

Mitchelton State School 2023 Annual Implementation Plan

Leading Equity and Excellence

BY

ALWAYS

Focusing on the Individual

ALWAYS

Focusing on the Future

AND

THROUGH OUR

LIFTING THE NUMBER OF STUDENTS ACHIEVING AN 'A' TO 'C' STANDARD IN ENGLISH BY IMPROVING THE ACADEMIC CASE MANAGEMENT PROCESS AND MAKING LEARNING VISIBLE IN OUR CLASSROOMS

| Key Strategies | Responsible team | Performance Measure |
|--|--------------------------------|--|
| Differentiated teaching and learning | | |
| Collaboratively revise and develop clear Case Management (CM) protocols that include: the use of early start data, the literacy continuum and pre-intervention strategies to strengthen CM and teacher quality. | Term 1 Leadership team, CT | A to C Data English |
| Embed moderation processes for English to align curriculum, pedagogy, assessment and reporting. Extend external moderation to quality ensure our processes and judgement. | Ongoing Leadership team | A to C Data English & Math |
| Provision of resources and professional development to strengthen CM process – time, personnel and access to high impact strategies / pre-intervention strategies and peer coaching | Ongoing Leadership team | SOS data |
| Continue to deepen our understanding of the Australian Curriculum English across Prep to Year 6, engaging in and supported by: - Collaborative planning opportunities, moderation activities, walkthroughs and feedback, provision of feedback to students to improve the quality of learning | Ongoing Leadership team | A to C Data English & Math |
| Knowing our impact, using high impact teaching strategies (HITS) to ensure that every student is reaching their potential | | |
| Strengthening data literacy. Leading teachers to identify current juncture of learning, next steps of learning and ‘How do you know?’ questioning to lead teachers in recognising their impact and shared accountability. | Term 2 HODC, CT | SOS data CT survey |
| Collaboratively revise and develop clear expectations about visible learning at MSS including bump it up walls, clear learning intentions and success criteria. Provide opportunities for teachers to collect data and provide feedback based on agreed visible learning expectations. | Term 1 Leadership team, CT | VL Feedback data |
| Induction of new staff on the ‘Mitchie Model’ linked with peer coaching | Term 1 DP | CT survey |
| Develop pedagogical skills in line with the Mitchie Model (HITS) through either ‘watching others work’, professional development or pedagogical coaching. | Ongoing Leadership team, CT | SOS data |
| Student and Staff Well Being | | |
| Enacting the MSS student well-being framework prioritising early years transition, Mitchie Mentoring for new students, and increased access to counselling and proactive well being strategies as part of the Student Wellbeing Package (SWP) | Ongoing Leadership team, GO | SOS data Student Well being survey |
| Employment well being and engagement surveys. Utilising staff data initiate strategies to promote well being and resilience i.e. The Resilience Project (TRP), trauma aware training, self care PD, Dadirri and well-being challenges | Ongoing WHS committee | Staff Well Being Survey |
| Continued partnership with Pullenvale Environmental Education Centre (PEEC) to develop staff and students understanding of place, self and others. Continued commitment to training teachers as part of the ‘Connected Leaders’ program. | Ongoing Principal, CT | SOS data |
| Development of leadership capability and development through targeted professional development, leadership coaching and partnerships to enact leadership potential across key career junctures | Ongoing Leadership team, CT | SOS data |

AND COMMITMENT TO

