



Maleny State School

Strategic Plan 2017 - 2020



School Profile

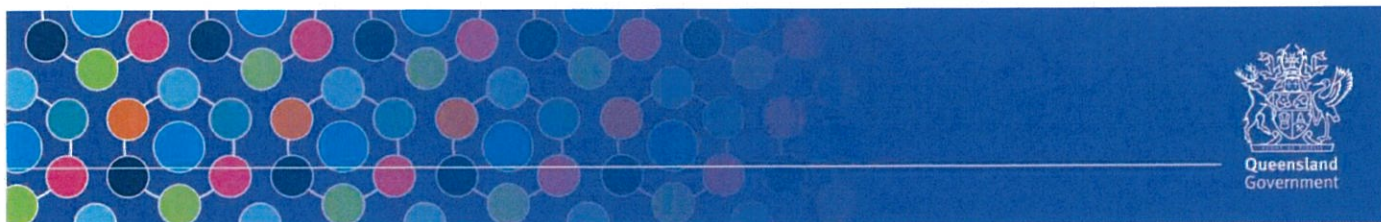
Profile

Maleny State School was established in 1913 and is part of the Range to River Coalition which includes Maleny State High School, Mapleton State School, Conondale State School, Kenilworth State Community College and Montville State School. The school services the rural communities of Maleny, Witta, Reesville, Baroon Pocket, Curramore, Bellthorpe, Wootha and Mt Mellum with an enrolment of approximately 400 students. Staff include a Principal, Deputy Principal, Guidance Officer, Literacy Coach, Innovation Teacher, Head of Special Education Services, Learning Support Teacher, Well Being and Engagement Specialist, Japanese Teacher, Music and Physical Education teachers and 16 classroom teachers. Teachers at the school have a variety of experience and expertise with many teachers living locally and a number who also travel from coastal areas.

Maleny SS also employs additional teacher aides who support Prep full time and play a major role in school literacy and numeracy programs and support areas. The school has predominantly single and double classes with multi-age classes as needed. Teachers work collaboratively in a variety of ways including single, cooperative and team teaching classrooms. We believe that our curriculum is engaging, relevant and leads to improved academic achievement for all students. The school is supported by an active and very positive Parents and Citizens Association and has developed a wide range of valued and longstanding community partnerships that interact with the school in mutually supportive ways.

Our curriculum has a central focus of developing high levels of literacy and numeracy. The influences on our curriculum framework are evident through:

- An integrated approach to Key Learning Areas with real life and challenging learning experiences;
- A collaborative team approach to planning and implementation of units;
- Implementing the use of digital technologies into all units of work in all year levels which is focused on helping students become confident users and evaluators of digital and information systems, who can create digital solutions to problems and opportunities;
- Constructive assessment and reporting focusing on what the students know and can do;
- Focused Support Programs (e.g. Daily Rapid Reading Program, Link Decoding Program, Phonics etc.) to support students in years Prep to Two. (This program involves both school personnel and volunteers from our school community working with students individually to ensure that every child learns to read.);
- School Wide Positive Learning Support (PBL) Program which includes a set school PBL curriculum that is taught in classes as a discreet subject; Languages Other Than English (LOTE) Curriculum which includes the teaching of Japanese to all Year 5 and 6 students;
- Special Education Program (SEP) which provides special education programs and inclusive education which translates into our school setting as: celebrating diversity; providing adjustments within the teaching and learning environment so that disabilities are not a barrier to students' learning outcomes; ensuring that students with disabilities are active members and participants in our school community;
- Generating Excellence for Maleny Students (GEMS) program designed to extend and challenge students' learning. It is aimed at students from Prep to Year 6 who are achieving high academic results in specific key learning areas. Students are provided with activities to deepen their knowledge, understanding and skills on topics that they are learning in their classroom;
- Extra curricula activities include: Instrumental Brass, Percussion and Woodwind Program (Years 4-6); Recorder Ensemble; School Choir; Advanced Instrumental Music Camp; Technology Clubs (Code Club, Robotics Club, Minecraft EDU clubs) Surf Skills; Camping Program years 4-6 that includes a year 6 Canberra Trip.





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Vision

Connected Learners, Creative Leaders

At Maleny State School our vision is – Connected Learners, Creative Leaders.

Students at Maleny SS have a connection to self, school community, local community and the wider global community. We promote strong relationships within our diverse school and each of these communities.

Students aspire to and are encouraged to become lifelong learners, creative problem solvers and forward thinkers. Preparing them to become model citizens in our 'future' world.

At Maleny SS we celebrate diversity and difference. We understand that each student will choose a different life pathway, therefore we feel we can lay the foundation towards students aiming high and being able to overcome challenges that will enable a positive future for each student.

