



Marangaroo
Primary School



Business Plan

2026—2028

Who We Are

Marangaroo Primary School is a vibrant and inclusive Independent School. We are a diverse school where every child is valued, supported and encouraged to achieve their personal best. Our students come from a wide range of cultural and linguistic backgrounds, with approximately 190 students enrolled, including Aboriginal students and those in our Specialised Learning Program (SLP) for students with autism.

At Marangaroo, strong relationships are at the heart of learning. We foster a sense of belonging, where students feel safe and connected, families are welcomed as partners, and staff work together with high expectations and a shared commitment to improvement.

At Marangaroo Primary School our Positive Behaviour Support (PBS) values guide how we learn, work and play, creating a safe and respectful environment. Through high-quality teaching, collaborative practice and a culture of accountability, we equip our students with the skills and confidence to succeed both at school and in life.



Our Values

We are Respectful
We are Responsible
We are Achievers

Strong Connected Community

At Marangaroo Primary School, we recognise that authentic relationships and partnerships are essential for student success. We are committed to building a culture of trust, belonging and collaboration, where families feel welcomed and are active partners in their children's learning.

We Will:

- Strengthen communication processes through the development and implementation of clear parent and staff communication guides, ensuring accessibility, reliability and transparency.
- Actively engage the School Board in school improvement priorities, including student performance targets and financial planning, building genuine trust and shared accountability.
- Embed opportunities for parents and carers to provide feedback and connect with staff, including P&C engagement, surveys, coffee mornings and case conference models for student support.
- Provide targeted transition programs to support students and families moving into Kindergarten, the Specialised Learning Program, and secondary school.
- Promote our Positive Behaviour Support (PBS) values across the community, ensuring consistent language and expectations are visible and reinforced by staff, students and parents.

Student Progress

We are committed to raising student achievement and progress through consistent use of data, moderation and evidence-based practice. Our focus is on building staff capacity to use data effectively, reduce variance in teacher judgements, and ensure every child achieves their potential.

We Will:

- Promote consistency in student behaviour expectations through the PBS Matrix, with staff accountability to shared language and practices.
- Align resource allocation to operational plans, ensuring evidence-based decisions directly support student learning needs.
- Create a data driven learning culture by embedding a consistent approach to develop data literate staff.
- Investigate evidence based intervention programs that support students identified at academic risk.
- Use PLCs to moderate assessment tasks to ensure consistent judgements across English and Mathematics.

High Quality Teaching and Leadership

Marangaroo Primary School is committed to delivering high-quality teaching through evidence-based programs and effective leadership. We set high expectations for every student and teacher, ensuring that instructional practices are consistent, explicit and responsive to student needs.



We Will:

- Implement and embed whole-school evidence-based programs, including: **UFLI Foundations** (K–2) to build strong early literacy, **Heggerty** to support phonological awareness., **Word Origins (Years 3–6)** to deepen vocabulary and spelling knowledge, **Ochre Education novel studies** to strengthen comprehension and engagement with literature, **White Rose Mathematics** to ensure coherence and mastery in numeracy.
- Embed **Explicit Direct Instruction (EDI)** across all classrooms, with a focus on lesson design, modelling, guided practice and regular reviews.
- Support teacher clarity and consistency through a **Marangaroo Teaching and Learning Playbook**, outlining agreed explicit teaching strategies, pedagogical expectations and scope and sequence.
- Build leadership capacity through curriculum committees, Professional Learning Communities (PLCs) and phase of learning (POL) teams, ensuring staff have opportunities to lead change and contribute to school improvement.
- Strengthen performance development processes to build accountability, identify aspirant leaders and provide coaching and mentoring aligned to the Future Leaders Framework.
- Use data, including NAPLAN, DIBELS, PAT-R and Westwood Minute Mentals, to drive daily classroom planning, targeted intervention and school-wide improvement.

Learning Environment and Resourcing

We provide a safe, inclusive and supportive learning environment where students can thrive academically, socially and emotionally. Our allocation of resources is intentional, aligned to priorities, and ensures equity of access for all students.

We Will:

- Continue to enhance communication and engagement with families in the Specialised Learning Program (SLP), embedding collaborative, neuro-affirming approaches to IEP development.
- Promote consistency in student behaviour expectations through the PBS Matrix, with staff accountability to shared language and practices.
- Align resource allocation to operational plans, ensuring evidence-based decisions that directly support student learning needs.
- Strengthen financial transparency and governance through alignment of finance processes with Board oversight, staff training and compliance with the Funding Agreement for Schools.
- Ensure staff have clarity and support in resourcing, budgeting and compliance, with professional learning provided to build capability.
- Provide targeted wellbeing programs and opportunities for student engagement, ensuring every child is safe, supported and ready to learn.
- Continue to enhance communication and engagement with families in the Specialised Learning Program (SLP), embedding collaborative, neuro-affirming approaches to IEP development.
- Align resource allocation to operational plans, ensuring evidence-based decisions that directly support student learning needs.
- We will implement a behaviour tracking app to support consistent data collection, monitor student behaviour trends, and inform evidence-based interventions across the school.
- Ensure our SLP aligns with whole-school practices while embedding neuro affirming approaches and tailored adaptations, ensuring each learner's individual strengths, needs and ways of experiencing the world are supported in a respectful and inclusive environment.



Targets

Academic Targets

NAPLAN

- Stable cohort student progress in Year 3-5 in all areas of NAPLAN will be comparable to like schools.

DIBELS

- Increase the percentage of students achieving at or above the benchmark in Reading Fluency.
- Increase the percentage of students achieving at or above the benchmark in their Composite Score.

On Entry

- Student achievement across all areas will be comparable to like schools.

Non Academic Targets

- The school average attendance rate will be above 90%.
- Reduce the number of major behaviours by 20% through consistent implementation of PBS processes.

