

Mountain Creek State School

Annual Implementation Plan 2017



Mission Statement: We provide high quality education that makes a positive difference to the lives of our students, by Caring, Sharing and Learning Together.

| Explicit Improvement Agenda (EIA 1): Improving our schoolwide spelling program and its impact upon quality teaching and common practices. | Personnel | Timeline | Outcome Target |
|---|---|-------------------------------|--|
| Implementation of Speech Sound Pict (SSP) as a schoolwide strategy. Prep to Y3 to fully implement with Year 4 to 6 identifying agreed artefacts to continue as students transition to upper school. | S. Chaplin | All year | Publication of a staff and community Mtn Creek Way – Spelling to articulate agreed school practice. |
| Funding of key SSP resources and training in the establishment year to ensure successful implementation for all areas of the school. (SRS - \$15.00 per student, I4S - \$15000) | S. Chaplin | Term 1 | Improved achievement (relative gain) for NAPLAN spelling over time while acknowledging cohort characteristics. |
| Development of SSP Teacher Champion model to release teacher (0.2) to provide peer support and sharing of expertise during implementation year. | S. Chaplin | Term 2 and 3 | High level of staff and parent satisfaction data in School Opinion Survey relating to satisfaction with teaching and learning questions. |
| Use of Performance Development Plan (PDP) and Twilight training to provide varying staff training needs. This would provide whole school options and individualised support. | S. Chaplin | All year | |
| Use of SSP as a focus area for Practicing and Deepening Knowledge (PDK) sessions to assist assimilation of spelling focus within an agreed ASoT framework including use of a learning school, proficiency scale and formative assessment. | S. Chaplin D. Lawrence H. Denning | Year levels select a term. | |

| Explicit Improvement Agenda (EIA2): Improving the achievement of high performing students with outcomes measured through A to E and NAPLAN data. | Personnel | Timeline | Outcome Target |
|--|-------------|--------------|---|
| Development of a schoolwide overview and model that articulates roles, programs and relationships between high achievement and supportive strategies (best practice). This would include Gifted and Talented strategies, Programs of Excellence, Support Teachers for Literacy and Numeracy roles and expected classroom practices to support differentiation including Practicing and Deepening Knowledge (PDK) sessions and day to day classroom practice. | D. Lawrence | All year | Publication of a staff and community Mtn Creek Way – High Achievement to articulate agreed school practice. |
| Implementation of High Achievement staffing to support program management, teaching and whole school supervision of this targeted area. Support Teachers for Literacy and Numeracy to articulate specific programs and allocations for high achievement strategies. | D. Lawrence | All year | Improved achievement (relative gain) for identified students. |
| Provision of staff training and reflection using the Art and Science of Teaching framework to identify specific instructional elements that address high achievement within classrooms. Performance Development Plan (PDP) options will be provided to support training needs. | D. Lawrence | Term 1 and 4 | High level of staff satisfaction data in School Opinion Survey relating to High Achievement or training. |



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Agreed targeted priorities for implementation by key stakeholders after community and staff collaboration.

