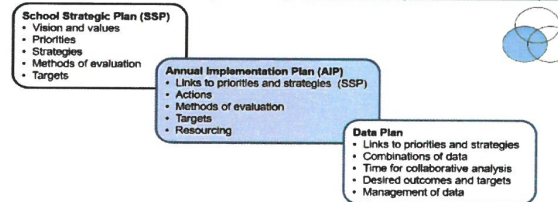


NCR Leadership Challenge
Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.

Mungar School State School Annual Improvement Plan 2022

Key Improvement Priority – Enacting the Australian Curriculum through pedagogical approaches to enable student success

School performance planning: Annual implementation plan




NCR Leadership Challenge
Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.

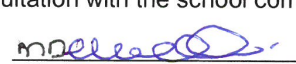
Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month progress	12 Month progress
Every Student Succeeding	Every school delivering the Australian Curriculum with fidelity	English Achievement P-2 - 80% A-C; 60% A-B P-6 - 80% A-C; 50% A-B	English Achievement P-2 – 85% A-C; 65% A-B P-6 - 85% A-C; 60% A-B	English Achievement P-2 - 90% A-C; 70% A-B P-6 - 90% A-C; 70% A-B
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline	6 Month progress	12 Month progress
All children making a great start	Every child engaged in high quality learning Every OOH child, every child with a disability case managed to Prep. Every OOH has an ISP in place within four weeks of enrolment Decrease the number of Prep students receiving an SDA by 50% Decrease the number of SDAs where possible	English Achievement ATSI 100% P-2 A-C ATSI 100% P-6 A-C SWD 100% P-2 A-C SWD 80% P-6 A-C OOHC 100% P-2 A-C OOHC 100% P-6 A-C 2020 Prep SDAs 0 2020 SDAs 0	English Achievement ATSI 100% P-2 A-C ATSI 100% P-6 A-C SWD 100% P-2 A-C SWD 80% P-6 A-C OOHC 100% P-2 A-C OOHC 100% P-6 A-C 2020 Prep SDAs 0 2020 SDAs 0	ATSI 100% P-2 A-C ATSI 100% P-6 A-C SWD 100% P-2 A-C SWD 80% P-6 A-C OOHC 100% P-2 A-C OOHC 100% P-6 A-C 2020 Prep SDAs 0 2020 SDAs 0
Every Student Succeeding	Leadership Challenge: <i>Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability</i> Leadership Challenge: <i>Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.</i>	1 Marker students per class 3 Teachers 3 T/Aides	2 Marker students per class improving 3 Teachers 3 T/Aides	3 Marker students per class improving 3 Teachers 3 T/Aides

Endorsement

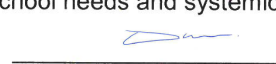
This plan was developed in consultation with the school community and meets school needs and systemic requirements.



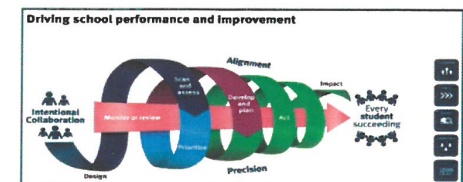
Principal



P and C / School Council



Assistant Regional Director



The 2022 Key Improvement Priority of **Mungar State School** will be led through actioning the key focus areas.

Focus PERFORMANCE <i>lifting the performance of each child and student in our state schooling system.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	<p>At the end of each term, A – E achievement data for English and Mathematics is collected inclusive of all student groups.</p> <p>Teachers transfer end of term results to the achievement data ladder to monitor/review progress to inform next unit of work</p> <p>Prior to M1 taking place, a collaborative whole school analysis of A – E data is planned to identify number of students achieving a C or better for English and progress toward AIP target inclusive of all student groups.</p> <p>Every class teacher identifies two marker students for 'lift' to next achievement level – one of the marker students to be from a student group.</p>	Each term	I4S Budget PATL	Leadership Team Teachers T/Aides	<p>At 3 months Term 1 data collected and analysed to track student performance and inform Term 2 teaching and learning.</p> <p>At 6 months, Semester 1 data compiled and analysed</p> <p>At 9 Months Term 3 data collected and analysed to track student performance and inform Term 4 teaching and learning.</p> <p>At 12 Months annual targets met.</p>
	Leadership team maintain line of site of marker student progress through weekly visits to classrooms using the 5 questions to ascertain learning progression	Each Term	Clarity by Lyn Sharratt Sharratt 5 questions	Principal Teachers T/Aides	<p>At 3 months the 5 questions are strategically displayed in both classrooms and answers modelled to the students.</p> <p>At 6 months some students are able to answer all 5 questions</p> <p>At 9 months all students are able to answer all questions</p> <p>At 12 months all students are able to use the 5 questions to gain clarity and self-direct their learning.</p>
	Transition for next prep students commences Term 2 through service visits, promotion of open days, case management	Semester 2	Early Years Network Parents	Principal Teachers BM	<p>Term 1 Identify potential prep enrolments</p> <p>Term 2 Contact parents</p>

