



Morayfield State School

2021 Annual Implementation Plan

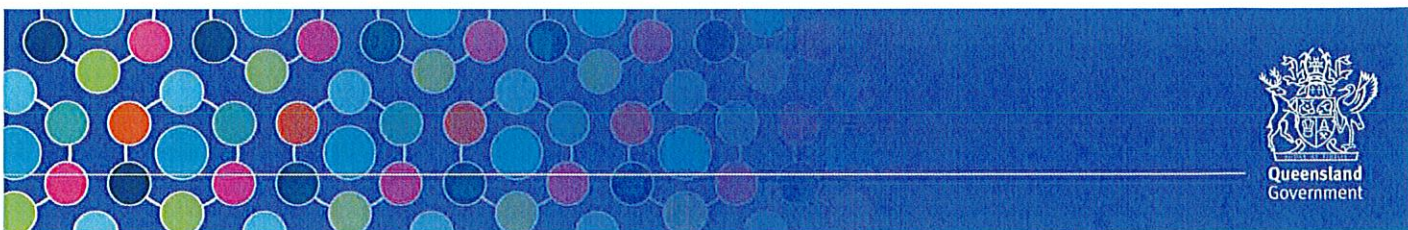
Improvement Priority 1. Successful Learners

Targets

90% of students A-C for English
 90% at reading benchmark
 80% of students at tier 1 behaviour (PBL)
 93% attendance of all students

Strategy: Widen the data conversation processes to include summaries of the performance of identified student target groups

Actions	Timeline	Responsible Officer(s)
Develop the data literacy skills of the leadership team within priority groups (short cycle data for Academic, student engagement)	Ongoing	Russell Thompson
Build capacity of teaching staff to analyse and disaggregate students academic and engagement data.	Ongoing	Deputy Principal, Guidance Officer, HOSES
Schedule regular data conversations with teaching staff to inform differentiated practice across the school, year level, class and individual (PLT, Data Conversations, Student engagement)	Term 1	Deputy Principal, Guidance Officer, HOSES





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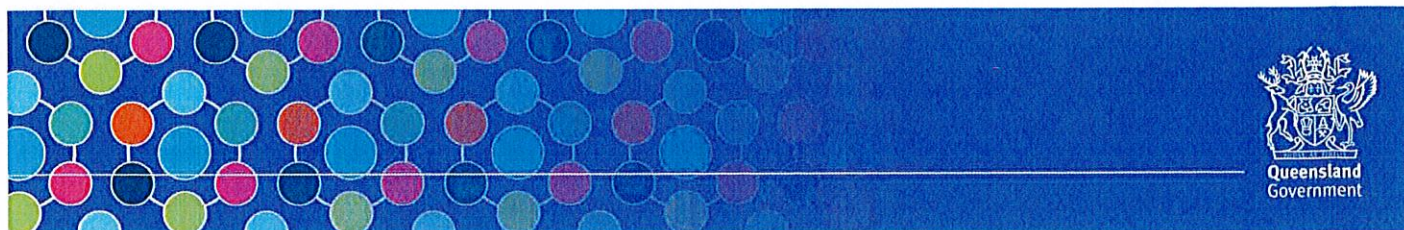
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Improvement Priority 1. Successful Learners

Targets

90% of students A-C for English
 90% at reading benchmark
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 93% attendance of all students

Strategy:	Collaboratively develop and embed a culture of high expectations for all students to be engaged and achieving success in their learning.		
Actions	Timeline	Responsible Officer(s)	
Continue to develop teacher understandings of the Achievement Standards and high yield pedagogical strategies (General Capabilities, Cross Curricula Priorities).	Ongoing	Principal, Deputy Principal, HOC, HOSES	
Develop teacher capacity to purposefully use formative data to inform teaching and learning practices for all students (case management, Data Plan, PLTs).	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator	
Develop leadership team capacity to lead high expectations of students through the use of scheduled and incidental coaching conversations (observations and feedback).	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	
Develop a whole school process for goal setting and giving feedback to students.	Ongoing	Principal, Deputy Principal, HOC	
Develop and implement a Tier 2 plan for PBL.	Term 2	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	
Develop multi-tiered approach to monitoring, tracking and responding to student academic and engagement data.	Term 1	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	
Collaboratively develop effective strategies to communicate EIA targets and plans to the wider school community (Newsletter, Facebook, School website, phone calls, emails).	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator	





