A learning community achieving success for every child.
School Motto: Aim High
School Improvement Priorities: 2024 – 2028 Strategic Plan
2024 Improvement Priority 1: **Curriculum**
2024 Improvement Priority 2: **Wellbeing/Culture & Inclusion**

Morayfield State School
Annual Implementation Plan
2024

Improvement Priority 1: Curriculum

Goal: by the end of 2024 there will be

*Increased understanding and implementing pedagogical practices with fidelity to increase student engagement and outcomes * Embedded inclusive practices across Prep to year 6 for all learners

*Implementation of pedagogical approaches that directly impact improved student outcomes   * Model welcoming and inclusive practices for all learners in the community.

	Key Actions	Responsible Officer(s)	Evidence of Impact / Measures for Success
Curriculum (Educational Achievement)	• Opportunities for intentional LW&Ts (Learning Walks and Talks) and participation in CFN 2.0 (Critical Friends Network – Cluster Schools), broadening from internal to external.	Leadership Team, Teachers and Cluster Schools	Middle leaders engaged in CFN 2.0 Teachers actively engaged in LW&T internal to MSS across year levels and phases Instructional Leaders conducting planned LW&Ts and using feedback within CASW Teachers confidently using the Sharrett questioning to gauge student understanding.
	• Enact the use of PLD from years 3 – 6 (continue Initialit in P-2)	HOD, Teachers, Teacher Aides	Increased LOA data from years 3 – 6 in English Increased staff confidence through SOS data on teaching PLD aligned to AC.
	• Strengthen moderation practices using the four stages of moderation across the school in English each term. Explore cluster moderation in English through CFN 2.0.	Leadership Team, Teachers	Moderation with CFN 2.0 schools commenced. Teachers confidently using GTMJ against deidentified samples of work with full justification occurring. Observations and work samples utilised.
	• Build capability of all staff through Pedagogy action group to develop high quality signature pedagogies that promote student engagement through targeted pedagogy and clear expectations.	HOD, Pedagogy action group members	Scan and Assess – Sign post for Inclusion. Prep/Post-test improvements. Teachers able to articulate and demonstrate the three principles to determine effective pedagogies in their classroom.
	• Improve alignment of Levels of Achievement and NAPLAN results in English.	Leadership Team, Teachers, teacher aides	NAPLAN Data – Yr 3 and 5 (Reading, Writing, Spelling and Grammar and Punctuation) triangulation of data using SORD. Interagency agreement reduced in year 3 and maintained in year 5. A-E Data – increase % of students achieving A-B.
	• Broaden capability of all staff in inclusive practices within the classroom and extend disability-specific knowledge to support the full range of learners in each class. Support Diverse Learning Teachers to co-teach.	HOSES, Diverse Learning Team, Teachers, Teacher Aides	A shared, clearly articulated understanding of what co-teaching model looks like at MSS. A range of co-teaching strategies implemented and observed. Clear understanding of role and responsibility for each teacher with accountabilities in evidence.
	• Develop capability of all staff in the use of assistive technologies across Prep – Year 6, linked to Multi-Tiered Systems of Support	Diverse Learning Team, Teachers, Teacher Aides	Staff confidently using Phonak – sound field systems. Effective use of iPads, laptops and assistive technologies (ie ProloQuo to go)

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Improvement Priority 2: Wellbeing & Inclusion

Goal: by the end of 2024 there will be

- Consistent enactment of Berry Street Education Model and Positive Behaviour for Learning practices   *Consultation and implementation of staff wellbeing framework

- Increased partnerships with parents and stakeholders supporting positive sense of community   *Innovating on our current school inclusion practices to ensure that all students in our community are welcomed and included.

