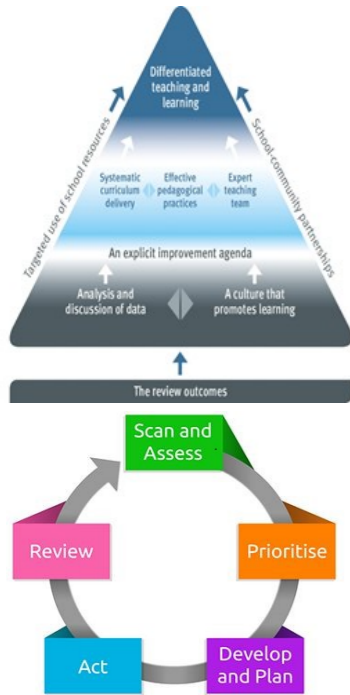


Moreton Downs State School - Strategic Plan 2019 - 2022



State Schools Strategy—Every Student Succeeding 2018–2022 Alignment — Collaboration — Empowerment — Capability — Accountability — Teamwork

Collaborative empowerment - Working together, communicating better with each other, developing our people, and reviewing our performance, we ensure our schools are among the best in the world.

Successful learners - Students engage in learning and achievement, and successfully transition from early childhood into schooling and from schooling to further education, training and employment.

Teaching quality - Teachers employ high quality, evidence-based practices and are focused on success for every student.

Principal leadership and performance - School leaders drive school improvement and student achievement.

School performance - Schools achieve success through an intentional approach to improving the progress of every student.

Regional support - Regions focus on supporting performance and outcomes across the three sectors – early years, schooling, and training and skilling.

Local decision-making - Schools ensure community needs are central to decision-making processes, autonomy and accountability.

Four Year Focus / Key Improvement Strategies

Sharpen and narrow the focus of the EIA including a process to monitor and evaluate the effectiveness of school initiatives and programs in improving learning outcomes for all students.

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 in understanding how the standards can be interpreted when developing teaching and learning programs.

Review the expectations and refine the implementation of the school's pedagogical framework including the alignment of ASoT with Explicit Instruction in teaching and learning.

Collaboratively develop and monitor school-specific and year level teaching and learning targets and timelines for EIA priority improvement areas.



Inquiry Questions

How are our students doing in their learning?

How do we know?

What are we doing to improve their learning?

How do we know it is working?

