# Moreton Downs State School - Annual Implementation Plan 2022

Empowering active learners; growing and achieving together.

Scan and assess Prioritise Develop and plan Act Review

Every student succeeding in Queensland state schools

#### Informing evidence

#### Student achievement data

- School based level of achievement data, English, maths and science
- NAPLAN data
- Diagnostic data
- Early Start Data

#### Non-academic data

- Attendance rates
- SDA data

#### Workforce data

- Teacher survey & SOS data
- School Strategic Documents
   School Review Report
- Strategic Plan
- Sharepoint catalogue

## Identified problems of practice

- Evaluate the effectiveness of school initiatives and programs in improving learning outcomes for all students aligned with the EIA.
- Enhance the instructional leadership role of the leadership team through involvement in curriculum leadership and a structured coaching and feedback process in classrooms.
- Provide PD for all teachers in the area of achievement standards in the AC to assist teachers in understanding student needs when developing teaching and learning program.
- Review the expectations and refine the implementation of the school's pedagogical framework.
- Collaboratively develop and monitor school-specific and year level teaching and learning targets and timelines for EIA priority improvement areas.

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

Nicols King

Nicole King Principal

Janette Organ-Moore President P&C

J. Organ-Moore President

Prioritised problem of practice

Empowering active learners

#### Initiative/s and evidence base

'Clarity' Sharratt

'Visible Learning' Hattie, Fisher & Frey
'Better Learning through structured teaching'
Fisher Frey

'Collective teacher efficacy' Donohoo

'Formative Assessment' Dylan Wiliam 'Making Thinking Visible' Ritchhart

'Creating cultures of thinking' Ritchhart

#### Baseline Data

- Whole school English Level of Achievement at or above a C = 84%
- Whole school English level of achievement B & A = 46%
- Whole school attendance = 88.5%
- Whole school >85% attendance = 28.8%
- Whole school behaviour Tier 1 = 93.6%
- NCCD achieving above a C in English = 55.5%
- First Nations students above a C in English = 55.5%
- Children in care above a C in English = 72%

#### Inside the School:

- Additional Teacher Aide support
- Additional Speech Language
   Pathologist & Occupational Therapist
- Additional 0.5 DP
- Additional 0.4 DP Capability
- Inclusive education model
- Psychologist
- Chaplain
- Social/emotional engagement specialist teacher
- Red Cross
- Guidance Officer
- HOD Teaching & Learning

# Productive partnerships beyond the school:

- ARD
- Bays cluster groups
- Sharratt 'Clarity' professional learning initiative
- Critical Friends Network
- ECECs
- DT Community of Practice
- Cross-pollination network
- Helping Hands

1. Strengthen whole school pedagogical approaches in actively using the third teacher in English.

Staff and students use learning folders, bump it up walls and learning walls daily. Learning walls are co-constructed and 'fatten' from the commencement of the term. Students use learning folders to identify and communicate what they can do and their next steps in learning.

2. Develop a school-wide approach to empower students to become 21st century learners. (critical and creative thinking & personal and social capabilities)

 $21^{st}$  century skills are taught explicitly and a shared vocabulary to discuss thinking is used by students and staff. School staff make informed decisions with regard to aligning curriculum with a focus on  $21^{st}$  century learning skills.

Actively cultivate and value community contributions and provide opportunities for the community to engage in their child's
education.

Families, carers and community members are involved in classroom visits, organised events, learning celebrations, forums and playgroup. Gubbi Gubbi Kabi Kabi language is beginning to be shared across the school and artefacts are included in classrooms. Mosaic group and Wunya Space are used to raise cultural awareness, with a focus on first nations people.

4. Embed and monitor the implementation of tier 1 behaviour strategies, the golden rules, three B's, restorative conversations, trauma informed practices and zones of regulation.

Staff regularly teach learning expectations and positively reinforce appropriate behaviours. Zones of regulation are used as a common language. Trauma informed practices influence interactions between staff and students and the understanding of the needs of all learners.

Develop capability of school staff to implement all aspects/components of the Australian Curriculum (English extending to mathematics) including the General Capabilities and Cross-Curriculum Priorities.

Locally relevant tasks, units and marking guides, in English and extending to other learning areas are collaboratively developed. Units of work are designed to foster student thinking, challenge, engagement and 21<sup>st</sup> century learning skills. Moderation processes are embedded (before, after, end, cluster moderation, panel moderation, vertical moderation).

Provide differentiated opportunities to intentionally build the capability of all MDSS staff aligned with the Annual Implementations Process and APR process.

Staff are actively engaged, leading professional learning through: coaching, mentoring, co-teaching, professional development, cafés, inquiries, book clubs, PLT's, aspiring leaders, teams and leadership beyond the classroom.

7. Intentionally build a feedback culture across the school and within classrooms and use formative assessment to inform teaching. Students receive feedback to inform next steps regularly and can action this feedback. Teachers use formative assessment regularly to inform teaching. High impact strategies, including surface, deep and transfer learning, are identified and implemented by staff.

 Develop capability of all staff to make reasonable adjustments to curriculum delivery and assessment conventions (technique, type of text, mode and conditions).

Classroom teachers and inclusion teachers work collaboratively to differentiate unit planning and make appropriate modifications to the learning and assessment tasks. Students are able to engage in learning and assessment to show all they know and can do against the relevant achievement standard.

9. Proactively foster healthy wellbeing for students, staff and the community.

teach phonics across the school.

Proactive approaches to promoting wellbeing are embedded across the school including workload reduction, APDP goal, Wheel of wellbeing (staff and students), wellbeing framework (staff and students) and enacting strategies proactively throughout the year.

10. Develop and embed the MDSS reading and writing framework.

Vertical alignment of essential reading and writing teaching strategies is developed, understood and implemented across the school. Prep to year 2 classes implement phonics and phonemic awareness daily (Heggerty). Soundwaves is used as a resource to

11. Develop and implement school wide processes for improving outcomes for target groups and students below year level

Data is disaggregated and interrogated to identify target groups and specific aspects of the achievement standard to move learning forward. Teachers work collaboratively with leaders, teacher-aides and support staff to implement targeted interventions in a case management approach. Interventions, and the subsequent allocation of human, financial and physical resources are focussed and intensive according to areas of identified need.

12. Drive inclusive practices to ensure all students have equal access to the learning environment and the curriculum.

Targeted students are empowered to use learning strategies and teachers know their students and have high expectations for learning. Classroom teachers and inclusion teachers work collaboratively to support inclusion during lessons through co-

Term One

Leaders: 1, 3, 4, 5, 6, 7, 9, 11, 12

Teachers: 1, 6, 11, 12

Support Staff: 1, 6, 11, 12

Term Two

Leaders: 2, 8

Teachers: 3, 4, 5, 7, 9

Support Staff: 7, 9

Term Three

Leaders: 10

Teachers: 2, 8

Support Staff: 2, 5

Term Four

Leaders:
Teachers:

Support Staff:

### Long Term Outcomes

English A-E 90% of students at or above a C; 45% of students achieving an A or a B

Close the gap reduce gap between first nations students achieving a C by 5 %; reduce the gap between NCCD students achieving a C by 10; reduce the gap between children in care achieving above a C by 10%.

Attendance average attendance for students is 93% Positive Behaviour for Learning Tier 3 = 3 %; Tier 2 = 12% Tier 1 =

School Opinion Survey

This is a good school = Parents 98%; Students 90%; Staff 95%; Behaviour is well managed = Parents 90%; Students 90%; Staff

Staff morale = Staff 94%