



Mareeba State School

Annual Implementation Plan 2018

School Improvement Priorities 2018



Targets:

1. Percentage of students achieving a C or higher in English and Maths is 80% or higher
2. Percentage of students attending 85% or less is reduced to 10%

Improvement Priority 1: Capability Development

Complete	Underway	Not commenced		
Strategy: Explicit Teaching and Warm Ups embedded across all KLAs				
Actions	Targets	Timelines	Responsible Officer/s	
Increase teacher capability in Explicit Teaching and Warm Ups for all teaching staff through training, mentoring and coaching. Capability development will be facilitated through: <ul style="list-style-type: none"> - Lesson observations (Line manager, Coaches, Peers) - Walk throughs (Line managers) - Data conversations (Line managers, Coaches, Peers) - PD opportunities (eg Learning Cafes, peer observations) 	100% teachers complete ET Modules 1-4 100% classroom teachers implementing Warm Ups in Literacy and Numeracy to required standard	Term 1	Principal Deputy Principals HoCs Master Teacher	
Differentiate Coaching system	100% of teachers engage with coaching and/or mentoring 100% teachers reach Proficient standard as outlined in the AITSL standards by the end of Semester 1. 100% staff (including ancillary staff) complete PDP	Terms 1-4	Principal Deputy Principals GO HoCs Master Teacher HIP STL&N Behaviour Support Teacher IP teachers Peer mentors	



Strategy: Utilise Curriculum Planning Time to build teacher knowledge of required Australian Curriculum standard				
Line managers lead teaching teams during Curriculum Planning Time to embed Cycles of Inquiry approach to analyse student data and the effectiveness of teaching strategies and design appropriate interventions.	80% students achieve a C or higher	Terms 1-3	Principal Deputy Principals HIP	
Strategy: Embed ICTs through the curriculum				
Actions	Targets	Timelines	Responsible Officer/s	
Publish and implement ICT Plan for whole school. ICT plan will detail embedding of ICT in general curriculum to meet Australian Curriculum digital technologies requirements.	Roll-out Plan for whole school implemented	Terms 1-4	Principal Deputy Principal Team members ICT Reference Group STEM teachers	
Strategy: Refine differentiated practise to cater for learning needs of all students				
Actions	Targets	Timelines	Responsible Officer/s	
Focus PD activities for all staff in effective pedagogical practises that build capacity to implement consistent curriculum that meets the learning needs of <i>all</i> students. <ul style="list-style-type: none"> - Curriculum Planning Time activities identify what students are required to learn in the current unit of work, how learning will be regularly monitored (formative assessment) and what responses will be implemented if students do not learn - Planning Days will explicitly identify Australian Curriculum content descriptions and achievement standards for the following term in all KLAs - Moderation will ratify standards of student work in English and Maths 	<p>100% of students requiring an ICP have an endorsed ICP on One School</p> <p>100% of students achieve a minimum of one year's progress across all KLAs</p> <p>100% teachers engage in moderating student assessment</p>	Terms 1-4	Principal Deputy Principals GO HoCs Master Teacher HIP STL&N IP teachers	



<p>Collaborate with iEALD Regional Coach to identify best practise strategies to embed within classroom practise (P – 3 focus)</p>	<p>Increase the number of Indigenous students meeting NMS in Year 3 from 77.1% to 85%. Increase the number of Indigenous students achieving a C or above in English from 60.1% to 80%.</p>	<p>Terms 1-4</p>	<p>Principal Deputy Principal HoCs Master Teacher STL&N</p>	
<p>Strategy: Improve student achievement in U2B</p>				
<p>Actions</p>	<p>Targets</p>	<p>Timelines</p>	<p>Responsible Officer/s</p>	
<p>Utilise ICT effectively to increase the percentage of students in the U2B.</p>	<p>% students in U2B: <u>Year 3:</u> Reading – 45% (2017 – 29.6%) Numeracy – 45% (2017 – 16.1%) <u>Year 5:</u> Reading – 35% (2017 – 26.6%) Numeracy – 35% (2017 – 17.9%)</p>	<p>Terms 1-4</p>	<p>Principal Deputy Principals HIP HoC Master Teacher STL&N</p>	
<p>Targeted PD for teachers and teacher aides in relation to effective strategies for differentiation, especially extension.</p> <ul style="list-style-type: none"> - Curriculum Planning Time activities identify what students are required to learn in the current unit of work, how learning will be regularly monitored (formative assessment) and what responses will be implemented if students already know and can successfully demonstrate the content - Planning Days will explicitly identify Australian Curriculum content descriptions and achievement standards for the following term in all KLAs and identify tasks that are open ended to allow students to achieve to their ability and extend their knowledge appropriately. - Individual teacher planning will reflect adjustments made to extend high performing students - Moderation will ratify standards 	<p>100% of teachers identify students who consistently perform above year level expectations or who show potential to be higher achievers and implement appropriate and documented adjustments for these students.</p> <p>Teacher aides consistently demonstrate the ability to select appropriate texts (where appropriate) and utilise effective questioning techniques to extend competent readers.</p>	<p>Terms 1-4</p>	<p>Principal Deputy Principals HoC Master Teacher HIP STL&N</p>	



