



MORETON DOWNS STATE SCHOOL NORTH COAST REGION



OUR VISION: Inspiring Minds. Creating opportunities. Shaping Queensland's future.

EVERY STUDENT SUCCEEDING

GROWTH THROUGH KNOWLEDGE

*Our 2017 Explicit School Improvement Agenda is:
READING, NUMERACY, U2B and ATTENDANCE*

2017 Annual Improvement Plan

ENDORSEMENT

This Annual Improvement Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

.....
Paul Pickering
Principal

/ /2017

.....
(Insert Name)
P&C President/School Council Chair

/ /2017

.....
Trevor Walker
Assistant Regional Director

/ /2017

| FOCUS AREA | SCHOOL PRIORITIES | IMPROVEMENT STRATEGIES AND ACTIONS 2017 |
|--|--|--|
| <p>Successful Learners</p> <p><i>Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</i></p> | <p>Know your Learners</p> <p>Meet your learners' needs</p> | <p><u>Analyse Student Data</u></p> <ul style="list-style-type: none"> • Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention. • Further develop teacher data literacy to inform effective teaching and learning. • Set targets for student achievement that are realistic yet aspirational. • Maintain digital data wall to inform data discussions. <p><u>Every Student Succeeding</u></p> <ul style="list-style-type: none"> • Expand support and opportunities for all students to reach their potential. • Identify and support 'at risk' students. <p><u>Improve Student Attendance</u></p> <ul style="list-style-type: none"> • Analyse trends in attendance data at the whole school, class and individual student level. • Implement both proactive and reactive strategies to increase student attendance to 93%. • Implement the Same Day Reporting - Student Absence Requirements. <p><u>Create a Culture of Engaging Learning for all Students</u></p> <ul style="list-style-type: none"> • Implement strategies to cater for students' academic, social and emotional needs. • Create engaging learning opportunities for all students that ensures each student has the opportunity for success. • Provide challenging learning experiences that further develop reading, writing, numeracy and STEM expertise. • Provide case management that supports attendance and retention, literacy and numeracy achievement for Aboriginal and Torres Strait Islander students. • Ensure education support plans are in place for all students living in Out Of Home Care situations. |
| <p>Teaching Quality</p> <p><i>Teachers employing high quality, evidence-based teaching practices focused on success for every student</i></p> | <p>Develop Professional Knowledge</p> | <p><u>Australian Curriculum Priorities</u></p> <ul style="list-style-type: none"> • Review school curriculum plan including embedding English, Mathematics, Science, Humanities and Social Sciences. • Utilise C2C resource ensuring alignment with community expectations. • Continue to align and embed Australian Curriculum in all settings. • Using the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations" as a base guide develop school based Year Level Expectations in reading, numeracy and U2B. • Introduce Health and Physical Education and Digital Technologies- Australian Curriculum (including coding and robotics). • Access Regional based Heads of Department to support the developing understanding of P-12 Curriculum, Assessment and Reporting Framework. |



**Develop
Professional
Practice**

Literacy Priorities

- Deliver oral language activities that target phonological and phonemic awareness.
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading.

Continue to embed a balanced reading program

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
 1. Reading Aloud to students;
 2. Modelled Reading;
 3. Shared Reading;
 4. Guided Reading;
 5. Independent Reading.
- Align reading framework to Pearson’s Gradual Release of Responsibility Model (Framework for the Teaching of Reading)
- Embed comprehension strategies e.g. Sheena Cameron, into the reading procedures.
- Use the reading procedures as a focus for Instructional Leadership and coaching to build teacher capacity through observation and feedback.
- Ensure the 5 aspects of reading are explicitly addressed i.e.:
 1. Fluency;
 2. Broad and Deep Vocabulary;
 3. Active comprehension Strategies;
 4. Text and Textual features;
 5. Knowledge of the World
- Continue the use of a variety of quality teaching processes and resources, including ASOT, to support the development of the literacy skill of inference e.g.: Cars and Stars; QAR, Sheena Cameron Comprehension Strategies, Daily Rapid Reading.

Develop and embed a balanced writing program

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:
 1. Modelled Writing;
 2. Shared Writing;
 3. Guided Writing;
 4. Independent Writing.
- Align writing pedagogy to Pearson’s Gradual Release of Responsibility Model.
- Continue the use of a variety of teaching processes and resources.

Numeracy Priority

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M.
- Continue to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics.
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation.
- Practice and deepen number facts.

