



Moorooka State School Annual Implementation Plan 2022 – ‘growing a community of curious, respectful and connected learners’

Strategic Plan 2020-2023	Improvement priorities	Planned Actions	Success Measures
<p>Growth Through Challenge – when I take risks I learn</p> <ul style="list-style-type: none"> Surface, deep and transfer learning High expectations and teacher clarity SMART goal setting Growth mindset 	<ul style="list-style-type: none"> Improve Early Years’ student English achievement outcomes through expert teaching, moderation, assessment and engagement strategies Continue to improve data literacy through collaborative analysis to inform effective teaching. 	<ul style="list-style-type: none"> Early Years - implement synthetic phonics and new reading assessment tool - Systematic Phonics and Reading Knowledge Levelled Evaluation (SPARKLE) Engage a Speech Language Pathologist to build early years’ teacher and teacher aide capacity Data inquiry cycles during moderation and Year Level planning days (with HOD-C, Principal, DP) support teacher to target teacher aide support and other resourcing to individual/group needs CAR/Literacy Team- support teacher teams to embed data inquiry cycles and expert moderation processes. Document and embed MSS Reading and Writing policies. Implement Australian Curriculum, assessment, moderation in P-2 Teams and Year 3/4/ 5/6 Sector Teams (3 staff meetings and a planning day each term). HOD-C moderates with local schools. Impact Cycles - Principal & DP conversations with students about English goals, ‘Bump it Up’ and feedback (adapted from L Sharratt – Faces on the Data) 	<ul style="list-style-type: none"> Read/Write Policy, Data Plan Early Start data informs teaching English A-C - 95% of students 95% of Prep - SPARKLE Level 3, Sem 2 95% of Yr 1 - SPARKLE Level 6, Sem 2 95% of Yr 2 - SPARKLE Level 8, Sem 1 NAPLAN relative gain - Yr 3 to 5 gain to be similar to like schools NAPLAN Reading U2B Y3 60% Y5 70% NAPLAN Writing U2B Y3 60% Y5 70% NAPLAN Numeracy U2B Y3 65% Y5 75%
<p>Resilience – I’ve got this. We’ve got this.</p> <ul style="list-style-type: none"> Gratitude and celebrate success Authentic relationships Well-being through a connected community <p>An inclusive environment that values diversity</p>	<ul style="list-style-type: none"> Enhance inclusive practices for every child’s success Enhance student and staff wellbeing through positive community connections and a sense of belonging 	<ul style="list-style-type: none"> Inclusion Team – collaboratively review and update inclusive practices - with personalised student intervention and extension. Student Success Team plans enacts the transition from AIMS to NCCD Develop a Reconciliation Action Plan (staff commitment to first nations’ people and place) Continue to roll out Berry Street and place responsive pedagogies. Share practice through peer coaching and Learning Lounges. PBL Team – works with a regional coach to collaboratively review, develop and implement PBL Update transition plans – pre-prep into prep (with Early Years’ Network), Year 6 (with Local high schools), new students, staff and families. Well-being Team collaboratively develop and implement a toolkit (including Steve Francis PD) Collaboratively develop strategic plans to enhance student growth, target enrolment and partner with community: SSIP, enrolment plan, marketing plan and outdoor masterplan 	<ul style="list-style-type: none"> WOW toolkit, Marketing Plan Inclusion policy, PBL policy and RAP Student Code of Conduct 2022 English A-C: 0% achievement gap between ATSI & non-ATSI, English A-C: 0% achievement gap between EAL/D & non-EAL/D 95% students attending above 85% of the time. Reduced late arrivals. SOS – 95% of parents say this a good school
<p>Curiosity - don’t be afraid, go discover</p> <ul style="list-style-type: none"> adopting an inquiry stance nature play and loose parts play outdoor learning and engagement making thinking visible 	<ul style="list-style-type: none"> Embed high yield pedagogies and a ‘risk benefit’ philosophy 	<ul style="list-style-type: none"> Pedagogy Team – research high-yield pedagogy approaches and lead implementation (e.g. Gradual Release of Responsibility Frame with signature pedagogies) Revisit ‘risk benefit’ philosophy: ‘The Outsiders’ PD. Teacher PD - ‘Place Responsive’ pedagogy with Pullenvale Environmental EC (indigenous focus) Revisit the use of thinking routines (Making Thinking Visible, Ritchhart) Green Team – refine curriculum links to MSS sustainability programs (Kitchen Garden/recycling) and supportive community partnerships Develop an outdoor learning masterplan (with staff, parent, student, landscape architect input) 	<ul style="list-style-type: none"> Pedagogies Survey Pre-Post Reduce Student Disciplinary Absence (SDA) by 50% in Prep
<p>Collaboration - we achieve together</p> <ul style="list-style-type: none"> A culture of feedback Student voice and robust conversations Teamwork & Coaching for Success 	<ul style="list-style-type: none"> Develop a collegial culture of mutual trust and respect by valuing expertise and opportunity for coaching and leading at all levels. Foster strong student voice 	<ul style="list-style-type: none"> Plan and share role and responsibilities for all staff and school teams including line management Review and celebrate staff goals each term/semester (Annual performance development process) Collaboratively refine peer coaching and feedback cycles to support implementation of the Australian Curriculum and the MSS signature methodologies and pedagogies: Sem 1 – synthetic phonics, Sem 2- Berry Street and place responsive pedagogy. Foster strong student voice through: Leadership projects, Year 5/6 prep buddies, Year 5 Meerkat Mates, Year 4 Library Monitors, project teams and clubs, Pilot Years 3-6 - three way conferencing. 	<ul style="list-style-type: none"> Roles & responsibilities document Coaching model and engagement survey Pre-Post SOS – 95% of staff and students say this is a good school