



## Mareeba State School 2021 Annual Implementation Plan (AIP)

Priorities	Critical Work	Evidence	Expected Performance Indicators	Check in/review points
<b>Inclusive Education</b> Whole school approach to create a school culture of inclusivity, unpacking the inclusive education policy and school data	<ul style="list-style-type: none"> <li>Whole school definition of inclusion with identified behaviours</li> <li>Change of school culture – renaming of 2020 inclusive practices work</li> <li>Review of student welfare systems to clearly articulate the whole school system</li> </ul>	<ul style="list-style-type: none"> <li>Whole school definition of inclusion produced</li> <li>Whole school student welfare system (flowchart)</li> <li>Identification of student welfare HUB aligned to PBL, Intervention, Disability support and attendance</li> <li>Semester review of A-E data using Aggregate data sets</li> <li>Termly comparison with student welfare system</li> </ul>	<ul style="list-style-type: none"> <li>Definition of inclusive education fore fronted as 'the Mareeba Way'</li> <li>Consistent use of new role titles</li> <li>Welfare system flowchart by end of term 1, 2021</li> <li>80% of students achieve a C or higher for English, Maths, Science</li> <li>100% of students requiring an ICP have an endorsed ICP on One School</li> <li>Decrease in less than 85% attendance; increase in 90% student attendance</li> </ul>	<ul style="list-style-type: none"> <li>Definition created Jan SFDs</li> <li>Identification of new role titles Jan SFDs</li> <li>Check-in Planning days once per term</li> <li>CPM fortnightly check-in</li> <li>PD opportunities</li> </ul>
<b>Maths Consolidations</b> Increase teacher capability in maths consolidations to drive differentiation for student achievement and engagement	<ul style="list-style-type: none"> <li>Increase teacher capability in maths consolidation through, PD, coaching and mentoring</li> <li>Review and refine whole school maths consolidations alignment and implementation</li> <li>Formalise the use of D marker students to monitor student success</li> </ul>	<ul style="list-style-type: none"> <li>Staff observations and feedback</li> <li>LM walk throughs</li> <li>Sharing of resources via cohort email address</li> <li>LM/HODC discussion regarding the content and expectations from P-6</li> <li>Clear moderation plan with timeframes and impact on current meeting structure</li> <li>Best practice - videos</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers utilising new maths consolidation system in Mathematics</li> <li>All new staff fully inducted to school wide expectations</li> <li>Identified 'D' marker students achieving C on termly assessment tasks</li> <li>Class achieve 80% or above on 5 weekly 'apply slides' test</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly check in during CPMs</li> <li>Termly discussion through observation and feedback</li> <li>LM/HOC discussion regarding the content and expectations</li> <li>Planning days – end of each term</li> </ul>
