






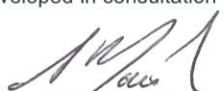




# Maroochydore State School

## 2025 – 2028 SCHOOL STRATEGIC PLAN

|   |  |                                |                                |                                |   |  |  |  |  |  |  |  |  |  |
|---|--|--------------------------------|--------------------------------|--------------------------------|---|--|--|--|--|--|--|--|--|--|
| <div>School profile:</div> <div>The Maroochydore State School was established in 1924 and continues a rich history of connection to the local community and being the hidden gem of the Maroochydore area.</div> <div>Our small school setting has staff knowing your child in both the classroom, and in the playground, as we focus on the growth and development of all students in a supportive learning environment across each school day.</div> <div>Maroochydore State school is proud of our diversity with approximately 30 different world languages spoken. Our school community represents First Nations people with 9% of our student population – currently we have 220 students as of March 2025.</div>   |  |                                |                                |                                | <div>Vision and values</div> <div>Capable, Confident, Caring</div> <div>Strong caring hearts, Willing minds, Warm smiles, Helping hands and Being active and involved</div> <div>We all smile in the same language</div>  |  |  |  |  |  |  |  |  |  |
| <div><div><div></div><div></div></div><div><div><div></div><div>Educational achievement</div></div><div><div></div><div>Wellbeing and engagement</div></div><div><div></div><div>Culture and inclusion</div></div></div><div><div></div><div></div></div></div> |  |                                |                                |                                |   |  |  |  |  |  |  |  |  |  |
| <div>School review key improvement strategies</div> <div><ul style="list-style-type: none"><li>Build teachers' capability in using data to identify effective pedagogies and monitor their impact to inform next steps in teaching practices</li><li>Review planning processes and practices, strengthening the alignment of curriculum, teaching, learning and assessment to further build teachers' capability to effectively implement the Australian Curriculum</li><li>Develop a narrow and sharp Annual Implementation Plan, including strategies, targets and actions, to foster greater clarity, understanding and ownership of school priorities for staff</li><li>Develop and embed efficient strategies to promote a school wide culture of learning, collective responsibility and continuous for students and staff</li></ul></div>                |  |                                |                                |                                | <div>School priorities</div> <div>School priorities are an aspiration or goal for improvement.</div> <div><ul style="list-style-type: none"><li>Curriculum – deepen teacher capability to deliver relevant and engaging curriculum – Reading focus</li><li>Pedagogy - data reflective, targetted and aligned excellence in teaching and learning</li><li>Culture – building capable people, wellbeing and engagement</li></ul></div>  |  |  |  |  |  |  |  |  |  |
| <div>School priority 1:</div> <div>Curriculum:</div> <div>deepen teacher capability to deliver relevant and engaging Australian Curriculum – Reading focus</div>  |  |                                |                                |                                | <div>Strategies</div> <div><ul style="list-style-type: none"><li>Deepen teacher knowledge of the Australian Curriculum (AC) to enhance the understanding of the year level and assessment requirements</li><li>Formalise all planning processes with data reflection processes to strengthen the data literacy capability of all staff to enhance student progression through all learning areas</li><li>Develop and reinforce the integrity of the moderation cycle and refine the processes for internal moderation</li></ul></div> |  |  |  |  | <div>Measurable/desired outcomes</div> <div><ul style="list-style-type: none"><li>Staff possesses a well-developed understanding of the Australian Curriculum (v9) an apply this to collaboratively plan rich, challenging and engaging units of work across all curriculum areas</li><li>Staff authentically use a range of data sources to cater for the individual needs of students to improve student learning</li><li>Established planning processes promote the intentional collaboration of staff to build curriculum expertise, teacher clarity and align all three levels of planning to reflect the needs of our student</li><li>An intentional and responsive Whole School Approach to Moderation that ensures clarity and alignment in teacher judgement and establishes the next step for teaching and student learning, to improve all student outcomes</li></ul></div> |  |  |  |  |
| <div>Phase</div> <div>(D-Developing, I-Implementing, E-Embedding, R-Reviewing)</div>  |  | <div>2025</div> <div>D/I</div> | <div>2026</div> <div>I/E</div> | <div>2027</div> <div>E/R</div> | <div>2028</div> <div>E/R</div>  |  |  |  |  |  |  |  |  |  |
| <div>School priority 2:</div> <div>Pedagogy:</div> <div>data reflective, targetted and aligned excellence in teaching and learning</div>  |  |                                |                                |                                | <div>Strategies</div> <div><ul style="list-style-type: none"><li>Refine and enhance the use of data to support the purposeful development, implementation, recording, monitoring and review of teaching and learning strategies, including planned adjustments</li></ul></div>  |  |  |  |  | <div>Measurable/desired outcomes</div> <div><ul style="list-style-type: none"><li>Student data discussions are scheduled twice termly to inform practices</li><li>A whole school approach to consistent and common pedagogy is established and enacted by all staff with confidence, for the purpose of determining, reviewing amd monitoring how effectively the pedagogies employed are working to support students' achievement, wellbeing and engagement</li></ul></div>   |  |  |  |  |



