



2024-2027 Strategic Plan



"All organisations start with
why, but only the great ones
keep their why clear year
after year."
-Simon Sinek





Our 2023 Review clearly showed a change in outlook from the last review, held in 2020. From the strengths outlined in 2019, the school committed to improvement as the school's enrolments continued to increase. The 2023 Quadrennial School Review and School Improvement Unit Review in the same year showed significant positive success in a number of areas.

In a school which prides itself on a cycle of continual review and improvement, we understand that the continued focus will change as the needs of our community and our learners change.

Our doubling in size since 2015 and acknowledgement in the region and state as a leading school has caused us to continue

Our Thinking.

the focus on our purpose as a school and to maintain our standards of curriculum delivery and service to our community.

As we move towards 150 years of continuous education in the Fraser Coast, this review and Strategic Plan gives us a great base to actively engage with our wider community to recognise, influence and impact the future lives of students who attend Maryborough State High School.

In this plan, we acknowledge the work of all of our staff and commit to the next four years with a common purpose and objective, quantified and clear, with our 'why' underpinning our actions.



The intention of this strategic plan is to clearly articulate the objectives for our learners under the Department of Education's vision of Equity and Excellence and the steps by which these objectives will be achieved.



Our Approach.



We Start With Why.

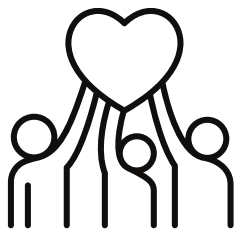
Following the work of Simon Sinek, Maryborough State High School has ensured our compelling purpose is to make a difference to students' future lives, by valuing, developing and empowering their skills.



Non Sine Pulvere Palma.

Since 1881, the Maryborough Grammar Schools and Boys' and Girls' High Schools have adhered to their Latin motto Non Sine Pulvere Palma, which translates to 'No Prize Without Effort'. We have engaged with research-based models and have determined the best approaches for our students around tenacity, persistence and personal growth.

This positive and feedback-driven approach manifests itself in the Strategic Plan through all metrics; through the Positive School Culture Program, School Wellbeing Program and our approaches to curriculum or pedagogy.



Respect, Tradition, Community.

These three key values were selected by our school and greater community to set the expectations and pathways set by the school for our students.

The core value of Respect – of students and by students – drives the key expectations of our student body, underpinned by our history and Tradition – now spanning three centuries. With these two key values in place, our Community – both school and the greater community – will be the beneficiaries.



Our Priorities.

From our 2023 Review processes, the school identified key areas which underpin our Strategic Plan for 2024–2027. These key areas are in alignment with the Department of Education (DoE) Vision Document Equity and Excellence, and referenced against the School Improvement Tool (SIT) domains, developed by Professor Geoff Masters from the Australian Council for Educational Research (ACER).



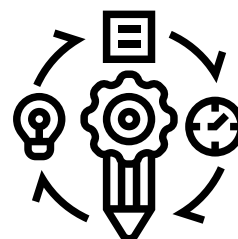
Why ACER and DoE?

The nine SIT Domains form the basis of the School and Region Review (SRR) Team process, completed every four years. This review is the culmination of the Strategic Plan cycle and completed in conjunction with the Quadrennial School Review. The Department of Education Equity and Excellence document is a consistent, state-wide vision to ensure consistency in service delivery across State Education. Using these documents in tandem ensures Maryborough State High School is clearly aligned with Queensland Departmental expectations, as well as Nationally recognised metrics for success.



How we plan.

Our school completes the Quadrennial School Review in conjunction with the School Regional Review Team process. Our leadership team consults and then uses this review document to chart a course for the next four years, and write a document, aligned to the SIT Domains, which articulates our preferred future. This document is outlined on the following pages. With our course charted, we then utilise annual plans with milestones incorporated into the planning document to demonstrate a deliberate, incremental development towards our long-term goals.





Our Staff by 2027 will...

- be able to articulate how the school's EIA informs their teaching practice and the reflective steps in ensuring success for students.
- be regularly provided with up-to-date sets of different forms of data (reading levels, LOA, Wellbeing), which are used to inform curriculum planning and find methods to engage students in the classroom.
- promote a focus on 'knowing the learner', using varied techniques to achieve a supportive, but clear and expected pathway for next steps for meaningful career and post-school pathways.
- develop skills and implement targeted intervention programs to support students who require additional assistance and ensure equitable access to resources by identifying and addressing specific needs of individual students. Students are able to access and have advocacy over resources across the school based on need.
- continually identify areas for improvement. We seek collegial engagement by sourcing experts from within and champions from outside the school to enhance pedagogical practices.
- commit to agreed systems of monitoring, quality assuring and aligning curriculum, with a deep knowledge of curriculum and moderation using QLearn as our centralised method of storage and delivery.
- effectively differentiate via explicit, focussed and intensive teaching which supports inclusion and maximises progression in learning, with a clear understanding of the role documentation plays in resourcing via recording of adjustments for NCCD.
- enact the pedagogical framework, with clear articulation and demonstrated evidence of classroom practice reflected in daily teaching.
- be aware of, and engage with, the partnerships across the school and include these in planning and curriculum opportunities for students.