At Maleny SS leadership is valued and encouraged. We encourage students to use a collaborative approach toward their learning - leading not only by example but encouraging others to reach their full potential and create a sense of belonging. We provide a variety of models in the community to inspire action.

Values

At Maleny our core values lie under the three beliefs of;

- **High Expectations**
- **A Supportive Learning Culture**
- **Being a Reflective Life Long Learner**

At Maleny State School we believe effective teachers take responsibility for all students learning and set **high expectations** so as to achieve the personal best out of each student. We believe effective teachers are **lifelong learners** that improve, learn and change. Effective teachers create a safe and supportive learning culture that increases student achievement. We believe that effective teachers use research based practices and benefit from coaching and collaboration. We believe effective teachers are **reflective teachers**.





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Improvement Priorities

Writing

Success indicators

1. Student Portfolios demonstrate improvement in every student's writing samples.
2. 100% of Students articulate class writing learning goal.
3. Survey Data indicates 85% of staff knowledge has increased in writing.
4. 85% of staff achieving writing goal as identified in DPP.
5. 100% of P-6 teachers are incorporating Gradual Release of Responsibility in their classroom.
6. I4S funding is used for funding literacy coach and support for literacy.
7. 100% of students are engaged in writing activities.
8. 100% of students articulate individual writing goal.
9. 100% of P-2 teachers are incorporating Get Reading Right Phonics program in their classroom.





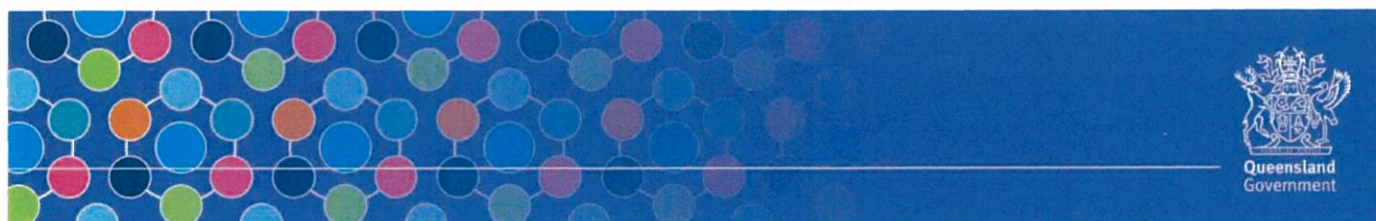
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Improvement Priorities

Strategies	2017	2018	2019	2020
Plan and implement strategies to improve teacher capability in assessment and moderation processes.	✓	✓	✓	
Implement new Get Reading Right Phonics program, phonemic awareness program and explicit teaching in Years Prep to year 2 and the specific explicit teaching of phonics in years Prep to Year Two.	✓	✓	✓	✓
Strengthen writing routines and ASOT concepts of Deep Learning.		✓	✓	✓
Engage all staff in quality pedagogy practices.	✓	✓	✓	✓
Use I4S funding to support a Literacy Coach position to focus on writing.	✓	✓	✓	✓
Lead local school cluster focused on developing best practice writing pedagogy.	✓	✓		
Enhance teacher knowledge of the Seven Steps to Writing Success through deepening knowledge of the program and its links to the Australian Curriculum and how to implement it through the Gradual Release of Responsibility Model. (Modelled /Shared /Guided/Independent (2017) and Authors Chair (2018))	✓	✓	✓	✓
Provide time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum through the Seven Steps to Writing Success program.	✓	✓	✓	✓
Use peer observation, feedback, coaching and learning communities to improve teaching practices.	✓	✓	✓	✓
Develop and implement in lower years a deeper understanding of synthetic phonics and spelling and the Get Reading Right Approach.	✓	✓		
Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletter, website, EIA, parades and provide opportunity for parents to engage with literacy pedagogy through identified whole school events.	✓	✓		
Investigate best practice Spelling approaches and implement a school wide research based approach - Gradual Release of Responsibility Model.		✓	✓	
Unpack the curriculum to increase staff knowledge and understanding of the curriculum.		✓	✓	✓