| National School Improvement Tool Domains | Improvement Strategies for planning period 2019 – 2022 Strategies, Targets and Resources, listed within the AIP, identify how improvement strategies within the School Strategic Plan are implemented, monitored and evaluated. | 2019 | 2020 | 2021 | 2022 |
|---|--|------|------|------|------|
| An Explicit Improvement Agenda | Maintain a sharp and narrow the focus of the Explicit Improvement Agenda (EIA) including regularly monitoring and evaluating the effectiveness of school initiatives and programs. Collaboratively develop and monitor annual school-specific and year level teaching and learning targets and timelines for EIA priority improvement areas. Review and regularly communicate the roles, responsibilities, accountabilities, success measures, including timelines for the leadership team and other school teams in driving the EIA. Embed a formal coaching and feedback process that is regular and timetabled, and aligned to the EIA for all staff members. Create a systematic approach to collaborative inquiry based professional learning, coaching, mentoring and feedback to quality assure teaching practices. | X | X | X | X |
| Analysis and Discussion of Data | Explicitly describe and support the leadership team to develop the data literacy skills of teachers which enables effective use of assessment data for improving student learning and teacher practice. Develop and implement a cohesive and whole-school approach to classroom coaching and feedback that is linked to the EIA. Collaboratively explore opportunities to further develop the whole-school student feedback process that is linked to learning goals. Develop and implement a school-wide data tracking process which enhances transparency, nimbleness and responsiveness to data trends. | X | | X | |
| A Culture that Promotes Learning | Foster the development of high expectations for student academic achievement in all classrooms. Implement strategies through the Parent and Community Engagement (PaCE) framework to increase the involvement of parents in their child's schooling. Implement processes to regularly monitor and address staff morale to support wellbeing and value diversity, guided by the Learning and Wellbeing Framework and the Disability Standards for Education, 2005. Create inclusive opportunities for all students to reach their potential; identify and support at-risk students. Refine processes which deliver, monitor and review attendance, behaviour and retention for continuous improvement | X | X | X | X |
| Targeted use of School Resources | Maintain explicit and transparent broad consultative practices to ensure the clarity of purpose for programs and their alignment to the EIA and communicate to staff members, parents/carers and students. Develop and implement monitoring and Quality Assurance (QA) processes to measure the effectiveness of expenditure and targeted resources to achieve planned improvement in student learning. Actively respond to student needs by strategically aligning resource investment to enhance support access. Deliver and review regularly school systems and processes which meet high quality effective departmental operational standards including those relevant to: Whole School Curriculum and Assessment Plan, Responsible Behaviour Plan, Emergency Management, Workplace Health and Safety and Wellbeing, Enrolment Management, Asset Management, Controlled Self Assessment and Facilities Maintenance. | X | X | X | X |
| An Expert Teacher Team | Deliver an explicit program of instructional leadership through involvement in curriculum leadership and a structured coaching and feedback process in classrooms. Further develop collaborative processes between year levels to share best practice, peer coaching and mentoring, and to facilitate vertical moderation. Maintain a clear and explicit process around staff Developing Performance Plans (DPP), which support career and capability development using collaborative evidence-informed priorities and the Annual Performance Review process. | X | | | X |
| Systemic Curriculum Delivery | Provide PD for teachers unpacking the achievement standards in the Australian Curriculum (AC) to assist teachers in understanding how the standards can be interpreted in curriculum planning and teaching, which adopts and adapts C2C. Enhance and refine the role of the leadership team in monitoring the enacted curriculum delivery in classrooms. Continue the roll-out of the AC to ensure a detailed and sequenced whole-school curriculum plan for integrated curriculum organisation and delivery for each year level, including a priority around embedding STEM opportunities. | X | | X | |
| Differentiated Teaching and Learning | Develop and maintain explicit whole-school protocols for the establishment and monitoring of individual student learning goals. Develop and maintain an explicit school-wide consistent process to monitor and extend students who are capable of higher levels of learning. Enhance and regularly review the ICP planning process within the school to involve SEP teachers, classroom teachers and the HOC. | X | X | X | X |
| Effective Pedagogical Practices | Embed and monitor the implementation of the school's pedagogical framework, The Art and Science of Teaching (ASoT), with Explicit Instruction (EI) in teaching and learning for the teaching team. Collaboratively develop explicit actions which maintain school-wide processes for moderation, coaching, observation and feedback to monitor the implementation of expected teaching practices, informed by the collaborative inquiry approach. Through the strategic implementation of the ASoT framework move the school towards indicators of a quality assured pedagogy as described in Marzano's High Reliability School (HRS) framework. | X | X | | X |
| School Community Partnerships | Maintain and strengthen partnerships with local early childhood providers to enhance the transition of children to Prep. Explore and regularly enhance additional strategies through the Parent and Community Engagement (PaCE) framework to increase the involvement of parents in their child's learning. Maintain a strong community and social media presence which has currency and celebrates school successes. Explicitly plan for the engagement of Indigenous and Pacifica community groups. Provide multiple modes of engagement and recognition which celebrate achievement and market and promote the school. | X | X | X | X |

APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2015 – 2018 was conducted and provides a meaningful statement of school achievement and future direction. Subsequently this 4 Year School Strategic Plan 2019 - 2022 details the strategic direction meeting school needs and systemic requirements and is therefore endorsed.

Paul Pickering—Principal MDSS

Cassie Finlay - President MDSS P&C

Trevor Walker—ARD School Improvement NCR

Date