



Mount Nebo State School -Annual Implementation Plan 2022

School Improvement Priorities 2022

HIGH QUALITY TEACHING AND LEARNING

Strategy: Develop increased opportunities to incorporate the critical and creative thinking general capability across the Australian Curriculum.

Actions	Targets	Timelines	Responsible Officer/s
Continue to develop the Forest School curriculum plan by participating in ongoing professional development opportunities focusing on creative and critical thinking. <ul style="list-style-type: none"> Engage in PD with Walker Education – Taking Learning Outside Release time given to teachers for planning Student survey to gauge interest in new activities Teacher confidence survey about Critical and Creative capability 	100% of teaching staff with increased knowledge of Critical and Creative Thinking capability	Planning sessions each Term Pre and post short confidence surveys – Term 1 and Term 4	Emily Robyn
Actively collaborate with students to promote and enhance entrepreneurial skills using the school garden and/or pizza oven as a catalyst. <ul style="list-style-type: none"> Use weekly student leadership meetings to plan meaningful opportunities for student agency. 	Student survey results show positivity around the impact on the use of critical and creative thinking skills.	Weekly meeting	Robyn & Kayleen
Develop a 'loose parts' play area within the playground to enable students to enhance creative thinking and to actively engage with problem solving whenever the opportunity arises within the curriculum and at playtime. Prioritise resources (HR and finance) to ensure continued development of priority.	Student survey – focus questions from Continuum of Critical and Creative Thinking – 75% of student reaching their level at each juncture	Development in Term 1	Emily

Strategy : Develop consistent quality implementation of the school's Explicit Improvement Agenda

Actions	Targets	Timelines	Responsible Officer/s
Collaboratively develop a roles, responsibilities and accountabilities statement with timelines aligned to the writing improvement agenda.	All staff have clarity around roles and responsibilities – Teacher confidence survey.	Term 1	Robyn
Establish targets and timelines aligned to the school's writing improvement agenda and implement a quality assurance process to monitor the enactment of the planning strategies. <ul style="list-style-type: none"> Implement consistent writing practices within the school using The Writing Book by Sheena Cameron as a key resource (collegial conversations/observations/feedback from students) Begin Moderation practices (collegial conversations) 	100 % of staff attending writing PD Increase student A-E data in English: Year 6- 2 – A's, 1- B, 1- C(ICP) Year 5 – 1 – A, 1-B Year 4 – 2-B's, 1-C, 1-C (ICP) Year 3 – 3 -A's, 3 -B's, 1- C Year 2 – 4- A's, 2-B's, 1 C (ICP) Year 1 – 4 A's, 2 B's Prep Year – 3A's, 3 B's, 4 C's	Commence Term 1 Monitor results each End of Semester	Robyn
Develop and implement agreed pedagogical strategies, reflecting evidence-based signature strategies with clear alignment to the Australian Curriculum and the writing improvement agenda.	100 % of staff attending writing PD Increase student A-E data in English: Year 6- 2 – A's, 1- B, 1- C(ICP) Year 5 – 1 – A, 1-B Year 4 – 2-B's, 1-C, 1-C (ICP) Year 3 – 3 -A's, 3 -B's, 1- C Year 2 – 4- A's, 2-B's, 1 C (ICP) Year 1 – 4 A's, 2 B's Prep Year – 3A's, 3 B's, 4 C's	Commence Term 1 Monitor results each End of Semester	Robyn
Provide opportunities for teachers to build confidence and consistency in teacher judgement regarding the achievement standards of English through moderation within and external to the school <ul style="list-style-type: none"> Prioritise staff meeting time – plan to moderate in Week 8 of each term – 45 minutes of the meeting Provide release for teachers to complete unit plans 	Teacher confidence survey shows <i>increased confidence with teaching of writing and moderation practices.</i>	Terms 1-4	Robyn
Collaboratively develop a feedback culture for staff members and students that enhances learning and builds capability. <ul style="list-style-type: none"> Create opportunities for profiling, lesson observations in writing with agreed observation checklists 	AITSL Standards – progression from proficient to HAT for each teacher SOS – 100% of staff receiving useful feedback about their work	Terms 1-4	Robyn Phill



Strategy: Continue to embed case management processes and practices to ensure every student is succeeding.