<b>Australian Curriculum</b> Increase staff knowledge of Australian Curriculum to contextualise units and pedagogies to increase student engagement and outcomes.	<ul style="list-style-type: none"> <li>PD plan outlining opportunities for staff to build knowledge of Australian Curriculum and pedagogical practices</li> <li>HASS units to be contextualised to MSS by end of 2021</li> <li>2 year action plan created by end of term1 to roll out further contextualised units of work</li> </ul>	<ul style="list-style-type: none"> <li>3 levels of planning with differentiated pedagogies outlined</li> <li>10 week plans for every year level after planning days with regular check in</li> <li>Staff attendance at PD</li> <li>Staff observations with regards to use of differentiated pedagogy use, student engagement</li> <li>Attendance Data – are we making a difference for those students less than 85%</li> <li>Staff participation and discussion in 4 phases of moderation cycle</li> <li>Student A-E data (English &amp; Maths)</li> <li>Student SDA &amp; Behaviour incident data</li> </ul>	<ul style="list-style-type: none"> <li>80% of students achieve a C or higher for HASS</li> <li>100% of students requiring an ICP have an endorsed ICP on One School</li> <li>100% of teachers engage with the school's moderation process</li> <li>Decrease in less than 85% attendance; increase in 90% student attendance</li> </ul>	<ul style="list-style-type: none"> <li>Planning day data discussions – end of each term</li> <li>Fortnightly check-in with 10 week plans</li> <li>Moderation – week 5 (pre) and week 9 (post)</li> <li>ICP review meetings – each Semester</li> <li>Termly feedback and observation of staff by LMs</li> <li>During whole school student welfare systems</li> </ul>
<b>Early Years Reading</b> Review P-2 Reading program to have consistency in the teaching of Reading in P-2 underpinned by the Big 6 to improve reading outcomes (oral language, bandscaling, speech, phonics and reading intervention)	<ul style="list-style-type: none"> <li>Upskill understanding of Literacy Progressions and utilising the Literacy Continuum</li> <li>Unpack P-2 Reading Achievement Standard and find correlations to the Big 6</li> <li>Identify diagnostic data sets to inform student groupings</li> <li>PD around Big 6 (Teachers and TA's)</li> <li>Develop timetable for classrooms in conjunction with teachers to utilise TA's to support priorities</li> <li>Intervention - How will our LST's be utilised to assist with reaching targets?</li> </ul>	<ul style="list-style-type: none"> <li>Timetable for P-2 for Reading that's consistent</li> <li>Teachers using their Literacy Continuum to inform Reading groups</li> <li>Assessment Tasks will be aligned to the Reading Achievement Standards</li> <li>Outcome s from diagnostic data sets (still to be identified)</li> <li>Purchase of additional Speech Language Pathologist</li> <li>Reading practices bank of pedagogies and strategies</li> <li>EALD vignettes</li> <li>Use of expert – Denise Angelo to build staff capability EALD</li> <li>Connection with language specialists</li> </ul>	<ul style="list-style-type: none"> <li>80% student achieving and A-C in Reading</li> <li>100% of staff tracking student progress using the Literacy Continuum</li> <li>100% of Reading Groups using the 3 Lesson Sequence (specific diagnostic data sets to be identified so further performance indicators can be established)</li> </ul>	<ul style="list-style-type: none"> <li>Planning day check-ins; reflected in 10 week plan</li> <li>Aggregate data sets termly to link to student welfare system (behaviour, NCCD, SWD, Indigenous, U2B, Attendance)</li> <li>Diagnostic testing each term to track student progress and review groupings (what/who to be established)</li> </ul>