| Proposed Strategy | Project Area | Personnel |
|--|--|---|
| Assess the school garden project to support student engagement and positive behaviour strategies. Ascertain the potential for an environmental staffing champion with some release time to work with community representatives, special education staff and students with Kids Matter team strategic input. | Culture Promoting Learning | S. Chaplin S. Estella |
| Implement wellbeing strategies using the Kids Matter team as the leadership group. Scaffold staff introducing strategies for staff and student wellbeing and support programs. Possible strategies may include voluntary staff event each term, staff fitness groups (exercise and Pilates) and focus upon year level / unit professional learning team initiatives. | Culture Promoting Learning | L. Blanch |
| Develop active supervision strategies (eg high visibility vests) through the Kids Matter team with inclusion of clear alternate lunch activities in the Playground Duty Roster for students needing friendships or specific play zones. | Culture Promoting Learning | L. Blanch D. Lawrence |
| Continue training with iPad and laptop strategies to support digital literacy for future online NAPLAN. | Curriculum, Data and Pedagogical Practices | J. Blanch |
| Review Data and Assessment Plan to highlight key tools, OS links and timelines for collection. (Include PAT, NAPLAN, Spelling Inventory and PDK formative assessment as key focus areas) | Curriculum, Data and Pedagogical Practices | S. Watson |
| Develop OS Portal School Curriculum Plan and agreed file locations as the school's point of truth for administration, curriculum and key documents. Integrate clear templates for use in planning cycle. (PDK, units) | Curriculum, Data and Pedagogical Practices | S. Watson |
| Trial of year level culminating swimming event (mini carnival) for enhanced sporting outcomes and community partnerships. | Curriculum, Data and Pedagogical Practices | M. Barritt |
| Participate within the Age Appropriate Pedagogies project to extend professional dialogue and innovative practice in the early years. | Curriculum, Data and Pedagogical Practices | H. Denning |
| Devise Stage 2 plans for coding development including upskilling key teacher leaders, developing clubs, links to extension groups and devising flipped self-paced units. | Differentiated Learning | J. Blanch |
| Trial Flipped Units to address core learning and assessment needs of students attending Programs of Excellence during teaching time. (Eg Young Achievers and Young Scholars) | Differentiated Learning | J. Blanch S. Watson |
| Strengthen Performance Development Planning processes for teachers and non-teachers with documented training options for these staff members through the publication of a Training and Development Plan. | Expert Staff Team | School leaders |
| Develop clear role statements and policy for school leaders and key staff to ensure effective management. 2017 to target Support Teachers for Literacy and Numeracy as part of the High Achievement explicit improvement agenda. | Expert Staff Team | R. Van den Heuvel D. Lawrence |
| Carefully manage staffing fractions to implement release of champions, coaches or Teacher Aides aligned to core processes and explicit improvement agenda. | Expert Staff Team | R. Van den Heuvel |
| Develop and articulate links between pedagogical frameworks (Art and Science of Teaching) and explicit improvement agenda for Spelling and High Achievement. | Explicit Improvement Agenda | School Leaders |
| Replace final Staff Council meeting of each term with a Local Consultative Committee meeting. Maintain collaboration via established networks and structures. (Student Council, Staff Council, Kids Matter team, Parent Reps, P and C Association and School Council.) | Partnerships and Governance | R. Van den Heuvel |
| Complete School Improvement Review as part of developing new Strategic Plan for 2018 to 2021. | Partnerships and Governance | R. Van den Heuvel |
| Commence investigation of future directions of school bush area and possible air conditioning. | Partnerships and Governance | School Council R. Van den Heuvel D. Boothby |
| Move towards managed placement of duty rosters to enhance consistent supervision. Trial and introduce relief system to support Teacher Aide use in Playground Duty Rosters. | Targeted Resource Use | D. Lawrence |
| Re-evaluate Religious Instruction and other incursions to decrease impact on school timetables and prime learning times. | Targeted Resource Use | S. Chaplin |
| Define new mixed whole school teams to drive school directions and consultative processes. Continue the Kids Matter for welfare, culture and behaviour management. Continue the Spelling team to monitor Spelling initiatives. Evaluate the need for an Assessment and Reporting Review team through stakeholder feedback. | Targeted Resource Use | S. Chaplin D. Lawrence S. Watson |
| Redevelop a budget cycle to formalise consultative input into allocations and meet School Council protocols and allow for general feedback to define agreed priorities. Link to new reforms in OneSchool. | Targeted Resource Use | S. Chaplin D. Lawrence |
| Manage Independent Public School funds to support local decision making and improvements. Proposed projects being prioritised include a cable gate for Kanjina area staff car park, funding P and C Community Officer, part funding towards improved shed on oval and possible P and C strategy for tuckshop improvements. | Targeted Resource Use | School Council R. Van den Heuvel D. Boothby |