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Improvement Priorities

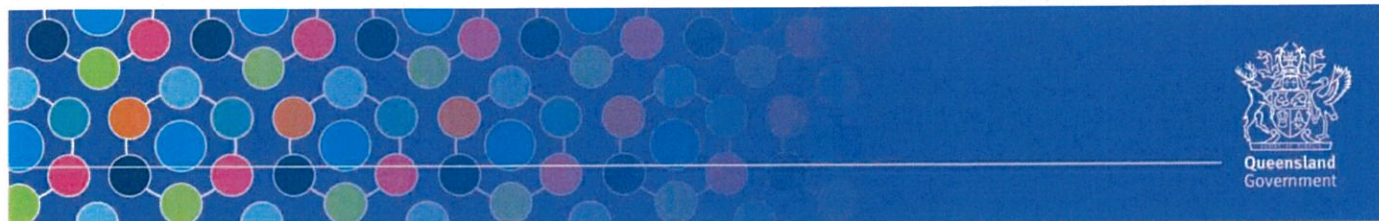
Differentiation

Success indicators

1. Expected effect size gain shown by all students over one year is equal to or above one year of learning.
2. A systematic process is in place across the school for setting and monitoring individual student goals and is evident in practice in all classrooms.
3. A systematic differentiation process is in place in all classrooms for a full range of students including the use of Individual Curriculum Plans (ICP's) for identified students.
4. An inquiry learning approach is used by teachers throughout the school in STEAM areas.
5. All staff integrate Higher Order Thinking processes in their teaching of all curriculum areas.
6. Individual programs and tracking systems are in place for all Aboriginal and Torres Strait Islander students.
7. High expectations of achievement are held for all students and systematic feedback is frequently given.

Strategies

	2017	2018	2019	2020
Strengthen teacher data literacy to ensure triangulation between NAPLAN, standardised assessment tasks and LOA that accurately inform starting points and adjustments to teaching differentiation and reflect on the effectiveness of teaching practices.	✓	✓	✓	✓
Strengthen school wide process/monitoring with student goal setting to enable student ownership of their learning.	✓	✓	✓	✓
Strengthen school-wide feedback processes between teachers and individual students.	✓	✓		
Focus on 'Lifting the Top' ensuring students are engaged, involved in deep learning and provided with classroom extension.	✓	✓	✓	✓
Explore and embed strategies for the systematic differentiation of learning in all classrooms for the full range of students, including Individual Curriculum Plans for identified students.		✓	✓	✓
Develop staff member expertise in pedagogical knowledge and skills to embed agreed pedagogical practices in every classroom.		✓	✓	✓
Explore Age Appropriate Pedagogies as a lower school strategy.		✓		
Focus on lifting the academic progress of students with disabilities ensuring students are engaged, involved in deep learning and provided with classroom support/extension.		✓	✓	✓





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Improvement Priorities

Positive School Culture

Success indicators

1. 95% attendance rate maintained.
2. 95% of teachers focussed on incorporating consistent pedagogies.
3. 80% of teachers seeking observation and feedback to improve their teaching practice.
4. 90% of year levels using an external partnership/community group in a unit of work over a year.
5. A comprehensive well-being program is in place and documented throughout the school for all students and staff.
6. 90% positive feedback from parents/staff/students in student behaviour items on school satisfaction survey.





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Strategies	2017	2018	2019	2020
Provide ongoing PD opportunities for all staff members to strengthen curriculum delivery and develop curriculum leadership density.	✓	✓	✓	✓
Develop staff capacity in PBL leadership to ensure as a school PBL processes are consistently implemented.	✓	✓	✓	✓
Explore further digital communication platforms for parent / community groups.	✓	✓	✓	✓
Implement the planned, rolling renewal of flexible classroom and office furniture.	✓	✓	✓	✓
Maintain the focus on student attendance including positive awards and follow-up procedures.	✓	✓	✓	✓
Explore workforce planning to maintain and build on existing leadership roles.	✓	✓	✓	✓
Strengthen expert teaching teams across year levels.		✓	✓	✓
Maintain protocols to monitor the consistent implementation of priority teaching practices as the improvement focus changes over time.		✓	✓	✓
Regularly review and refine current relationships with community groups to ensure clear benefit for student achievement.		✓	✓	✓
Explore a range of options for teachers to learn from each other and review their practice.			✓	✓
Seek formal strategic partnerships where appropriate with significant community groups, to engage and extend learning opportunities for students.			✓	✓
Design, implement and document a comprehensive well-being program throughout the school for all students and staff.		✓	✓	✓
Provide all staff continued professional development in supportive techniques to assist students with ASD, complex behaviours, disadvantage and trauma.	✓	✓	✓	✓
Establishing stronger links with Maleny Good Start and Maleny C&K community kindergartens and expand links with Maleny State High School in transitioning and curriculum areas.	✓	✓	✓	✓
Promote PBL throughout school with new visible signage.	✓			
Inclusion of parent/student/staff feedback at P & C, staff and PBL team meetings.	✓	✓	✓	✓
Integrate school values throughout every day aspects of our school practices and community links.	✓	✓	✓	✓

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal 

P and C / School Council

Assistant Regional Director