<p>greater opportunity to extend students.</p> <ul style="list-style-type: none"> - Learning Cafes will include topics on how to create open-ended tasks and extend student learning - Teacher aide PD will identify questioning strategies suitable to extend high performing students and promote reading engagement. 				
<p>Refine and embed whole school approach to teaching of Reading, including use of 3 lesson sequence and QAR and the use of Big 6 as basis for Intervention.</p>	<p>P – Yr 1 teachers consistently utilising 3 Lesson sequence for Guided Reading</p> <p>Year 2 - 6 teachers consistently and effectively utilising QAR</p> <p>All classroom teachers completing Intervention referrals using Big 6 as strategies for intervention.</p> <p>80% students meeting year level Reading expectations.</p>	<p>Terms 1-4</p>	<p>Principal Deputy Principals HoC Master Teacher HIP STL&N</p>	

Improvement Priority 2: Organisational Effectiveness

Strategy: Develop SRDs and AAPs with all school leaders				
Actions	Targets	Timelines	Responsible Officer/s	
SRDs and AAPs established with leadership team: Principal, DPs, HIP, HoCs, Behaviour Support Teacher, STL&N, GO, BSM, Intervention Teachers, school purchased specialist roles	100% Leadership Team have completed SRDs and AAPs	Term 1	Principal Deputy Principals	
Strategy: Refine and embed collaborative practices				
Actions	Targets	Timelines	Responsible Officer/s	
<p>Refine Curriculum Planning Meetings to focus on cycles of inquiry and developing cohort capability to utilise student learning data to refine and improve teaching strategies</p> <p>Embed effective differentiation strategies in each unit of work on Planning Days</p>	<p>Agenda set for 100% CPM</p> <p>100% teachers participate in Term Planning Meetings and Cohort Data Meetings</p>	Terms 1-3	Principal Deputy Principals HoC Master Teacher HIP STL&N	
Strategy: Improve School Learning Environments				
Actions	Targets	Timelines	Responsible Officer/s	
Liaise with Regional Infrastructure Team in relation to Strategic Infrastructure Plan roll out	Brady Park acquired Plan for G & H block completed	Semester 1	Principal	

Improvement Priority 3: Connecting Parents and Caregivers

Strategy: Early Years Programme				
Actions	Targets	Timelines	Responsible Officer/s	
EY specialist to continue to develop and improve EY Network with EY providers and key stakeholders.	Regular (termly) meetings with relevant community stakeholders	Terms 1 – 4	Principal EY Co-ordinator	
Connect to pre-school parents and children through an effective transition program	Involve 90% of 2019 enrolments in at least one element of MSS Transition Program	Semester 2	Principal EY Co-ordinator	
Improve early years student engagement through employing an Indigenous Family Liaison officer to focus on supporting families with students in Prep who are not meeting school attendance expectations.	All Prep students meet school attendance target of 95%. Percentage of students in Prep attending less than 85% is reduced to less than 10%.	Terms 1- 4	Principal Deputy Principal EY Liaison Teacher	

Strategy: Closing the Gap				
Actions	Targets	Timelines	Responsible Officer/s	
Promote community engagement through Day Out in Your School programme and regular parent and community walk throughs	Increase number of Indigenous parents/caregivers attending this program.	Terms 1-4	Principal Deputy Principal Family Liaison Officer	
Implement Beginning of Year Pride Projects	100% classes participate in Pride Project as a means to improving engagement and building effective relationships	Term 1	Principal Deputy Principals HoCs Behaviour Support Teacher Classroom Teachers	
Continue to build capability of Management Team to lead teams through <ul style="list-style-type: none"> - Effective systems - Effective leadership behaviours 	All team members engage with: Organisational Effectiveness Coach (Clive Dixon) Alan Parker PD	Terms 1- 4	Principal Deputy principals HIP BSM	

Improvement Priority 4: Positive School Culture

Strategy: Embed PBL to a high level				
Actions	Targets	Timelines	Responsible Officer/s	
Continue to refine and embed PBL Program across all staff and community	All staff, parents/caregivers and students know the school expectations and weekly focus	Terms 1 - 4	Principal Deputy Principal BM Teacher PBL Team	
Reduce disciplinary absences	P – 3: <25 4 – 6: <25	Terms 1-4	Deputy Principal Behaviour Support Teacher	
Strategy: Implement Staff Wellbeing Programme				
Actions	Targets	Timelines	Responsible Officer/s	
Establish staff well-being program	Improve "Staff morale is positive at my school" statement in SOS to be greater than 90%.		Principal Deputy Principal GO Well-being team	

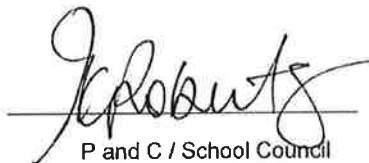
Strategy: Implement case management system to target and support students attending less than 85%				
Case manage students attending less than 85%	% students attending less than 85% reduced to less than 10%	Semester 1 & 2	Deputy principal FLO	
Strategy: Work with MSHS to ensure effective transitions				
Actions	Targets	Timelines	Responsible Officer/s	
Implement systematic Transition Program	Increase in MSS students retained by MSHS	Terms 1 -4	Principal Deputy Principal	

Endorsement

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



Principal



P and C / School Council



Assistant Regional Director