

# Maroon State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Maroon State School** from **23 to 24 June 2021**.

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 implement in consultation with its regional office and school community.

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

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

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Christine Dolley

Internal reviewer, EIB (review chair)

Joel Fogwell

Peer reviewer



## 1.2 School context

<b>Location:</b>	Boonah-Rathdowney Road, Maroon	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	21	
<b>Indigenous enrolment percentage:</b>	nil	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	33 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	955	
<b>Year principal appointed:</b>	2017	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, inclusion teacher, Business Manager (BM), three classroom teachers, four teacher aides, school chaplain, school cleaner, five parents and 13 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer and community volunteers.

Partner schools and other educational providers:

- Maroon Outdoor Education Centre (MOEC) principal, Deep Learning coach and Boonah State High School deputy principal.

Government and departmental representatives:

- Councillor for Division 5 Scenic Rim Regional Council and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Health and Wellbeing Framework 2021
Investing for Success 2021	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
Standards and Targets 2021	Whole School Year Level Overview
School pedagogical framework	School Differentiation Record
School data plan	Professional development plans
School Opinion Survey 2019	School newsletters and website
Student Code of Conduct	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**There is an expressed belief that students enjoy a deep connection to their community and demonstrate pride in the school.**

The positive promotion and maintenance of an environment reflective of a universally expressed high expectation for learning and wellbeing are encapsulated in the school's health and wellbeing framework 2021. This document articulates that a strong sense of belonging is the foundation of a true sense of self. Staff members recognise the importance of family and school partnerships and describe working together to build confidence, independence, leadership and resourcefulness in all students. Staff, parents, students and members of the wider community demonstrate a comprehensive understanding of the importance of positive, caring relationships. Teaching staff identify the link between mutually respectful relationships and successful learning.

**Staff and students display an obvious sense of belonging.**


Parents, staff members, students and community volunteers describe the strength of the school and the diligence of all members in supporting one another with a sole purpose of the provision of quality student learning and wellbeing. Students have contributed to the painting of the poles representing connection to place, each other and the school's moral purpose. An intrinsic belief is expressed that parents and families are essential partners in student learning. Students proudly offer visitors guided tours of the school including classrooms and the school grounds. Students explain that they have played an integral part in the creation of their learning environment, expressing pride in ownership.

**The school has a deep connection to a range of other key stakeholders in the community.**

Enthusiastic volunteers express that they willingly give up their time and expertise to contribute to the school community. This has entailed revamping and ongoing improvement of the school grounds, carpark, garden, and landscaping projects that the students, staff, and parents immensely enjoy together with the wider community. The school has a rich connection to the Traditional Owners of the land, featuring a community-established Yarning Circle used across the curriculum to embed Aboriginal and Torres Strait Islander perspectives within the community, and a locally created wire sand goanna. The sand goanna is of particular significance to Maroon as the original Indigenous name for Mt Maroon was Wahlmoorum, meaning 'sand goanna' in Yuggera language.

**Teaching staff demonstrate a range of evidence-based teaching strategies and recognise that highly effective teaching is the key to improving student learning.**

There is a high expectation that explicit and effective pedagogical practices occur throughout the school with a focus on students being actively engaged and accountable for their education. The school pedagogical framework is centred on the belief that the explicit teaching lesson structure and incorporated related teaching methods and strategies



enhance student learning. The school has a rich foundation of research highlighted within its pedagogical framework, predominantly within the space of 'Deep Learning' and its connection to students, teachers, parents, community members, and industry educational experts. The principal recognises the importance of coaching and modelling processes to provide teachers and teacher aides with further opportunities to develop their practice.

**Teachers are supported to effectively 'backward map' curriculum requirements by enacting a quality scaffolding template in the 'pre-moderation' phase.**

Teaching staff are attending cohort sessions at school and cluster moderation sessions that are building their assessment literacies and capabilities towards the Australian Curriculum (AC). These are occurring periodically across the school year, building relevant capability towards each element of the achievement standards set out in the curriculum. Informal moderation opportunities are established, whereby teachers frequently share student work and progression with colleagues, including teacher aides. The principal recognises the importance of exploring further processes to enhance practices to embed the unpacking of assessment tasks to develop and refine processes at the four junctures of moderation.

**Staff members articulate the importance of actively seeking ways to improve their professional knowledge and effective skill development.**

The principal expresses appreciation for staff members regularly seeking feedback on their performance and methods to develop and share deep understandings of how students learn, pre-requisite skills and knowledge, common misunderstandings, learning difficulties and effective individualised intervention. The school has accessed a Deep Learning coach, leading to a Deep Learning Network of schools that meet regularly face-to-face and online to share new learning and effective practices. The principal recognises the importance of formalising practices for teaching staff to work with like schools Watching Others Work (WOW), and participate in documented observation, feedback and walkthrough experiences.

**Deep learning opportunities are promoted, encouraging students to be independent, creative and innovative in methods for presentation.**

The school places a significant priority on ensuring that the six Deep Learning competencies, the '6Cs', are apparent in all that they do. These include character, creativity, collaboration, critical thinking, communication, and citizenship across the school environment. Students are supported to develop samples of work, the sharing of ideas and active engagement in learning. The principal expresses the intent to collaboratively develop further approaches for the enhancement of a culture of inquiry and innovation.

**Parents and families are recognised as integral members of the school community and partners in their child's education.**

Students, parents, and the wider school community speak positively regarding the school and the opportunities available to students. Students articulate pride in the school and are positive regarding all aspects of school life. The principal and staff members recognise the importance of working in partnership with parents and the wider community to maximise the learning and wellbeing outcomes for students. Parents express support for the school's



approaches to teaching and learning, including an open-door policy to communicate with staff members.

**The Early Learning session provides opportunities for children to engage with music, art, early literacy, and play-based activities.**

Staff members with early childhood qualifications take leadership of the Early Learning program for zero to five year olds and their parents weekly at the school. An experienced teacher aide supports the teacher, and coordinates with the principal and the early childhood teacher to deliver and support an identified, high quality, active learning Prep class and well-supported Early Learning program. The school's Early Learning session operates one morning a week, whereby approximately six to 10 students attend the program. Parents comment that they value this instruction time and that it is a 'fantastic' transition to school opportunity for their young child to attend.

**The school has a dedicated Parents and Citizens' Association (P&C) that actively invests in the school community.**

The P&C holds various fundraising and engagement events, including the single wicket cricket day, community pie drive, chocolate box fundraiser, produce sales, and containers for change initiatives to raise money for the benefit of all students. The committee is proud to purchase many additional extracurricular opportunities for students, including school camps and musical instruments. The P&C is responsible for the purchase and sale of school uniforms across the community.





## 2.2 Key improvement strategies

Collaboratively develop and implement a systematic mentoring and coaching model to build staff capability in the embedding of Deep Learning and identified key signature pedagogical practices.

Explore further opportunities to enhance processes, embedding the unpacking of assessment tasks to develop and refine practices at the four junctures of moderation.

Formalise opportunities for teaching staff to work with like schools to WOW, and participate in documented observation, feedback and walkthrough experiences.

Collaboratively develop further approaches for the enhancement of a culture of inquiry and innovation.