Actions	Targets	Timelines	Responsible Officer/s
Evolve the current use of the literacy continuum to establish differentiated writing goals for all students. <ul style="list-style-type: none"> Allocate staff meeting time and encourage use of some non-contact time for writing goals Collaboratively develop school-wide expectations for student goal setting in writing to develop student knowledge and ownership of learning. 	100 % of students progressing and showing advancement on the Literacy Continuum	Commence Term 1, revisit each term	Robyn Emily Phill
Develop an ICP process for identified students to access the Australian Curriculum. <ul style="list-style-type: none"> Prioritise time for ongoing collaboration and reflection for continual consideration of adjustments and responses to need. 	ICP's completed by end of Term 1 for current identified students. Reviews for all ICP students	Each term	Robyn
Strengthen the differentiation practices of teachers through collaboratively developing a systematic planning tool for writing that considers student need, curriculum intent and pedagogical practices, catering for all learners. <ul style="list-style-type: none"> Use marking guide and modelled texts to develop learning walls for writing. Record planned and enacted differentiation in Units plans. Allocation of planning time in Week 9 of each term 	Detailed unit plans	Term 1 commencement	Robyn
Further enhance case management by ensuring all stakeholders i.e. specialists, teachers, teacher-aides and parents are included in discussions (planning, monitoring and reviewing) about student progress. <ul style="list-style-type: none"> ICPs, Behaviour, NCCD. Prioritise time for TA meetings – Wednesdays Further develop staff capability to analyse and triangulate data to use during case management meetings. Marker students identified for case management meetings Behaviour – students discussed at case management 	100% of staff have knowledge of student needs for differentiated learning to occur	Fortnightly teacher staff meetings. Case Management Meetings – 2 x a term. Teacher-Aide Meetings fortnightly	Robyn GO- Bernadette SLP – Kirsty AVT Inclusion - Angela

BUILDING CAPABILITY

Strategy: Enhance staff capability to successfully implement the school's Explicit Improvement Agenda.

Actions	Targets	Timelines	Responsible Officer/s
Build teachers' data literacy and understanding of the intended use of a diagnostic, formative and summative assessment and the intent of data to monitor improvement over time and inform teaching practice. <ul style="list-style-type: none"> Use moderation processes in staff meeting time to monitor progress in writing. 	Teacher confidence survey shows increased confidence with teaching of writing and moderation practices.	Each term	Robyn PATL's – Teaching and Learning
Build the leadership capability of identified school leaders to add value to school improvement agenda for writing. <ul style="list-style-type: none"> Engage with regional staff to progress moderation practices. 	AITSL Standards – progression from proficient to HAT for each teacher	Each term	Robyn
Allocate resources to build a culture of intentional collaboration and teamwork focused on improving the capability of leaders and teachers to effectively implement the teaching of writing. <ul style="list-style-type: none"> Staff meetings, planning sessions in term by term timelines. 	<i>Teacher confidence survey shows increased confidence with teaching of writing and moderation practices.</i>	Weekly staff meetings Planning in 2 nd last week of each term	Robyn

Strategy: Create opportunities to network and build meaningful partnerships to improve teacher capability.

Actions	Targets	Timelines	Responsible Officer/s
Develop networks with schools on similar journey (as identified by Assistant Regional Director) that will bring benefit to the learning of students and the professional practice of staff members. <ul style="list-style-type: none"> Focus on internal moderation. Seek regional support to develop external partnerships. 	4 or more meetings in the year	End of Term 1 and ongoing	Robyn
Work with regional personnel and local networks to create opportunities for staff members to further develop their capacity and abilities as instructional leaders in the school. <ul style="list-style-type: none"> Focus on prioritising time for Principal to connect with another local Principal Attend Principal Meetings 	AITSL Standards – progression of Principal from operational to strategic	Each term	Robyn



Provide and promote opportunities for teachers to take on distributed leadership roles <ul style="list-style-type: none"> Time for critical and creative thinking planning NAPLAN Acting Principal opportunities Leadership Sprint Series – Happy Schools – Private Provider 	AITSL Standards – progression from proficient to HAT for each teacher	Weekly Term 1 As opportunities arise Fortnightly staff meetings	Robyn Phill Emily
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Strategy: Strengthen knowledge and understanding of evidence-based strategies to support behaviour and wellbeing of students.

