and calm approach of school leaders in implementing improvement agendas, which fosters clarity and purpose in the roles of all staff.

Staff affirm the strategically developed clear and precise systems that are widely understood and embraced as the foundation for enacting the Explicit Improvement Agenda (EIA) with confidence. They consistently refer to the expectations outlined in 'The Maleny Way' as the unified, school-wide approach to achieving excellence. Leaders promote the shared understanding among staff of the high expectations embedded within the school's processes, protocols, and systems, as detailed in key documents such as 'Teaching English at Maleny State School Expectations', the 'Third Teacher Spaces & Learning Walls' and the 'PBL Handbook'. These comprehensive, whole-school systems guide curriculum delivery, pedagogy, assessment, moderation, reporting, and Positive Behaviour for Learning (PBL).



Staff collectively emphasise their unwavering focus on high expectations and evidence-based practices, which drive enhanced student achievement and foster a culture of excellence and sustained academic growth.

Staff express a deep commitment to improving outcomes for students, underpinned by a strong culture of high expectations for both behaviour and academic performance. Leaders convey the targeted approach in use relies on systematic data analysis and evidence-based practices. Leaders and teachers reference improvement goals, which are carefully monitored and evaluated, allowing them to work with precision. Staff voice students are consistently exposed to 'A-level thinking', empowering them to strive for excellence. Staff describe pride in the sustained success of their students, equipping them with the skills and confidence needed to reach their full potential as reflective lifelong learners. Parents and students promote a positive and supportive school culture that nurtures success in academic and extracurricular pursuits.



Students highlight the wide array of extra-curricular offerings that provide opportunities to engage in activities aligned with their interests while extending their learning.

Parents appreciate the diverse range of exciting and engaging extra-curricular activities, which are highly valued for their role in promoting and enriching student learning. Students express enthusiasm for programs and clubs such as Gardening, Science, Technology, Engineering and Mathematics (STEM), Drumming, Poultry, Robotics and the extensive sporting opportunities which align with their interests and foster a love of learning. Parents and students value the dedication of staff who design, coach, and implement these programs, ensuring a high-quality experience for participants. Staff celebrate the contributions of volunteer mentors, coordinated by the school chaplain, who work one-on-one with students supporting their engagement and wellbeing. Student leaders express willingness to engage with the principal, leaders and the Parents and Citizens' Association (P&C) to raise funds for projects and events.