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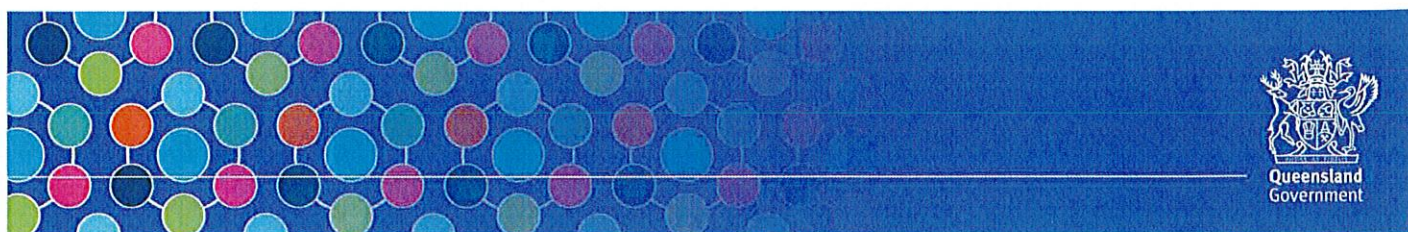
90% of students A-C for English
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 93% attendance of all students

Strategy:	Consistently promote and implement strategies to improve student attendance that meet the contextual needs of the community.
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Actions	Timeline	Responsible Officer(s)
Develop multi-tiered approach to monitoring, tracking and responding to student attendance data.	Term 1	Deputy Principal, Guidance Officer, HOSES
Analysing and disaggregating attendance data (boys/girls/Indigenous/non-Indigenous/OoHC) to identify and determine barriers to attendance and inform Multi-Tiered Approach.	Ongoing	Principal, Deputy Principal, Guidance Officer
Develop action plans with outside agencies to engage families in school.	Term 2	Principal, Deputy Principal, Guidance Officer

Strategy:	Promote and embed a whole-school understanding of the vision and philosophy of inclusion for the school
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Actions	Timeline	Responsible Officer(s)
Build awareness of staff understanding of inclusion through the development of an inclusion team (broad representatives), PLTs, professional development programs.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator
Collaboratively develop a shared vision of inclusion.	Term 1	Principal, Guidance Officer, HOC, HOSES, Year Coordinator





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Improvement Priority 2. Capable and Confident Staff

Targets

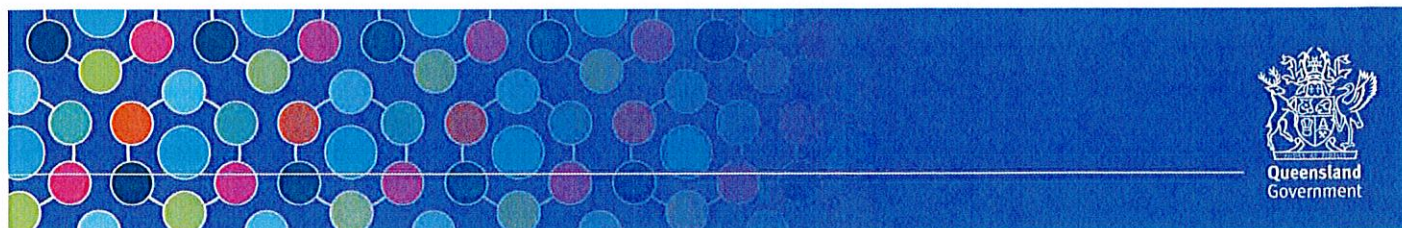
SOS 90% satisfaction

100% teachers have accessed and participated in pre and post moderation.

100% of teachers have participated in case management.

Strategy: Collaboratively examine school processes for supporting staff welfare to strengthen confidence and resilience at an individual and collective level.

Actions	Timeline	Responsible Officer(s)
Establish whole school approach to coaching, observations and feedback cycle.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator
Implement a consistent coaching model for the teaching of English and reading across KLAS (through PLTs, observations, modelling and feedback).	Term 1	Principal, Deputy Principal, Year Coordinator
Incorporate data as part of WHS committee (Wellbeing, H&S, SOS, WorkCover, Rehab, pulse surveys) ensuring wellbeing processes are enacted as needs arise.	Term 1	Principal, Deputy Principal, Guidance Officer, HOC, HOSES





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Improvement Priority 2. Capable and Confident Staff

Targets

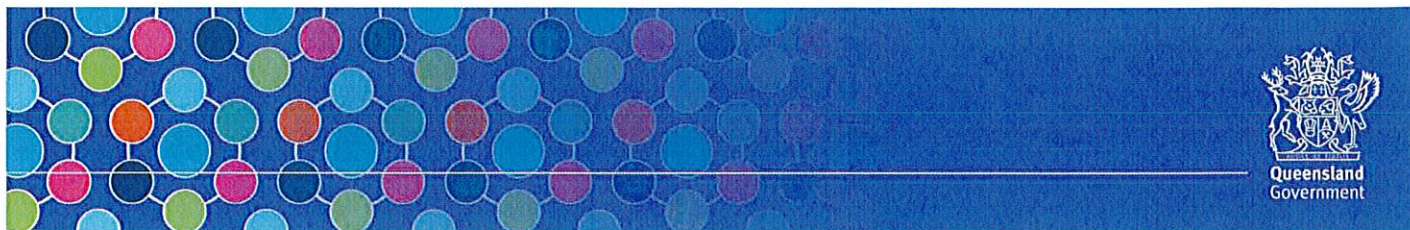
SOS 90% satisfaction

100% teachers have accessed and participated in pre and post moderation.