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|---|--|------|---|------|--|--|
| <b>Phase</b><br><i>(D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>   | 2025   | 2026 | 2027  | 2028 | <ul style="list-style-type: none"> <li>Strengthen staff understanding of Effective Teaching of Reading for implementation of current strategies to enhance stronger outcomes for reading success across curriculum areas.</li> <li>Strengthen staff understanding of the agreed pedagogies (reading, spelling, writing and maths warm ups) to support staff provide high quality learning experiences and stronger outcomes for all students</li> <li>Broaden modelling, mentoring and coaching opportunities, targetted at Reading to build staff capability to provide engaging and challenging opportunities for all students</li> <li>Enhance teachers' capability and confidence in digital pedagogies to embed practices that support every student to realise their potential</li> <li>Strengthen staff knowledge and application of differentiated, focused and intensive teaching of reading approaches to cater for the range of students including the high achieving students</li> </ul> | <ul style="list-style-type: none"> <li>Key admin members to attend Regional reading PD</li> <li>Reading P – 6 – all staff attending targetted Reading PD on school focus on SSP (Systematic, Synthetic Phonics)</li> <li>Aligned frameworks for staff on intervention models and use of targetted time</li> <li>Action plans and reflective sessions following Regional Office support staff visits across Behaviour, Age Appropriate Pedagogies, Transitions and all GO supports</li> <li>All staff collaborate and learn from one another to improve and enact the whole-school practices for reading, spelling, writing and maths warm ups</li> <li>All staff are enacting a range of digital pedagogies that includes assistive technologies to improve student engagment and learning opportunities</li> <li>Embedded processes for the identification and case management of students</li> </ul> |
| <b>School priority 3:</b><br><i>Culture:</i><br><i>building capable people, wellbeing and engagement</i>                                |  |      |   |      | <b>Strategies</b> <ul style="list-style-type: none"> <li>Strengthen engagement with Early Childhood providers, local community support groups, our P&amp;C and local schools to optimise transitions – into, through primary school and into secondary school for all students</li> <li>Continue to build student understanding and usage of wellbeing practices through collaboratively created whole school documents and processes</li> <li>Collaboratively develop a collegial engagement framework that enables the opportunity for all staff to work with and learn from each other</li> <li>Develop processes to celebrate successes and acknowledge improvements and progress across all facets of our school life</li> </ul>  | <b>Measurable/desired outcomes</b> <ul style="list-style-type: none"> <li>Ongoing and positive interactions with local ECEC, local community support groups, our P&amp;C and local schools to increase opportunities and support networks</li> <li>Wellbeing frameworks are enacted consistently across the whole school</li> <li>All school staff take a responsibility for improving learning and wellbeing, learning from each other, sharing and actively showcasing best practice</li> <li>All staff enacting an inclusive environment for students and community members of First Nations and diverse cultural backgrounds</li> </ul>  |
| <b>Phase</b><br><i>(D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>   | 2025   | 2026 | 2027  | 2028 |  |  |
|   | D  | I    | E   | E/R  |  |  |
| <b>Approvals</b><br>This plan was developed in consultation with the school community and meets school needs and systemic requirements. |  |      |   |      |  |  |
| Principal   | P&C/School Council   |      | School Supervisor   |      |  |  |
|    |  |      |  |      |  |  |