Embed Pedagogical Framework - ASOT

- Further develop and embed ASOT Pedagogical.

| | | |
|--|--|--|
| | <p>Develop Professional Engagement</p> | <ul style="list-style-type: none"> • Investigate and implement Design Questions of the ASOT framework that are relevant to the local context. • Deliver the Collegial Engagement Framework to meet peer observations, feedback, differentiated coaching and learning to improve teaching practices. • Observation and feedback structures are in place and occur in a timely manner (as per the Collegial Engagement Framework). <p><u>Moderation</u></p> <ul style="list-style-type: none"> • Develop opportunities for inter and intra-school moderation activities. • Identification of cluster moderations/PD. <p><u>BPN Priority</u></p> <ul style="list-style-type: none"> • Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and participation. (Ensure whole of school leadership team involvement in professional learning activities relating to improvement priorities) <p><u>Developing Performance Framework</u></p> <ul style="list-style-type: none"> • Embed the APR with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs. • Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers. • Implement processes to regularly monitor staff and personal wellbeing. |
| <p>Principal Leadership & Performance</p> <p><i>School leaders delivering extraordinary and sustained improvement</i></p> | <p>Lead Teaching and Learning</p> <p>Develop self and others</p> <p>Lead improvement, innovation and change</p> | <p><u>Instructional Leadership</u></p> <ul style="list-style-type: none"> • Continue to develop high levels of skill in Instructional Leadership. • Deliver the school's Collegial Engagement Plan to promote Collaborative Empowerment. This includes: discussion and analysis of effective teaching and learning and effective coaching and observation opportunities to improve teaching practices. • Principal Performance Development Plan is in place with ARD/Responsible Officer with clearly identified leadership focus. • Lead and model the building a shared belief that all students can learn and all teachers can teach. • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise. • Engage with the Evidence Hub for system-wide student focussed innovation. • Develop and strengthen collegial partnerships with purposefully selected schools. |
| <p>School Performance</p> | <p>Know your data</p> | <p><u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> • Analyse whole school trends to develop an explicit improvement agenda. |

| | | |
|---|--|---|
| <p><i>Schools achieving success through an intentional approach to improving the progress of every student.</i></p> | <p>Know your strategies</p> | <ul style="list-style-type: none"> • Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted. • Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN • Implement strategies to fulfil internal audit requirements and recommendations. • Use the opinion survey data to respond to concerns in order to ensure better outcomes for students. <p>School Improvement</p> <ul style="list-style-type: none"> • Use the School Improvement Hierarchy to underpin, develop and drive school improvement. • Provide opportunities for successful practice in classrooms to be shared within the school and between schools. • Reflect upon the Evidence Hub for successful strategies. <p>Upper 2 Bands Priority</p> <ul style="list-style-type: none"> • Ensure a variety of strategies are in place to maximize the number of students in the U2B (process to begin in Prep) • Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, ICAS and UNSW testing, Daily Rapid Reading, Reading Link) • Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations. <p>I4S (add strategies)</p> <ul style="list-style-type: none"> • Continue to embed a sustained trajectory of school improvement. <p>NAPLAN Strategy</p> <ul style="list-style-type: none"> • Complete a thorough interrogation of NAPLAN data 2015 / 2016 in preparation for 2017 NAPLAN. • Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in both numeracy and reading. • Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B. |
| <p>Regional Support</p> <p><i>Regions providing a renewed focus on supporting performance and outcomes across the three sectors – early years, schooling, and training and skilling.</i></p> | <p>Maintain alignment</p> <p>Develop consistency</p> | <p>Alignment and Consistency</p> <ul style="list-style-type: none"> • Continue to develop opportunities to work with regional support staff and services. • Develop opportunities for schools to work together to share knowledge and resources. • Implement the recommendations from the School Improvement Unit as required. <p>Flying Start initiative</p> <ul style="list-style-type: none"> • Develop mutually satisfying partnerships with Secondary Schools. • Implement district Respect project. • Maintain school Prep links to local day care provider. |

| | | |
|---|---|---|
| | <p>Scale up success</p> | <p><u>Supporting Successful Transitions: Early Start</u></p> <ul style="list-style-type: none"> • Assess current transition practice. • Further expand conversations with Transition partners. • Plan collaboratively to establish strategies based on data with transition partners. • Incorporate strategies into school plans. • Measure the effectiveness of transition strategies throughout 2017. |
| <p>Local Decision Making</p> <p><i>Schools ensuring community needs are central to decision making processes, autonomy and accountability.</i></p> | <p>Embrace autonomy</p> <p>Create partnerships</p> | <p><u>Autonomy</u></p> <ul style="list-style-type: none"> • Continue to work with regional support services to support and sustain school improvement. • Embrace opportunities to collaborate with local communities. • Identify Early Start as a data collection resource. <p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Implement the Parent and Community Engagement Framework. • Use multiple communication channels to communicate with parents. • Provide programs and opportunities for parents to build their capacity to support their child’s learning. • Develop partnerships within and beyond the school that support student learning. • Through Supporting Successful Transitions explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres. |

CRITICAL REFERENCE:

- P-12 Curriculum, Assessment and Reporting Framework
- State Schools Strategy 2016-2020