



MORAYFIELD STATE SCHOOL - 2022 Annual Implementation Plan

SUCCESSFUL LEARNERS

Teachers' Teaching To complement the Age Appropriate Framework to ensure a range balance of pedagogies is used and documented

Students Achieving Embedding collegial teacher planning within all phases of the moderation cycle

Leaders Learning Review and implement consistent case management processes to support every students' learning and wellbeing needs

Maximising collegial expertise to improve English and Maths outcomes

Actions	Targets	Timelines	Responsible Officer/s
Develop capability of whole staff to improve student literacy in English through instructional coaching and targeted professional development	Implementation of walk throughs as a way to support teacher feedback and pedagogy	Each term	Head of Dept.-Curriculum Deputy Principal/Principal
Implementation of systematic moderation practices across curriculum learning areas to confirm and quality assure levels of achievement	All teachers engaged in moderation processes in key subject areas across year levels. Investigate establishing partnership with another school to trial external moderation. CARP continues to be a living document that informs teacher pedagogy.	Each term	Head of Dept.-Curriculum Deputy Principal/Principal
Building the capability of teachers to use appropriate pedagogies to lift student engagement	All students at risk have been identified and referred through establishment of case management processes. Prep to Year 2	Ongoing	Head of Dept.-Curriculum Deputy Principal/Principal
Provide targeted intervention support by Speech Language Pathologist and teacher aides to increase literacy levels	All preps screened through the Soundscouts program in term 2 and intervention enacted and parent engagement occurring.	Term 2, 3, 4	Head of Dept. – Curriculum Principal Head of Special Education Services (HOSES)
Implementation of research based Early Literacy practices that target phonological awareness eg Read it Again, Hegarty Phonological Awareness Program and participation in regional SoundScouts project			

CAPABLE & CONFIDENT STAFF

Teachers' Teaching Purposeful, engaging, innovative learning creating curious, lifelong learners

Students Achieving Growing effective learners who own their learning journey

Leaders Learning Maximising collegial expertise

Actions	Targets	Timelines	Responsible Officer/s
Collaboratively engage in action learning/short term data cycles to identify and verify the effectiveness of teaching and learning to improve top performers - PLTs	≥10% student improvement across LOA A-C English	Each term	Leadership Team
Provide support to assist teachers in building differentiation practices and strategies to utilise thinking skills targeted at top performers	≥10% students LOA A English ≥15% students LOA A Maths	Each term	Head of Department -Curriculum
Provide support to assist teachers in building pedagogical practices to promote student assessment literate practices	2021 SOS Teaching Staff S2112 Confidence in evidenced based teaching & learning practices 100%	Each term	Head of Department -Curriculum
Analyse student data and evidence of learning at an individual and cohort level to develop an action plan to monitor performance and review practice and strategy outcomes	Staff actively engaged in PLT's. Academically at risk students monitored by year level team and DP. All students with Personalised Learning Plans have evidence recorded on One School.	Fortnightly	Leadership Team

STUDENT ENGAGEMENT & STAFF WELLBEING

Teachers' Teaching Develop meaningful and valued processes for recognising and celebrating staff and student successes

Students' Achieving Review and implement PBL processes and well-being needs to support student engagement and achievement

Community Collaborating Embrace and celebrate diversity of school community that promotes success and inclusion through positive partnerships staff, parents, external agencies community groups and business

Building stronger partnerships through playgroup and transitioning our students successfully

Actions	Targets	Timelines	Responsible Officer/s
Build staff capacity to implement Positive Behaviour for Learning strategies and processes – engagement with regional PBL coach, school based PBL support teacher Staff enact positive student recognition strategies as identified in the Student Code of Conduct Understanding and applying effective behaviour management strategies when implementing pedagogies	At least 1 formal PD for both teaching and non teaching staff each term to be incorporated into staff meeting schedule to review and support processes.	Each Term	Regional PBL Coach Principal All staff PBL support teacher
Enhance a networked and school based systems approach to build upon transition programs (Pre-prep into Prep Early Years and Year 6 into 7 Secondary)	AEDC 2021 Social/Emotional against Early Years school behaviour data P-2 improvement in Early Start Playgroup re-invigoration	Each Term	Deputy Principals HOSES Performing Arts Teacher Principal
The leadership team to continue to foster and facilitate whole school partnerships within and beyond the school gate	Community partnerships are fostered and an increase in parent participation in the school community. Increased outcomes in 2022 Parent SOS results engagement with school.	Ongoing	Leadership Team P&C Executive
Research and implement a social emotional program to improve student self-regulation and increase emotional literacy	Engagement with Smiling Minds project team and completion of the Reflection/Wellbeing space	Term 2	Head of Dept. – Curriculum Learning Support Teacher Performing Arts Teacher Head of Special Education (HOSES)
Building the capability of teachers to effectively communicate with the community and strengthen partnerships	Increased attendance at parent teacher meetings across each semester. Increased student attendance – Individual – 92% attendance Whole School – 90% attendance	Ongoing	Lead by leadership team – all staff

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

Rebecca Jones
Principal

Amanda Kubel
P&C President