	Key Actions	Responsible Officer(s)	Evidence of Impact / Measures for Success
Wellbeing & Inclusion (aligned to E&E strategy)	• Further refine staff capability around trauma-informed practices and social emotional learning.	Leadership Team, Teachers, Teacher Aides, BSEM provider/partner, School Wellbeing Psychologist (provisional)	All classroom teachers enacting the agreed non-negotiables for BSEM implementation including morning circles and ready to learn plans. School Wellbeing Psychologist (provisional) to implement proactive programs supporting resilience in learners.
	• Collaboratively build and enact a Wellbeing framework to support improved wellbeing of staff and students.	Leadership Team, Regional Wellbeing supports	Active Wellbeing Action group that meets twice a term Action Plan created based on analysis of data from Staff Wellbeing Needs Assessment Improvement in Staff Wellbeing data pre/post from March – November Increased SOS data for staff morale at MSS.
	• Consolidate staff understanding of agreed Positive Behaviour for Learning processes for students from Prep – Year 6, to ensure consistency of implementation and communication.	Leadership Team, PBL Champion, Teachers, Regional Behaviour supports	Staff will deepen their knowledge and implement a school wide/common and consistent language and process to promote an inclusive and safe learning environment. Reduced major incidents evidenced in One School data. Increased positive communications and rewards as per PBL processes.
	• Celebrate learning with parents/carers and the broader community by introducing learning celebrations throughout the year.	All staff, HOD, Teachers	Increased partnerships with parents/carers throughout the year, additional to formalised PT Interviews. Improved parent SOS results with awareness of what children are learning.
	• Increase opportunities for community connection with parent body, external stakeholders and community groups to support student engagement, attendance and wellbeing.	Guidance Officer, HOSES, CEC, P&C Executive	Deadly Choices implemented – health checks undertaken at school for identified students. ARTIE program supporting improved attendance and engagement. Increased parent attendance at school events and partnerships with teachers in learning. Improved SOS data.
	• Support a positive environment for teaching and learning by staff monitoring student wellbeing by increasing capacity of students' levels of resilience.	Deputy Principals and Teachers	Improved student SOS data. Increased attendance data. Decreased SDA data.
	• Implement Reconciliation committee to strengthen relationship with Gubbi Gubbi community groups	Leadership Team, CEC	Increased First Nations perspectives within our school, in order to create a culturally safe and inclusive environment (for students of all cultural backgrounds), as evidenced by curriculum planning, cultural events and culturally sensitive communications.

Evidence of Impact / Measures for Success

Baseline Data	6 Month Progress (Sem 1 2024)	12 Month Progress (Sem 2 2024)
English Ach Sem 2 2023	English Achievement	English Achievement
C+ Starting Strong ~ Prep to Year 2 = 88.4%	C+ Starting Strong ~ Prep to Year 2 = 90%	C+ Starting Strong ~ Prep to Year 2 = 95%
B+ Starting Strong ~ Prep to Year 2 = 67.1%	B+ Starting Strong ~ Prep to Year 2 = 70%	B+ Starting Strong ~ Prep to Year 2 = 75%
C+ Building on Foundations ~ Year 3 to 6= 82.8%	C+ Building on Foundations ~ Year 3 to 6= 90%	C+ Building on Foundations ~ Year 3 to 6= 95%
B+ Building on Foundations ~ Year 3 to 6 = 39.8%	B+ Building on Foundations ~ Year 3 to 6 = 50%	B+ Building on Foundations ~ Year 3 to 6 = 60%

Attendance		School Opinion Survey Data
Semester 2 2023	**End of Year Target 2024**	I am interested in my school work (students) – 2023 – 61.5% - 2024 – 75% or greater.
Whole School – 82.3%	Whole School – 85%	I can talk to my child's teachers about my concerns (parents) 2023 – 81.5% 2024 – 100%
Prep to year 2 – 83.4%	Prep to year 2 – 85%	Behaviour is well managed at this school (parents) 2023 – 26.8% - 2024 – 50% or greater target.
Year 3 to 6 – 82.2%	Year 3 to year 6 – 85%	Behaviour is well managed at this school (staff) 2023 – 25.7% - 2024 – 75% or greater target.
Indigenous – 79.2%	Indigenous – 85%	I feel that staff morale is positive at this school (staff) – 2023 – 22.9% - 2024 – 50% or greater target.
		Increase parent response rate to SOS – in 2023, 19.3% participated – 2024 – 25% target (1/4 of MSS population).

P&C President: Kryssy Bell Signature: _[signature]_   School Supervisor: Damian Johnson   Signature: _[signature]_   School Principal: Rebecca Jones   Signature: _[signature]_