


SYSTEMIC PRIORITIES

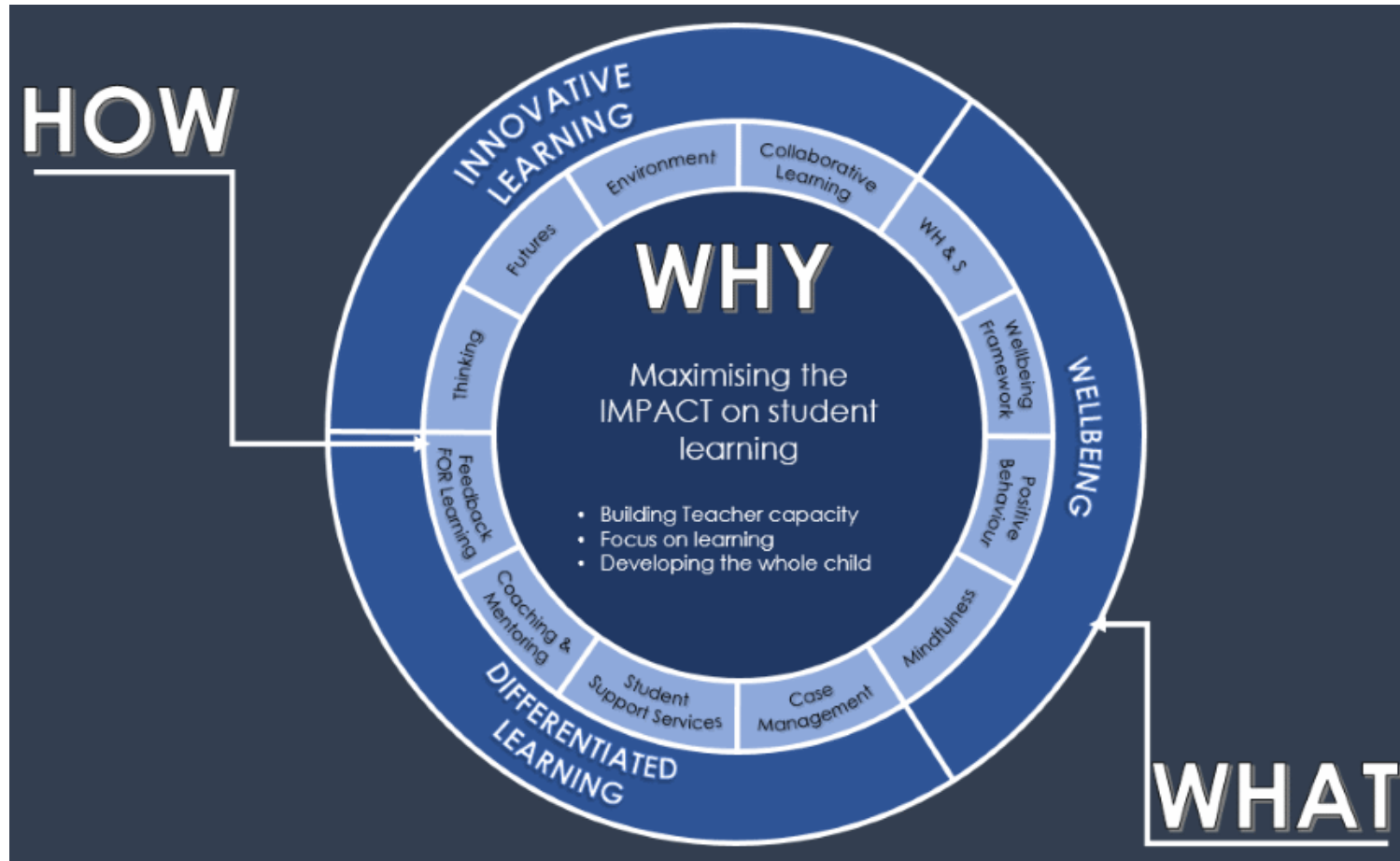
The *Every Student Succeeding State Schools Strategy 2017 – 2021* is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Our 4 year School Strategic Plan and subsequent Annual Implementation Plans will reflect these identified key strategies:

Key Strategies	Supported at school level by:
Collaborative empowerment	<div style="text-align: center;">  </div> <p>Professional Learning Communities – School Priorities Teaching and Learning Cycle Moderation and Calibration</p>
Successful Learners	<p>Planning FOR Feedback embedded in planning process Assessment Schedule review Consolidate curriculum plan Explore learning environment design</p>
Teaching quality	<p>Coaching and Mentoring program Planning process Professional Development Plans Feedback FOR Learning</p>
Principal leadership and performance	<p>Principal PDP Mentoring through Mount Coot-tha cluster and Band 5 – 7 Alliance Feedback coaching for Leadership Team</p>
School performance	<p>I4S Strategy Improvement Agenda Wellbeing Framework Moderation and assessment schedule</p>
Regional support	<p>Mount Coot-tha Cluster network Band 5 – 7 Alliance network</p>
Local decision making	<p>Professional Learning Communities Local Consultative Committee Parents & Citizens Association consultation</p>



SCHOOL IMPROVEMENT PRIORITIES



The above model reflects the findings from 2016 through the Full School Review and other internal reviews. It outlines the key areas of focus for 2017 and beyond. The model has been redeveloped in 2018 as priorities evolve and focus shifts for continued growth. We aim to improve student achievement and build capacity of Teachers and other Staff to deliver this improvement. These strategies align also with systemic priorities.

