

MAROONDAN STATE SCHOOL
2024-2027 SCHOOL STRATEGIC PLAN

School profile Maroondan is a highly progressive and caring school. Staff are committed to providing the best support for our students, striving passionately to help every child to excel and achieve her/his potential in a safe and friendly environment. We firmly believe in establishing a solid foundation of literacy and numeracy to promote a successful future education and, having no room for complacency, our staff are always seeking ways to improve our skills and delivery of service to our children and the school community. We have worked at developing a close and strong bond between the school and our families to maximise our children's development and learning. The children, families and staff are all proud of Maroondan State School and believe it to be an outstanding school.	Vision and values Our vision, encapsulated in our school motto - "together in friendship we learn", is to consistently support and guide every student to attain the best possible learning outcomes in a happy and safe environment where all students, parents, carers, staff and all of the school community encourage and possess a feeling of 'belonging' and are proud to be part of the 'Maroondan team'. School staff, students and the broader school community at Maroondan work together to develop engaging and challenging learning activities and our students value learning, understanding its purpose and approaching all learning activities without fear and with a 'have a go' attitude. This vision is supported by four core school values which are consistently promoted and shared across our school community; Safety - The Maroondan State School community should feel safe in all aspects of their engagement with the school. Effort - The Maroondan State School community recognises that effort reaps rewards - 'I can't' is not an option. Respect - Our community promotes positive interaction, empathy, understanding and friendship.' Self-Responsibility - The Maroondan State School community promotes positive decision making and accountability.
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Educational achievement

Wellbeing and engagement

Culture and inclusion



School review key improvement strategies Domain 1: An explicit improvement agenda: Refine the Annual Implementation Plan (AIP) to provide clarity regarding improvement priorities aligned with the strategic plan to enable staff to implement strategies and monitor the impact of their implementation on student outcomes. Domain 6: Systematic curriculum delivery: Broaden processes for systematically monitoring student learning, including moderating student work during the unit, to ensure every student is on track and teaching is responsive. Domain 8: Effective pedagogical practices: Collaboratively refine and implement a research-informed, school-wide approach to the teaching of writing to enhance staff capability and promote successful student engagement with the Australian Curriculum (AC). Domain 5: An expert teaching team: Develop and enact a collegial engagement framework, with an associated professional learning plan, to regularly engage staff in a broad range of strategically planned capability development opportunities.	School priorities - Provision of clarity around school improvement priorities and associated strategies - Extend responsive teaching to ensure every student is on track. - Develop student engagement with V9 of the AC - Further engagement of teaching staff in capability development activities and opportunities
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School priority 1: Provision of clarity around school improvement priorities and associated strategies. Strategies - Clearly align AIP priorities to equity and excellence, the school's Strategic Plan and the requirements of AC V9. - Clearly align data plan and progress measures with AIP priorities. - Develop and extend processes for monitoring progress against AIP priorities over the course of each year via; - Principal/Teacher meetings - Whole staff meetings - P&C Meetings - Collaborate with like schools to share and identify improvement strategies (Domain 2) - Align Principal PDP and staff PDPs with school priorities. Measurable outcomes 100% of Teachers and Teacher aides understand school priorities. 100% of Teachers and Teacher aides are engaged in employing strategies to achieve school priorities. 100% of Teachers and Teacher aides are involved in monitoring of school improvement strategies. Success criteria Behaviourally: Students can/will: Recognise, verbalise, understand and respond to school improvement priorities. Principal/Teachers/Teacher Aides can/will: Collaboratively engage in identification of school improvement priorities and associated strategies. Understand and have clear sight of these priorities. Employ strategies designed to help attain these priorities and monitor the impact of these strategies. Resourcing Funding for TRS and TA relief to enable staff collaboration. Prof development - delivering strategies to address priorities.	School priority 2: Extend responsive teaching to ensure every student is on track. Strategies - Further develop systematic curriculum delivery where teaching is responsive to the needs of students via; - Extending student awareness of learning objectives and purpose - Development of processes for moderation during and across units of work - Developing processes for feedback to students - Re-engagement with Collaborative Assessment of Student Work (CASW) processes at school/cluster level - Continued engagement with pre and post unit moderation at school/cluster level - Setting of individual student goals - Development of classroom learning walls - Strengthening staff capability to understand and apply disability specific information and use research informed differentiated teaching and learning to support the learning of all students (Domain 7) - Building capability of staff members to embed assistive technologies in classroom practices to enhance access to the curriculum for all students (Domain 7) Measurable outcomes Baseline: students attaining A/B in English Sem 2 2023 = 57%, students attaining A/B in Maths Sem 2 2023 = 69% Whole school targets - Sem 2 2024 English A/B = 63%, Sem 2 2024 Maths A/B = 72% Sem 2 2025 English A/B = 69%, Sem 2 2025 Maths A/B = 75% Sem 2 2026 English A/B = 75%, Sem 2 2026 Maths A/B = 78% Sem 2 2027 English A/B = 81% Sem 2 2027 Maths A/B = 81% Success criteria Behaviourally: Students can/will: verbalise learning intentions in lessons and be able to identify and explain the purpose of these. Be responsive to teacher feedback and targets and identify next steps for improvement. Teachers can/will: Track student learning, provide responsive learning experiences, provide purposeful feedback to students. Resourcing Release time for engagement in systematic monitoring and moderation activities.	School priority 3: Develop student engagement with V9 of the AC Strategies - Collaboratively refine and implement a research-informed, school-wide approach to the teaching of writing. - Collaboratively refine the school's reading framework in alignment with V9 English. - Collaboratively develop and implement a research-informed, school-wide approach to the teaching of Maths in alignment with V9. - Build staff capability and knowledge around V9. - Expand opportunities within existing curriculum units to promote a culture of enquiry and innovation to deepen learning, build creativity, develop critical thinking skills and increase independence in student learning (Domain 2). Measurable outcomes 100% students state they are interested in their school work. (2023 SOS = 75%). Success criteria Behaviourally: Students can/will: engage with the curriculum and demonstrate increased independence in learning. Teachers can/will: confidently implement a schoolwide approach to the teaching in all subjects that align with V9 AC English 2024, Maths 2025, Science/Technology/HPE 2026, Art/HASS/LOTE 2027. Resourcing PD time around v9. Release time to enable collaborative development and implementation of school frameworks aligned to V9 AC.	School priority 4: Further engagement of teaching staff in capability development activities and opportunities. Strategies - Develop and enact a collegial engagement framework. - Develop an associated professional learning plan. - Maintain termly curriculum planning days. - Extend Watching Others Work (WOW) opportunities. - Maintain and enhance professional development planning processes. - Align capability development with school priorities. Measurable outcomes 100% of Teachers and Teacher Aides engage in capability development activities. Success criteria Behaviourally: Students can/will: respond positively to effective, equipped and knowledgeable teaching staff. Teachers and Teacher Aides can/will: employ developed knowledge and teaching skills to better support students in their learning. Principal can/will: continue to provide instructional leadership. Resourcing Time and funding - TRS and TA relief to enable participation in capability development opportunities.
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Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027
Developing	✓				Developing	✓				Developing	✓				Developing	✓			
Implementing	✓				Implementing	✓				Implementing	✓				Implementing	✓			
Embedding		✓	✓		Embedding		✓	✓		Embedding		✓	✓		Embedding		✓	✓	
Reviewing				✓	Reviewing				✓	Reviewing				✓	Reviewing				✓

Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.									
Principal 			P&C/School Council 			School Supervisor 			