100% of teachers have participated in case management.

Strategy: Build teacher capability to provide meaningful differentiation for the learning needs of all students.

Actions	Timeline	Responsible Officer(s)
Implement multi-tiered approach to differentiation and support.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator
Continue pre-moderation, case management and post-moderation.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES
Build knowledge and understanding of the vertical alignment of the achievement standards and cognitive verbs in English.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator
Build understanding of removing barriers through Good Quality Differentiation (Tier 1: Text, Productive, Engagement).	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator
Continue to build teacher understanding of the Reading demands of ACARA.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator





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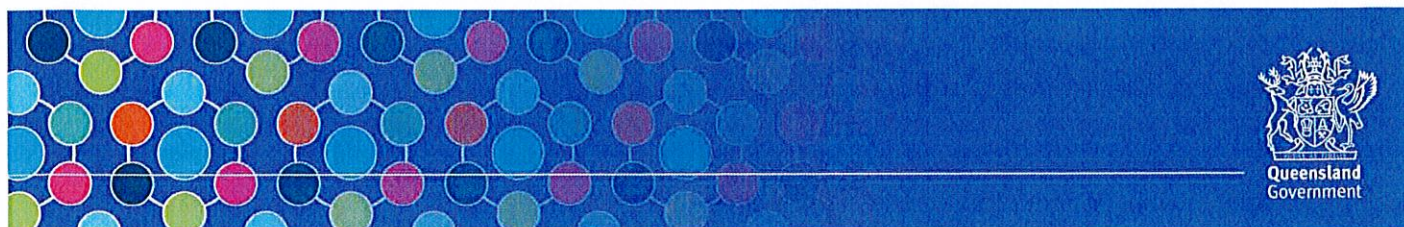
Strategy:	Provide clear and consistent information regarding curriculum, teaching and learning expectations at the school.		
Actions	Timeline	Responsible Officer(s)	
Collaboratively establish clear protocols for PLTs to establish consistent teaching and learning expectations.	Ongoing	Deputy Principal, HOSES, Year Coordinator	
Review the CARP to ensure to meets legislation and the needs of our learners	Term 3	Principal, Deputy Principal, HOSES	

Improvement Priority 3. Quality Assurance

Targets

100% of staff are engaging in the coaching and feedback model.
 100% of staff adhere to Student Code of Conduct, Behaviour Management Processes, Pedagogical Framework, Data Plan

Strategy:	Establish communication protocols by school leaders to provide clarity and consistency of information to all staff members.		
Actions	Timeline	Responsible Officer(s)	
Collaboratively establish clear protocols for PLTs to consistently disseminate information.	Ongoing	Deputy Principal, HOSES, Year Coordinator	
Develop shared understanding of school processes and establish clear expectations of how messages will be communicated by the leadership team.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES, Year Coordinator	





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Improvement Priority 3. Quality Assurance

Targets

100% of staff are engaging in the coaching and feedback model.

100% of staff adhere to Student Code of Conduct, Behaviour Management Processes, Pedagogical Framework, Data Plan

Strategy: Develop roles, responsibilities and accountabilities, aligned to precise strategies and actions, for all staff members leading EIA priority areas.

Actions	Timeline	Responsible Officer(s)
Implement roles and responsibilities as set out.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES
Establish strategic plans (chains of evidence) for portfolio aligned to EIA priority areas.	Term 2	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator

Strategy: Determine targets and timelines to monitor and measure the effective implementation of the school's EIA priority areas.

Actions	Timeline	Responsible Officer(s)
Build capacity of leadership team to develop strategic plans with targets and timelines.	Ongoing	Principal
Embed monitoring and review practices to measure effectiveness of action plan within priority areas eg. TFI, Walkthroughs, transition statements, student data.	Ongoing	Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator



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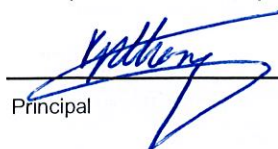
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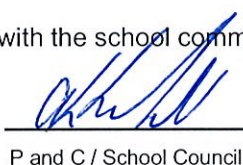
Strategy: Systematically monitor and evaluate the effectiveness of human resource allocations to support and maximise student learning outcomes.

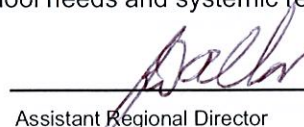
Actions	Timeline	Responsible Officer(s)
Aligning identified needs within priority areas to systematically allocate support (coaching, support teachers, teacher aides).	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES, Year Coordinator
Monitoring and evaluating effectiveness of supports using formative and summative data.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES, Year Coordinator

Endorsement

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


Principal


P and C / School Council


Assistant Regional Director