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"Every day in Every classroom, Every child is learning and achieving"





<p><b>Disability Support Services</b> We provide a differentiated approach to meet the needs of our diverse range of students with a disability</p>	<ul style="list-style-type: none"> <li>• Focus PD activities for all staff to build pedagogical understanding to meet the learning needs of all students</li> <li>• Review of ICP organisational structure</li> <li>• Individual student plans for SWD</li> <li>• Personalised Learning Plans for student with a disability</li> </ul>	<ul style="list-style-type: none"> <li>• Co-teaching and other intervention models</li> <li>• Staff and parent feedback</li> <li>• Student SDA &amp; Behaviour incident data</li> <li>• Review ICP system</li> <li>• Theory of Mind embedded for students with HI</li> <li>• General capabilities mapped</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of SWD achieve a C or higher for Maths and English on identified curriculum</li> <li>• Successful transition of students from Family classes</li> <li>• Co-teaching and planning between TC and TDS</li> <li>• 100% students requiring an ICP have an endorsed ICP</li> <li>• 100% SWD have twice yearly ISP meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly at Management meeting</li> <li>• Weekly HOSES meetings</li> <li>• ICP review meetings once per term</li> <li>• ISP meetings one per term</li> <li>• ICP system updated in T&amp;L handbook</li> </ul>
<p><b>Positive Student Behaviour</b> Mareeba State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.</p>	<ul style="list-style-type: none"> <li>• Implementation of whole school positive behaviour incentives system</li> <li>• Visual PBL expectations in all school locations</li> <li>• Consistent implementation of PBL lessons, PAUSE lessons and whole school expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Clear whole school expectation followed in all school areas</li> <li>• Tokens banked regularly</li> <li>• Clear student behaviour referral processes</li> <li>• Behaviour data (SDA, top behaviour location and category, Top 20 student with multiple incidents, positive student records tracked via whole school excel spreadsheet)</li> </ul>	<ul style="list-style-type: none"> <li>• SOS Student, Parent &amp; Staff Survey Student Behaviour Well Managed – 85%+</li> <li>• SDA reduction to less than 25 incidents per term across the school year for each year level</li> <li>• 100% students cashing in tokens once per semester</li> </ul>	<ul style="list-style-type: none"> <li>• PBL meeting 2-3 per term</li> <li>• Weekly at Management meeting</li> <li>• Twice per term during Management Whole School Complex Case system</li> </ul>
<p><b>Community</b> We serve the local community and as such need to build and value relationships and support from parents, guardian sand businesses across the local and extended area</p>	<ul style="list-style-type: none"> <li>• Review and implement Parent &amp; Community Engagement Framework (Continue to engage PEGS group through consultation)</li> <li>• Active collaboration with the school's P&amp;C</li> <li>• Systemise the engagement between school and external service providers</li> <li>• Clearly identified Junior-Secondary transition plan between MSS and MSHS</li> <li>• Deepen Early Years transition system to promote increased engagement and a stronger start to schooling</li> </ul>	<ul style="list-style-type: none"> <li>• PEGs feedback</li> <li>• Collaborative P&amp;C events and purchasing of prioritised school resources</li> <li>• Number of student referrals</li> <li>• Number of families engaging with agency support</li> <li>• Successful transition to MSHS (feedback from high school staff and families)</li> <li>• Collaboration with local Kindergarten providers and ECCN</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Satisfaction Survey – 85%+</li> <li>• Active P&amp;C executive with increased memberships</li> <li>• Deeper partnerships embedded with external agencies with a collaborative approach to families</li> <li>• Increased enrolments from MSS to MSHS</li> <li>• Increased student participation in Prep 4 Prep</li> <li>• Increased Prep enrolment interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly at Wannabe team meetings</li> <li>• Termly with PEGs</li> <li>• Monthly with P&amp;C</li> <li>• Weekly at Management meeting</li> <li>• Links to whole school welfare system</li> <li>• Weekly Prep 4 Prep tracking of data – term 4</li> <li>• Weekly monitoring of prep enrolments – term 3 &amp; 4</li> <li>• Weekly monitoring of prep interviews term 4</li> </ul>
<p><b>Intervention</b> Review of Learning Support to reflect student intervention for Literacy and Numeracy</p>	<ul style="list-style-type: none"> <li>• Redefine learning support roles with a focus on literacy and numeracy</li> <li>• Focus on support students in U2B and L2B.</li> <li>• Embed Masterclass for U2B across P-6</li> </ul>	<ul style="list-style-type: none"> <li>• STLaN role redefined as a Literacy and Numeracy coach</li> <li>• Learning support roles and responsibilities reviewed</li> <li>• Implementation of Masterclass for U2B</li> <li>• Student participation in extension activities (eg: Readers cup)</li> </ul>	<ul style="list-style-type: none"> <li>• U2B targets – 25%</li> <li>• 100% of teachers consistently identify students to extend</li> <li>• Decrease in students achieving in L2B.</li> <li>• Increase in students achieving in U2B.</li> </ul>	<ul style="list-style-type: none"> <li>• English and Maths A-E data each term</li> <li>• End of year school opinion survey</li> </ul>
<p><b>Coaching</b> Differentiated coaching identifying aspiring leaders and building an expert leadership team for Instructional Leadership</p>	<ul style="list-style-type: none"> <li>• Review current coaching model aligned to collegial framework</li> </ul>	<ul style="list-style-type: none"> <li>• Refined coaching system in T&amp;L handbook</li> <li>• Staff engaging in coaching on a regular basis</li> <li>• Increased instructional leadership in classrooms</li> <li>• SWVL</li> </ul>	<ul style="list-style-type: none"> <li>• 100% teaching staff engaging in coaching</li> <li>• Staff identified growth in practice</li> </ul>	<ul style="list-style-type: none"> <li>• PDP review meetings</li> <li>• PD attendance &amp; participation</li> <li>• Observation &amp; feedback once per term</li> </ul>

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