[Rationale and research found in PRSS Strategic Plan 2017 – 2020 overview](#)



School Improvement Priority: DIFFERENTIATED LEARNING

Success Indicators

- 100% of teachers engaged in processes aligned with Teaching & Learning Cycle aligned with 2018 unit plans.
- Units and resourcing to reflect commitment to new unit priorities.
- 100% of teachers submitting accurate and timely assessment data to OneSchool.
- 100% of teachers involved in Mount Coot-tha and school based moderation processes.

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Feedback FOR Learning			
<u>Actions</u> Planning model incorporating feedback loop <ul style="list-style-type: none"> • English Unit focus for planning cycle – 6 units for Year 1 – 6 and 4 units for Prep • Teaching and Learning Cycle and planning document incorporates feedback process Feedback Coaching with UQ Consultants <ul style="list-style-type: none"> • Year 4 teachers working with UQ consultants from Term 3 • Year 5 teachers from 2017 continue as part of the process with UQ consultants 	<ul style="list-style-type: none"> • 100% of teachers involved in the teaching and learning cycle through supported planning sessions and ongoing moderation; • Feedback loop embedded in planning process 	<u>3 months</u> New HOC involved in planning processes and continue feedback approach for English units <u>6 months</u> Feedback model embedded in planning models in preparation for next cycle of consultation <u>9 months</u> UQ consultation has begun with year 4 team with initial review	Head of Curriculum Principal Budget Cost Centre 207016 Consultancy-Feedback 207019 Teach_Learn Cycle
Strategy 2: Coaching & Mentoring			
<u>Actions</u> Planning process <ul style="list-style-type: none"> • Planning with HOC and year level team • Data review and case management Moderation & Calibration <ul style="list-style-type: none"> • School based calibration using English GTMJ's • MCC portfolio moderation Guided Reading squads and training <ul style="list-style-type: none"> • Implementation of guided reading program • Teacher Aide and Teacher training around guided reading program 	<ul style="list-style-type: none"> • 100% of teachers involved in planning process; • 100% of teachers involved in data review and case management; • Implementation of moderation and calibration processes 	<u>3 months</u> 2 planning cycles completed Moderation for MCC in school Continue guided reading program Introduce data wall <u>6 months</u> Review planning systems under new HOC Review guided reading program Moderation of work portfolios with MCC <u>9 months</u> Ongoing planning cycles	Head of Curriculum Principal Budget Cost Centre 207019 Teach_Learn Cycle 207020 Teacher Aide



Strategy 3: Student Support Services			
Actions Consolidate student support process <ul style="list-style-type: none"> Develop system for recording student support to date on OneSchool Review current processes to determine effectiveness Gifted and talented process for student support <ul style="list-style-type: none"> Incorporate extension and support processes for students operating above class level 	<ul style="list-style-type: none"> Class dashboard used to collect information on student support; 2 teachers involved in GEM Alliance 	<u>3 months</u> Explore class dashboard as record of student with support Explore GEM Alliance involvement <u>6 months</u> Review processes <u>9 months</u> Review processes	Differentiation PLC Student Support Services
			Budget Cost Centre
			205416 PLC Differentiation
Strategy 4: Case Management			
Actions Case management processes as part of teaching and learning cycle <ul style="list-style-type: none"> Planning session – case management for literacy development Moderation and case management – whole staff 	<ul style="list-style-type: none"> Implementation of case management process; 	<u>3 months</u> Case management embedded in planning process; Introduce the use of literacy continua into case management process; <u>6 months</u> Review <u>9 months</u> Review	Head of Curriculum Principal
			Budget Cost Centre
			207019 Teach_Learn Cycle

School Improvement Priority: INNOVATIVE LEARNING

Success Indicators

- P&C actively involved in furthering elements of the Master Plan
- Positive feedback from School Opinion Survey.

