MOURA STATE SCHOOL

2020 Annual Implementation Plan

Explicit Improvement Area 1: *Embedded school-wide systematic curriculum delivery*			
TARGETS: At least 90% of students achieving C or better in English, Maths and Science. Relative gain in Maths, Reading, Spelling for Year 3-5 is similar to or exceeding that of Qld State Schools. 100% of teachers observed with Learning Walls in classrooms for English, Maths and Science. At least 90% of students and 95% of parents believe they are getting a good education at this school. At least 95% of students indicate their teacher encourages me to do my best.			
STRATEGIES	**ACTIONS**	**TIMELINE**	**RESPONSIBLE OFFICER/S**
Implement Australian Curriculum V8 for all subjects.	Review Pedagogical Framework and use it as a resource when planning units and individual learning plans.	Term 1	Principal
	Coach teachers through the planning process each term.	Ongoing	HOC/Principal
	Monitor and adjust unit plans each month in cohorts.	Ongoing	Principal, HOC
	Engage with regional support staff to assist curriculum leaders and teachers to develop knowledge of literacy across the curriculum and to support with including a literacy component in unit planning.	Ongoing	Principal, HOC
		Each unit - ongoing	Principal, HOC
Support consistency of teacher judgement and accurate reporting against achievement standards through moderation.	Revise the unit planning cycle to include before moderation and post moderation processes.	Term 2	HOC
	Engage with regional and cluster moderation activities, especially Callide-Dawson cluster moderation – before and after moderation process.	Ongoing – each term	Principal, HOC
	Engage with regional support staff to develop teacher capability with differentiation and making adjustments.	Ongoing	Principal, HOC
Analyse student data regularly to monitor progress, guide teaching practices and prompt early intervention for all students.	Confirm data collection requirements and targets and distribute to teachers – include Probe reading targets and Early Start/literacy continuum.	Term 1	Principal, HOC
	Develop process/procedure for case management of students through Student Services team.	Term 1	Principal, HOC, HOSES
	Develop action plans for Reading/Writing growth and intervention based on	Ongoing	Principal, HOC

	literacy continuum markers with support of curriculum leaders and regional support staff.		
	Support teachers to map students on Literacy Continuum so it can be used as a planning and tracking resource.	Ongoing	Principal, HOC
Explicit Improvement Area 2: ***High quality teaching practices which enable the development of professional practice and professional engagement.***			
TARGETS: 100% of staff have an APDP in Term 1 and actively reviewed two times in the year. 100% of teachers and teacher-aides engaged in professional learning aligned to their APDP. 85% of students attending school at least 90% of the time. Less than 10% of students attending school less than 85% of the time. At least 90% of students achieving C or better in English, Maths and Science. At least 90% of staff say they have access to quality professional development.			
STRATEGIES	**ACTIONS**	**TIMELINE**	**RESPONSIBLE OFFICER/S**
Support development of teacher capability.	Facilitate development of APDP for teachers and teacher-aides.	Term 1	Principal
	Develop a professional learning plan that includes needs from APDPs, pedagogical practices (eg EI, enquiry), differentiation, resources that support teaching and learning (eg 7 Steps to Writing Success, John Collins Writing Program, Write2Spell2Read, higher order thinking)	Term 1	Principal/HOC/HOSES
	Develop and implement a coaching/mentoring plan.	Ongoing	Principal, HOC
	Conduct fortnightly walkthroughs by school leaders with the focus to be on what students are learning, do they know how they are going with their learning and how do they know?	Ongoing	Principal, HOSES, HOC
	Refine staff, admin, student services team meeting agendas to utilise the HPT elements.	Term 1	Principal
Embed school-wide numeracy, reading and writing processes.	Establish teams to complete an inquiry cycle for Maths, reading and writing to inform the Pedagogical Framework.	Term 1	Principal, Team Leaders
	Facilitate times for teachers to do in school and across school classroom visits.	Ongoing	Principal