Our Community by 2027 will...

- be aware of the school's EIA through regular and varied communication through different channels.
- invest in the school's targets, with families aware that their student's individual targets are acknowledged, measured and celebrated.
- be regularly made aware of staff and student successes as they will be acknowledged through various methods, with all stakeholders having intrinsic investment in the success of the whole school.
- foster a collaborative environment among teachers, parents and students to optimise the utilisation of available resources.
- provide diverse feedback, creating a consistent culture of school wide reflective practice.
- have a transparent insight, including opportunities for feedback, into the curriculum needs of our students, ensuring a reciprocal arrangement between the needs of our community and the curriculum we are providing to ensure students continue to be job/career ready.
- be regularly and deliberately consulted and collaborated with to ensure equitable access to curriculum.
- ensure our school practices are reflective and responsive to community expectations and requirements.
- celebrate positive relationships, working in tandem for the goals of student engagement and learning.



Our Students by 2027 will...

- be able to clearly articulate their part in working towards the school's EIA and their stages along their individual learning journey.
- be able to articulate their individualised targets and can discuss with staff the methods by which they can achieve their version of success.
- identify where they are at in their educational journey and what their next steps for success will be to maintain engagement with their learning.
- access and have advocacy over resources across the school, based on need.
- be aware of high expectations and can articulate their role in the learning journey alongside teachers.
- articulate opportunities, subjects and pathways available to pursue their chosen career trajectory, with supporting mechanisms in place.
- achieve agreed goals, as negotiated with all stakeholders, with documentation in place to support learning and provide evidence of achievement.
- be engaged and able to demonstrate their learning, in a style conducive to their needs and capacity.
- deliberately choose subjects in the knowledge of the varied pathways which are available for them.





Our Ways of Learning



Digital Pedagogy



Use of Constructive Feedback



Formative Assessment



Learning Goals and Success Criteria



Art and Science of Teaching



Positive School Culture



Essential Skills for Classroom Management

Our signature practices are part of the pedagogical repertoire in the development of our learners. This will ensure they are integral to the delivery of quality learning.



Our Ways of Thinking.

Ladder of Inference



Support and Challenge



Growth Mindset



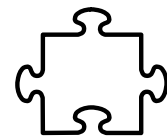
Indigenous Cultural Capabilities



Universal Design for Learning



Framework for NCCD



Kim Levels of Perspective



These models of leadership and thinking give a common language, underpinned by our key ideals of Valuing, Developing and Empowering.



Our Identity By Numbers.

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| 1881 The year Maryborough State High School was established as a Grammar School. | 135 Musicians play in 14 different groups and ensembles, from Symphonic Orchestra to AUSLAN signing Choirs. |
| 145 Years of continuous education, to be celebrated in 2026. | 52 Regional Representatives in 13 Sports. |
| 1305 Students in 2023, an increase of 95% since 2015. | 11 State Representatives in 4 sports. |
| 16 Countries of origin for students. We are proud of our diversity. | 4 National Representatives in 2 sports. |
| 137 Different schools from which students came to attend Maryborough State High School. | 23 Percentage of students who received an academic commendation or award at annual Awards Ceremonies. |
| 8 Years of 100% success attainment for the Queensland Certificate of Education. | 12 Australian Representatives in 2 sports. |
| 205 Teachers and support staff, all working hard, each day. | 2 Recipients of the Olympic Spirit Award for 2022. |
| 18 Students in 2023 who received early entry offer to University. | |



Our Identity - from our Community.



"Witnessing the 'aha' moment in a student is like watching a small victory unfold, and it's incredibly rewarding to see their understanding click into place."



Nick North

Science & Maths Teacher



"The inclusiveness, encouragement and connections I received when I transferred {from a non-state school} was something I hadn't felt previously. Now they aren't just my teachers from high school, they are my fellow colleagues."



Hayley Hamilton

2nd Year, Bachelor of Education (Primary)
Past Maryborough State High School Student



"To be able to come back to the same school to provide the same community with the same opportunities that I was afforded is very rewarding. The opportunity to begin my teaching career alongside some of the biggest influences in my life, allows me to continue to receive support from my role models as co-workers."



Isaac Sommerfeld

HPE Teacher
Head Coach Football Academy
Past Maryborough State High School Student



"As President of the Maryborough State High School P&C Assoc, fundraising isn't just about money; it's about investing in the dreams of our students. Seeing those dreams come alive, fuelled by our collective efforts, is the most inspiring and rewarding journey we could ever embark upon."



Letitia Schwarzrock

President, Maryborough State High School
P & C Association



The 'why'.

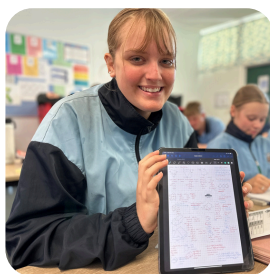
Our Mission.