Actions	Targets	Timelines	Responsible Officer/s
Build staff member capability and consistency in response to student behaviour. <ul style="list-style-type: none"> Attend professional development through the metropolitan behaviour support services branch, throughout the year. Regular promotion of school expectations to whole school during daily morning meetings and at parades 	SOS – Increase % from 88.9 % to 100% - Student behaviour is well managed in this school -Expectations and rules are clear at this school	Each term	Robyn Emily Phill
Introduce 'relationship education programs' to support parents and students in Years 5 and 6.	90% student attendance in program	End of Term 2	Robyn

PARENT AND COMMUNITY PARTNERSHIPS

Strategy: Enhance the connections with parents and community to build a strong sense that Mount Nebo State School is the best choice of school for local students.

Actions	Targets	Timelines	Responsible Officer/s
Strengthen relationships with the Mt Nebo Residents Association through regular discussions about fundraising partnerships. <ul style="list-style-type: none"> Invites to P&C and Principal Meeting 	2 meetings with community members this year	Term 2 and Term 4	Robyn
Promote regular parent and community informal gatherings before, during and after school hours.	Minimum of 4 informal events	1 event per term	Robyn & P&C
Enhance the relationship with Jinibara people, the traditional owners of the land on which we learn. <ul style="list-style-type: none"> Liaise with First Nations parent Newsletter items each term 	Minimum 4 newsletter items	Term 1 -initial meeting	Robyn
Commence school tours for interested parents and community members once a term, led by student leaders. <ul style="list-style-type: none"> Open Day Advertise in local community 	Increased enrolment from 39 students	Term 2, 3, 4	Robyn TA's
Collaboratively work with parents and community members to continue the enhancement of the school garden. <ul style="list-style-type: none"> Communicate with parents through the newsletter regarding involvement on a regular basis P and C Working Bee once a semester 	100% of students working in garden each term 5 or more interested parents involved	Each term	Teacher Aides Parents

Strategy: Further enhance communication platforms to ensure well-informed community.

Actions	Targets	Timelines	Responsible Officer/s
Purchase an electronic sign which will be changed regularly promoting school and community events.	Student Opinion Survey – Increased % - This school keeps me well informed to 90%	End of Term 1	Robyn Sheryl
Create new promotional material in consultation with the P and C and encourage this to be displayed in local venues.	Student Opinion Survey – Increased % - This school looks for ways to improve to 80%	End of Term 2	Robyn
Continue to advertise open days and events to the community via Facebook sites, advertisements in the local cafes, post office and school sign.	Student Opinion Survey – Increased % - This school keeps me well informed to 90%	A week or more, prior to events	Robyn P&C President
Monitor and review the school event calendar and ensure events are updated regularly on the parent Facebook site as well as school website.	Student Opinion Survey – Increased % - This school keeps me well informed to 90%	Weekly	Robyn BM-Sheryl TA-Kirsty P&C President
Continue with student leader column in the fortnightly newsletter.	Fortnightly column written by student leaders	Every fortnight	Teacher Aide - Michelle Year 6 Leaders





Strategy: Collaborate with parents, staff, students and key stakeholders to contribute to the individualised approach to student learning, behaviour and wellbeing.

Actions	Targets	Timelines	Responsible Officer/s
Monitor and foster current and future partnerships to ensure sustainability and benefits to the learning of all students.	Student Opinion Survey – Increased % - This school keeps me well informed to 90%	Each term	Robyn
Provide opportunities for parents and staff to learn more about ways of working with students with disabilities by providing professional development sessions. AVT Inclusion External Agency	90% of staff attending PD re: "Living with an Autistic Child". 5 or more parents attending PD session after school hours.	End of Term 2	Robyn
Consolidate behaviour practices aligned to the school expectations of being kind, responsible, respectful, safe learners, by focusing on positivity of students. Fortnightly parades and morning assemblies New sticker GOTCHA reward system with certificates at specific junctures	100% of students receiving GOTCHAS Maintain 100% on SOS – This school celebrates student achievements	Each week	All staff
Support parents by providing regular updates in the newsletter about curriculum, assessment and reporting.	Student Opinion Survey – Increased % - This school keeps me well informed to 90% I understand how my child is assessed at this school to 90%	Weeks 3 and 7 each term	Robyn Emily Phill
Continue to hold parent teacher interviews twice a year and continue to offer a wider range of timeslots to improve the percentage of parents attending interviews.	85% of parents attend meetings twice a year	Week 2 Term 2 - for Term 1 Week 9/10 in Term 3	Robyn Phill Emily

Endorsement

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

R. Burke

Principal

K. Mallon

P and C

Assistant Regional Director (ARD)



**Queensland
Government**