

Mary Valley State College

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 reviews, 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

Mary Valley State College acknowledges the shared lands of the Kabi Kabi / Gubbi Gubbi nation.

About the school

Education region	North Coast Region
Year levels	Prep to Year 10
Enrolment	165
Indigenous enrolments	6%
Students with disability	13%
Index of Community Socio-Educational Advantage (ICSEA) value	961

About the review

 3 reviewers from 19 to 21 March 2024	 109 participants	 36 school staff
 46 students	 13 parents and carers	 14 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Collaboratively develop whole-college vision, beliefs, and systems to support a strategic and distinctive P-10 ethos and identity.

Prioritise developing the instructional leadership capability of key staff to systematically monitor and evaluate effectiveness of improvement strategies.

Domain 6: Leading systematic curriculum implementation

Review and refine curriculum planning documents, to meet the requirements of the P-12 curriculum, assessment and reporting framework (P-12 Framework) and support improved systematic curriculum delivery across the college.

Prioritise opportunities for leaders to routinely co-plan and discuss curriculum with teachers, complemented by classroom walkthroughs, to build on their line of sight over curriculum implementation.

Domain 7: Differentiating teaching and learning

Strengthen teachers' capability in embedding differentiated teaching and tailored supports into planning and practice, to provide the curriculum in ways that meet the diverse learning needs of all students.

Domain 8: Implementing effective pedagogical practices

Collaboratively develop a college-wide approach to the teaching and assessing of reading through the Australian Curriculum (AC), to ensure every student receives effective reading instruction.

Key affirmations

Local community leaders and partners speak highly of the college as a key pillar in the area, recognising its contribution to the local community.



Longstanding partnerships between the college and parents, local organisations, cluster schools, and other educational institutions are established. Many well-developed partnerships with local businesses provide sponsorships and goods and services to support school programs and initiatives.

Students comment that they connect to and seek support from many adults in the school.



Parents articulate pride in the college and express appreciation for the support that staff demonstrate for students. The work of the PBL committee to drive a school-wide approach to supporting student behaviour and wellbeing is affirmed by many staff. Student recognition processes across the college acknowledge expected behaviours and support engagement.

High levels of mutual respect and collaboration exist between staff to support student learning, engagement and wellbeing.



College leaders recognise the importance of ongoing collaborative learning networks for teachers within and beyond their school. Leaders and teachers identify high levels of satisfaction in the collegiality and support received through engagement with the Gympie State Schools Administrators Alliance (GSSAA).

An active and engaged Parents and Citizens' Association (P&C) works with other local businesses and organisations in joint fundraising ventures each year.



The Community Christmas Fete and 'Bull, Bronc and Barrels' are key school-community events. Proceeds from these enable the P&C to make significant contributions to the college, including operating the school-community pool, digital technologies infrastructure, and additional investments in staffing.