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Mount Gravatt East State School

Annual Implementation Plan 2023

“Equity and Excellence”

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| **Educational Achievement** | **Wellbeing and Engagement** | **Culture and Inclusion** |
| * Analysis and use of data to drive teaching and learning in English. | * Embed Positive Behaviour for Learning (PBL) with consistency throughout the school. | * Ensure teaching and learning environments are inclusive catering for diverse learners. |
| **‘Our Best Always”** | | |

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| ***Mt Gravatt East AIP 2023: Educational Achievement*** | | | |
| Area for Improvement | Actions | Capability Development | Indicators of Success |
| Deepen understanding of the Australian Curriculum to support student learning through the four phases of moderation and case management. | Teachers and Leadership Team review and analyse student data to lift A-C achievement in English | Provision of time to meet with Leadership Team to analyse and discuss the progress of marker students twice per term in weeks 2 and 6 and to plan for the next steps for learning for individual students. | Creation of whole school data wall to support discussion around student progress updated each term. |
| Teachers and Leadership Team to engage in a book study: “Putting Faces on the Data” | Implement the four phases of moderation across the term for teachers to deepen understanding of the Australian curriculum, its alignment to tasks and marking guides and discuss student work. | Depth of teacher knowledge of curriculum, their learners and strategies to help them improve and how to best use student work to support individual student growth |
| Learning Walls | Every classroom to utilise learning walls to ensure students know how to succeed | Professional development on the co-construction of Learning Walls and how to use them to support student achievement. | Improvement in English for each cohort at or above a C Standard (year level breakdown attached) |
| “Whole School Approach to Pedagogy” will outline school expectations for learning walls which are quality assured and supported by the leadership team through regular classroom walkthroughs. | Co-constructed learning walls will be visible in all classrooms and used to support student engagement and achievement with feedback to teachers from leadership team to occur twice per year. |
| Whole school approach to reading | Continue implementing PLD, with progression to the upper years | Observation and feedback from Literacy Coach and/or Leadership Team twice per year for all teachers | Teachers and teacher aides to continue engaging in professional development on PLD at least once per term  All classes will implement the PLD program |
| Review the Whole School Approach to Reading/Literacy and embed PLD into the program | Literacy Coach to work with and alongside teachers and teacher aides to implement PLD within a literacy block in all classrooms | Leadership team to provide feedback to teachers twice per year on their use of learning walls and/or PLD implementation in the literacy block. |

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| ***Mt Gravatt East AIP 2023: Wellbeing and Achievement*** | | | |
| Area for Improvement | Actions | Capability Development | Indicators of Success |
| Positive Behaviour for Learning (PBL) | Implement the PBL Action Plan with fidelity | Provide PD to all staff once per term during staff and teacher aide meetings | 100% of staff receive PD once per term |
| PBL data shows an increase in ‘green’ behaviours from 74.6% to 80%. |
| Increase SOS student data “Student behaviour is well managed at my school” from 50.7% to 70.0%, staff data from 74.2% to 85% and parent data 86.3% to 90% |
| Allocate resources for Functional Behaviour Assessment (FBA) training | At least two staff members to be trained in FBA. |
| Coaching, Mentoring and Watching Others Work in areas of priority. | Implement the MGESS Induction Program | Leadership Team, Coach and Team Leaders to present sessions as outlined in the Induction Program in term one and as needed during the year | 100% of new staff receive induction in term one as outlined in the MGESS Induction Program  All beginning teachers will work alongside a trained mentor for 12 months |
| Continue to build the coaching and mentoring program (I4S project) for all teachers through performance development planning and school priorities ensuring an agreed collegiate engagement plan. | Build a team of trained mentors to support new and beginning teachers | Increase the number of trained Beginning Teacher Mentors from one to at least 4 |
| Coaching training for identified teachers and leaders | All teachers have opportunities to engage in Coaching, Mentoring and Watching Others work. Increase SOS staff data “ The school encourages coaching and mentoring activities” from 87.1% to 92% |
| Social Emotional Learning (School Well-being Action Plan for students, staff and parents) | Consider implementation of a social/emotional program | Establish a working party to research options for a social/emotional program that could be implemented P-6 | Working Party to gather information on programs available during terms 2-4  Working Party to share findings and consult with staff to determine if a program will be implemented in 2024  Increase student SOS data “My teachers are interested in my wellbeing” from 78.6% to 85% Increase attendance data from 86.8% to 92% |

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| ***Mt Gravatt East AIP 2023: Culture and Inclusion*** | | | |
| Area for Improvement | Actions | Capability Development | Indicators of Success |
| Catering for Diverse Learners | Continue to extend opportunities to support engagement of learners  Additional support planning for students in care and complex cases  Providing alternative lunchtime options | HOD-SS to participate in the Leaders of Inclusion Capability Program | Enhance inclusive mindsets, culture, systems and practice by  identifying a problem of practice for inquiry linked to school priorities using the Signposts for School Improvement-Inclusion  Teaching staff to provide at least two more opportunities for student engagement outside the classroom eg, Drama Club, Running Club, Lego Club  Increase attendance data from 86.8% to 92% |
| Teaching and Learning Environments | Consider strategies for taking learning outside the classroom | Professional learning on the benefits of outdoor learning and nature play  Principal to continue working with Nature Play Queensland to seek ideas and plans for providing nature play at MGESS  Principal and two staff to join Playmakers group and visit other schools with established nature play areas | Trial one area providing nature play opportunities for students by the establishment of a sensory garden  Visit two other schools to observe how they incorporate nature play into their curriculum and lunch time activities  MRSS Principal to share how nature play has been planned and implemented during staff meetings  Increase attendance data from 86.8% to 92% |
| School engagement with cultural dates | Enhance school engagement of students by recognising key cultural dates | Collaborative work with regional support staff and external agencies to build staff knowledge and strategies around cultural diversity and inclusion. | Increased school involvement in key cultural dates  Increase SOS staff data “This school has an inclusive culture where diversity is valued and respected” from 93.5% to 97% and student data “I feel accepted by students at my school” from 70.8% to 80% |

Endorsed by:

Principal: Mrs Rachel Korst

P&C President: Ms Julie Beveridge

Assistant Regional Director: Mr Hugh Goodfellow