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Thinking			
Actions Explore thinking skills elements of pedagogy <ul style="list-style-type: none"> PLC to explore and develop program for teaching 	<ul style="list-style-type: none"> PLC to explore elements of embedding thinking skills into programs 	<u>3 months</u> Research and present findings to whole staff <u>6 months</u> Target one specific whole school strategy Implementation in planning process <u>9 months</u> Review	Head of Curriculum Innovation PLC
			Budget Cost Centre
			201121 PLC Innovation



Strategy 2: Futures			
<p><u>Actions</u> STEM</p> <ul style="list-style-type: none"> Support school based STEM Champion MCC initiatives <p>Australian Curriculum</p> <ul style="list-style-type: none"> Roll out of v8 of Aust. Curriculum including digital technologies 	<ul style="list-style-type: none"> Implement digital technologies within curriculum; STEM mentoring program development; Engage in MCC activities; Broaden impact of environmental program with STEM structure 	<p><u>3 months</u> Explore opportunities for STEM Champion to work with HOC to develop broader program of support;</p> <p><u>6 months</u> STEM champion to work with early adopters;</p> <p><u>9 months</u> Review program and curriculum initiatives moving forward.</p>	<p>Innovation PLC STEM Champion Head of Curriculum</p> <hr/> <p>Budget Cost Centre</p> <p>201121 PLC Innovation 201122 STEM</p>
Strategy 3: Environments			
<p><u>Actions</u> Development of learning environments</p> <ul style="list-style-type: none"> Explore opportunities from the Master Plan PLC to work on research element of classroom environments 	<ul style="list-style-type: none"> Negotiate with P&C for development of elements from the Master Plan; 	<p><u>3 months</u> Develop P&C support budget for classroom furniture upgrade Work with Mosaic group for community projects PLC to set yearly goals</p> <p><u>6 months</u> Outcome of grant submission for library upgrade announced</p> <p><u>9 months</u> Review</p>	<p>Innovation PLC</p> <hr/> <p>Budget Cost Centre</p> <p>201121 PLC Innovation 203517 P&C Contribution Expenditure</p>
Strategy 2: Collaborative Learning			
<p><u>Actions</u> Working in Teams</p> <ul style="list-style-type: none"> PLCs to work on a variety of elements of our plan Opportunities developed for planning and working together in teams 	<ul style="list-style-type: none"> Team teaching opportunities developed. Successful completion of planning cycles 	<p><u>3 months</u> PLC to set yearly goals Planning together</p> <p><u>6 months</u> MCC moderation of portfolios</p> <p><u>9 months</u> Review</p>	<p>Head of Curriculum Innovation PLC</p> <hr/> <p>Budget Cost Centre</p> <p>201121 PLC Innovation 207019 Teach_Learn Cycle</p>



School Improvement Priority: WELLBEING

Success Indicators

- Positive feedback from School Opinion Survey.
- 100% engaged in the development of wellbeing framework
- Development of a student's wellbeing program

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Workplace Health and Safety committee			
<u>Actions</u> Ongoing WH&S processes developed and strengthened <ul style="list-style-type: none"> • Continued WH&S processes in line with audit recommendations 	<ul style="list-style-type: none"> • Successful Financial Audit 	<u>3 months</u> Successful audit Expand committee to include TA <u>6 months</u> Develop processes to future proof audit <u>9 months</u> Review	Health Safety Advisor WH&S Committee Business Manager Principal Budget Cost Centre 2016100 Workplace Health and Safety 206110 PLC Wellbeing
Strategy 2: Develop wellbeing framework			
<u>Actions</u> Wellbeing Framework development <ul style="list-style-type: none"> • Identify key elements for the development of the framework • Develop wellbeing framework 	<ul style="list-style-type: none"> • Development of Wellbeing Framework 	<u>3 months</u> Set goals for the development of this plan <u>6 months</u> Completion of Framework and future planning <u>9 months</u> Review	Wellbeing PLC Budget Cost Centre 206110 PLC Wellbeing
Strategy 3: Positive Behaviour			
<u>Actions</u> Student Wellbeing program <ul style="list-style-type: none"> • Investigate elements of mindfulness and growth mindset into student wellbeing programs • Re-invigorate "you can do it" program or explore alternative student program 	<ul style="list-style-type: none"> • Review of Responsible Behaviour Plan • Development of student wellbeing program. 	<u>3 months</u> Set goals for the development of student wellbeing plan <u>6 months</u> Development of student wellbeing plan <u>9 months</u> Review	Wellbeing PLC P&C Wellbeing sub committee Budget Cost Centre 206110 PLC Wellbeing
Strategy 4: Mindfulness			
<u>Actions</u> Mindfulness and Growth Mindset <ul style="list-style-type: none"> • Re-development of social emotional program for students 	<ul style="list-style-type: none"> • Development of student wellbeing program to incorporate mindfulness strategies 	<u>3 months</u> Goal setting <u>6 months</u> Plan development and professional development completed <u>9 months</u> Review	Wellbeing PLC Budget Cost Centre 206110 PLC Wellbeing



Endorsement

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

Principal

P & C Representative

Assistant Regional Director