

Maroon State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Maroon State School** from **13 March to 14 March 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Bosward	SIU (review chair)
Kendall Seccombe	Peer reviewer



1.2 School context

Location	Boonah-Rathdowney Road, Maroon
Education region	South East Region
Year opened	1891
Year levels	Prep to Year 6
Enrolment	9
Indigenous enrolment percentage	nil
Students with disability enrolment percentage	29 per cent
Index of Community Socio-Educational Advantage (ICSEA) value	961
Year principal appointed	2017 (acting)
Full-time equivalent staff	1.4
Significant partner schools	Maroon Outdoor Education Centre (OEC), Mount Alford State School, Boonah State School
Significant community partnerships	Beaudesert Returned and Services League of Australia, (RSL), Maroon Cricket Association
Significant school programs	Social engagement, specialist lessons, inquiry based learning, personalised learning, virtual classroom to extend and individualise learning, curriculum with Maroon OEC



1.3 Contributing stakeholders

The following stakeholders contributed to the review

School community

- Teaching principal, Language Other Than English (LOTE) teacher, two teacher aides, administrative officer, two cleaners, principal's administration relief teacher, supply teacher and five students.

Community and business groups

- Two local community members, chaplain and Beaudesert RSL representative.

Partner schools and other educational providers

- Junior Deputy Principal of Boonah State High School and Principal of Maroon OEC

Government and departmental representatives

- Local councillor and ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success (2016 & 2017)	Strategic Plan 2013-2016
Headline Indicators (2016 Semester 2)	School Data Profile (2016 Semester 2)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Annual report 2015
NAPLAN Action Plan	Assessment Overview Two Year Cycle
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Staff Timetable	



2. Executive summary

2.1 Key findings

The school is motivated by the belief that all students are capable of successful learning.

Positive and caring relationships are apparent in the whole-school community. A strong collegial culture of mutual trust and support is evident amongst staff members. School staff members are clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, each other and from other schools.

There is a strong sense of community at the school.

A strong partnership is established with the Parents and Citizens' Association (P&C). The P&C undertake a variety of activities to enhance the student-learning environment. The school has a chaplain who works one afternoon per week and runs a community playgroup which Prep students also attend. Sustained, long term partnerships have been established with departmental and community groups.

The principal and staff members place a high priority on ensuring that teaching identifies and addresses individual learning needs.

A multi-age learning environment, intervention from teacher aides and on-going in-class formal and informal monitoring of student learning, addresses individual learning needs. Individual student profiles are developed for each student which include their current knowledge, skills, strengths and learning gaps to identify starting points for teaching, intervention and extension.

The school has identified key improvement areas.

The school's key priorities, as identified in the Annual Implementation Plan (AIP) for 2017, are independent reading standards, whole-school writing, whole-school numeracy and student and staff wellbeing. The plan contains strategies, actions, targets, timelines and the responsible officers for identified areas of improvement. Staff members, students and the broader community demonstrated inconsistent knowledge and understanding of the school's broad Explicit Improvement Agenda (EIA).

Student well-being is highlighted as a key priority by the principal.

Since arriving at the school the principal has identified the social and emotional well-being of students and staff members as an additional area of need. There is clear evidence that all students and staff members have a sense of pride and belonging. Parents are welcomed and staff members, students and parents speak highly of the school.



The teaching principal ensures that curriculum delivery is aligned to the Australian Curriculum (AC) utilising the Curriculum into the Classroom (C2C) resource.

A process of making the curriculum locally relevant and building on students' existing knowledge and skills is emerging. The principal articulates an intention to collaboratively develop a whole-school curriculum overview that is locally relevant and strongly aligns with the AC.

The principal views the development of staff members of this small rural school as central to improving outcomes for students.

The principal articulates a strong focus on collaboration and teamwork. The school principal is an active member of the Fassifern cluster of schools which meets twice each term. The principal identifies the benefits of engaging in coaching and mentoring opportunities to enrich leadership skills. Mentoring and coaching partnerships to enhance leadership capacity are not yet evident.

This small rural school has embraced flexible curriculum delivery provisions in order to cater for the needs of students.

The school has established weekly visits to Maroon OEC and Mount Alford State School, to support science, music, Health and Physical Education (HPE) and LOTE learning. The school also participates in an annual Small School Sports Carnival, swimming carnival and District Athletics Carnival. Students and parents indicate that they find these activities extremely motivating and enjoyable.



2.2 Key improvement strategies

Collaboratively narrow, sharpen and communicate the EIA, including achievable actions, set targets and accompanying timelines to staff members, students and the wider community.

Develop and enact a school wide social and emotional well-being framework.

Develop an ongoing multi-year curriculum plan that vertically aligns learning, links content and resources, and details what and when C2C and AC elements are delivered.

Explore opportunities to build school leadership capacity through mentoring and coaching arrangements with other schools.