At Maryborough State High School, we make a difference to students' future lives. We do this by Valuing, Developing and Empowering every student. This ensures better citizens for the future and ensures students better future careers.

Value.



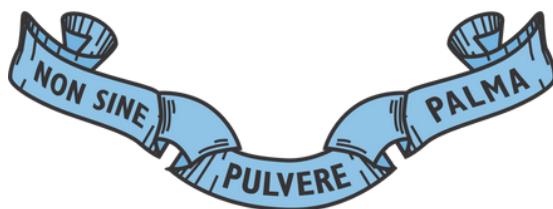
Develop.



Empower.



Our Motto.



Non Sine Pulvere Palma
(No Prize Without Effort)

Our Character.

Respect.



Tradition.

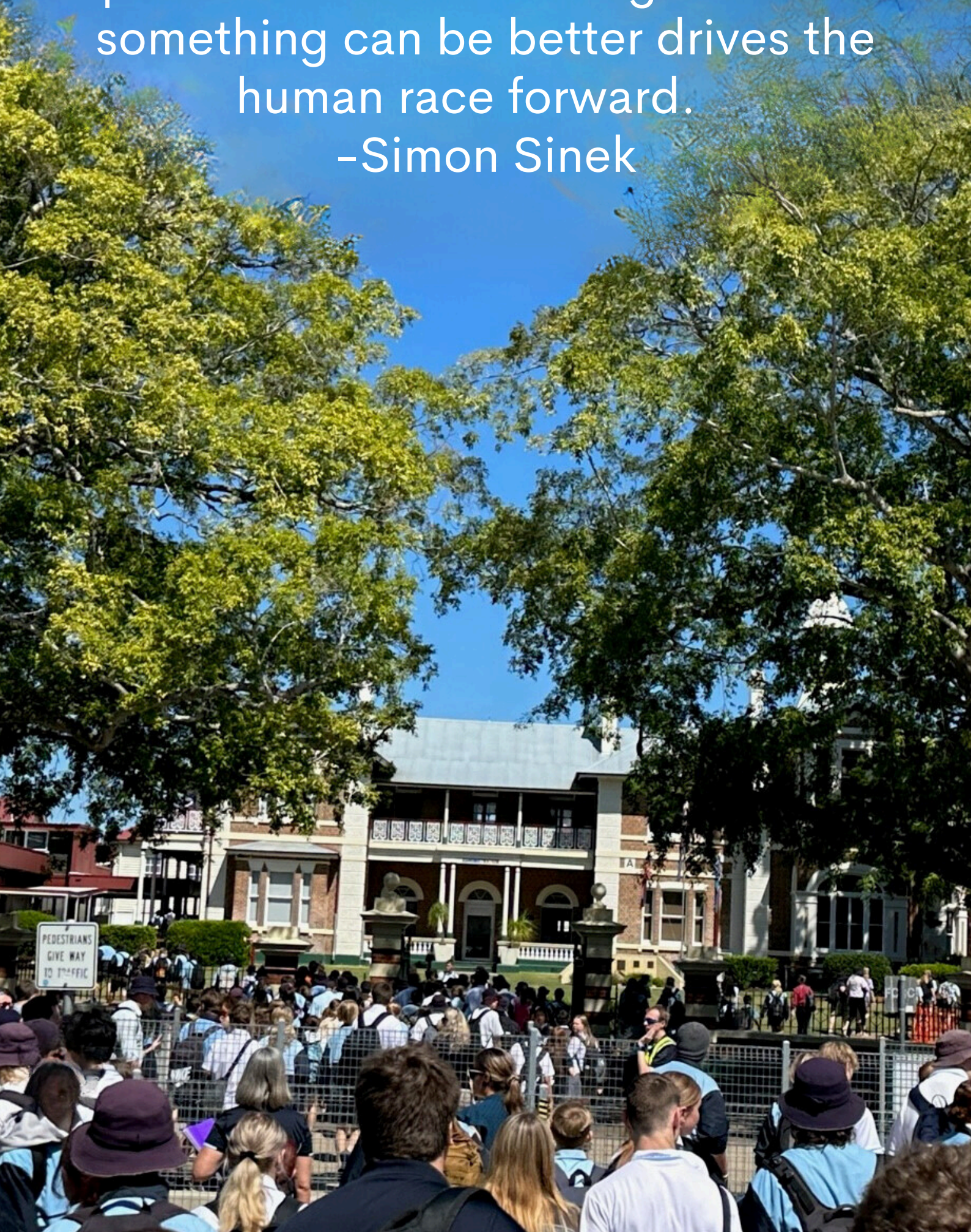


Community.



We believe that ambition should not be without hard work, focus and determination.

The primary ingredient for progress is optimism. The unwavering belief that something can be better drives the human race forward.
-Simon Sinek



MARYBOROUGH

STATE HIGH SCHOOL