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

Principal

P&C Association

Kay Kirkman

Assistant Regional Director

APPENDIX 1

EVIDENCE OF PROGRESS

TARGETS	PROGRESS INDICATORS	3 MONTHS	PROGRESS INDICATORS	6 MONTHS
A-E Data – at least 90% of students achieving A-C in English, Maths, Science	Predicted Sem 1 A-C results completed. Case management Action plans for reading developed. Moderation – before and end – cluster and at school. Ped Framework fully drafted OLEY in Prep		Sem 1 A-C results (inc effort and behaviour). Case management Action plans for reading reviewed, adjusted Reading groups adjusted based on data Moderation Ped Framework implemented	
Reading levels – PM benchmarks + probes	From targets doc – see attached Reading action plans completed. Data entered on literacy continuum at end of term. Data (baseline + end of term) from student intervention the aide (ie SM) has undertaken.		From targets doc – see attached Groups adjusted Reading action plans completed. Data entered on literacy continuum at end of term. Data (baseline + end of term) from student intervention the aide (ie SM) has undertaken. Speech programs progress – baseline + session notes to demonstrate progress.	
Writing using mean scale scores	Narrative: adjust groups based on sample collected.		Persuasive: adjust groups based on sample collected	
Relative Gain – Reading Spelling Numeracy	Streamed Reading groups 4 times/week for early years + 3 times/week for 4-6 classes		Streamed Reading groups 4 times/week for early years + 3 times/week for 4-6 classes	
Learning Walls – 100%	100% classes have them with GTMJ, highlighted A/B/C, work samples, co-constructed know/do,		Students can tell an adult about them.	
School Opinion Survey - Access to	APDPs – 100% teachers & aides have them developed.		Sem 1 APDP reflection MBT program implemented	

quality PD – 100%	Professional learning planning established. Walkthroughs happening each fortnight.		Walkthroughs still occurring	
School Opinion Survey – Getting a good education at this school – 90% students, 95% parents. Teacher encourages me to do my best – 95%	Quick survey across Yr 4-6 classes. Check in with parents at P&C meeting		Quick survey across Yr 4-6 classes. Check in with parents at P&C meeting	
Attendance <85% - less than 10% >90% - more than 85%	Predicted: 25% at 100% attendance 5% at <85% 95% at >90%		Predicted: 15% at 100% attendance 5% at <85% 95% at >90%	

EVIDENCE OF PROGRESS

TARGETS	PROGRESS INDICATORS	9 MONTHS	PROGRESS INDICATORS	12 MONTHS
A-E Data – at least 90% of students achieving A-C in English, Maths, Science	Predicted Sem 2 A-C results completed. Case management Action plans for reading developed. Moderation – before and end – cluster and at school.		Sem 2 A-C results (inc effort and behaviour). Case management Action plans for reading reviewed, adjusted Reading groups adjusted based on data Moderation	
Reading levels – PM benchmarks + probes	From targets doc – see attached Reading action plans		From targets doc – see attached Groups adjusted Reading action plans	

	completed. Data entered on literacy continuum at end of term. Speech programs progress – baseline + session notes to demonstrate progress.		completed. Data entered on literacy continuum at end of term.	
Writing using mean scale scores	Narrative: adjust groups based on sample collected.		Persuasive: adjust groups based on sample collected	
Relative Gain – Reading Spelling Numeracy	Streamed Reading groups 4 times/week for early years + 3 times/week for 4-6 classes		Streamed Reading groups 4 times/week for early years + 3 times/week for 4-6 classes	
Learning Walls – 100%	100% classes have them with GTMJ, highlighted A/B/C, work samples, co-constructed know/do,		Students can tell an adult about them.	
School Opinion Survey - Access to quality PD – 100%	APDP reflection MBT program - reflection Walkthroughs focusing on		APDP review MBT program - reflection Walkthroughs – plan forward	
School Opinion Survey – Getting a good education at this school – 90% students, 95% parents. Teacher encourages me to do my best – 95%	Quick survey across Yr 4-6 classes. Check in with parents at P&C meeting		SOS report	
Attendance <85% - less than 10% >90% - more than 85%	Predicted: 10% at 100% attendance 5% at <85% 95% at >90%		Predicted: 10% at 100% attendance 5% at <85% 95% at >90%	