				T/Aides	Term 3 Visit Early years Centres Term 4 Onsite prep transition days
	Investment in collaborative opportunities to engage staff team in school performance conversations	Each term	CARP Australian Curriculum NCR Small Schools Curriculum Plan CASW	Principal Teachers BM T/Aides	At 3 months all staff are aware of 2022 AIP priorities and APDPs have been developed. At 6 months all staff are engaged in conversations and activities that help improve school performance as per APDP goals. At 9 months are engaging in collaborative opportunities to improve school performance. At 12 months all staff have successfully contributed school performance by successfully achieving the goals listed in APDP.
Focus TEACHING <i>a focus on the capability and capacity to enact a deep understanding of the P12 CARF. Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Every teacher delivering the Australian curriculum in classrooms using the 3 levels of planning within the whole school CARP.	Every day	CARP NCR Small Schools Curriculum Plan	Principal Teachers T/Aides	Term 1: All staff familiar with MSS CARP and 2021 Curriculum plan. Term 2: Semester 1 Curriculum successfully delivered and CARP reviewed
	Review the CARP each semester to audit the enactment of level 1 planning	End Semester 1 and 2	CARP CARP Audit tool NCR Small Schools Curriculum Plan	Principal	Term 3: All staff familiar with Sem 2 Curriculum plan and CARP reviewed. Term 4 2021 Curriculum successfully delivered and annual CARP review
	Leadership team line of site visits in every classroom each term with provision of feedback to teachers through 5 questions for students	Each term	Leadership team	Principal	Term 1 – 5 Key questions displayed and answers modelled by staff. Term 2: Students can answer the 5 questions with support from staff. Term 3: Students can answer the 5 questions with little or no support.

					Term 4: the 5 questions Are fully embedded and students can successfully answer the five questions
	Every classroom has a learning wall with minimum expectations of A, B, C samples of student work aligned to the GTMJ for the current term English unit to build alignment of whole school pedagogical practice	Each term	Teaching staff NCR Small Schools plans	Principal Teacher	Learning Wall developed and utilised for English units each term
	All staff engaged in collaborative assessment of student work, and sharing high yield pedagogical practices to support student improvement	Weeks 5, 8 each term	CASW templates, NCR resources PATL	Principal Teaching Staff	Teachers to engage in CASW twice a term using marker student work samples to improve student performance in every English assessment.
Focus CAPABILITY <i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Continue to lead research based learning of Dr Lyn Sharratt's text Clarity through book study	Two sessions per term at Staff meeting	Text Clarity	Principal Teachers	At 3 months All teaching staff introduced to Clarity by Lynn Sharratt. At 6 months, staff the aligning teaching and learning to the 14 parameters. At 9 months, staff continue to use the 14 parameters. At 12 months, all teaching staff are well versed with 14 parameters and are confident of embedding them into teaching and learning in English units of work.
	Provide professional learning to all staff – teachers and teacher aides – to continue to deepen knowledge of the 3 levels of planning	January SFD	CARP P-12 CARF Reading & Writing Centre. Australian Teacher Aide	Principal	CARP analysed and reviewed termly. All teachers and teacher aides provided with professional learning opportunities that align to successful implementation of CARP.
	Whole staff engagement with the Collaborative Assessment of Student Work through fortnightly staff meetings (15	Each term	Region Resource Commissioning PATL	Principal Teachers	CASW implemented every term and teachers participate in Small

	minutes) and week 5, 8 whole school (60 minute) staff meeting End of each term, teachers identify progress of marker students Every teacher engaged in case management aligned to teaching and learning in the focus area of English				Schools CASW at least once a term.
	Provide functional behaviour training to Prep and Early Year teachers	Term 1	Region Tier 1 Resource Commissioning	Principal Teacher	Planned and structured min lessons delivered at every promoting our 4 school values and positive behaviour rewards.
	Allocate I4S budget to purchase TRS to provide every teacher 1 planning day per term to engage in M1 with the HOC	Each Term	I4S Budget PATL	Principal Teacher	All teachers to engage in pre-moderation at least once a term.
	Allocate I4S budget to purchase addition teacher aid resourcing to support targeted intervention in classrooms	Ongoing	I4S Budget	Principal	Supplement teacher aide hours every term.
	Align teacher PDPs to delivery of the Australian Curriculum with a focus on case management and moderation (M1)	Term 1 – 4	School Budget	Principal	Term1: All staff develop PDPs Term 2: Work towards goals set and midyear review. Term 3: Continue working on goals set in PDPs. Term 4: by the end of term all staff have successfully completed PDPs and has been signed off by the principal.
	Build staff capability of purpose of assessment types	Term 1 – 4	School Budget Regional Resource Commissioning	School Team	Termly: Use of CASW to build staff capability to successfully assess student learning using various assessment types.
Focus PARTNERS <i>fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Ongoing commitment to support successful transitions and to reduce vulnerability in early years and foster productive primary to high school transitions. Support case management of vulnerable students through case management partnerships	Each Term	I4S for teacher release High School staff	Principal	Termly: Work with high schools to develop safe and support transition activities for Year 6 students and Year 5 students in term 4. Access regional support for supporting vulnerable students,

					especially incoming prep and year 6 students
	Visit early year services and secondary schools' services to build productive relationships to foster quality transitions	Term 2, 3, 4	I4S Budget for Prep teacher release	Principal Prep Teachers	Term 1 – compile a list of potential prep enrolments Term 2 – Contact parents Term 3 – visit Early Years Service providers Term 4 – Hold prep transitions days on site and visit Early Years Service Provider.
Focus WELLBEING <i>creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Continue to promote wellbeing across the school community – self, staff, parents and community.	Ongoing	Wellbeing framework Region Support Trial	Principal	Wellbeing an Agenda item in staff meeting every term. Wellbeing survey conducted and outcomes used to plan well-being activities.
	Continue to use our 4 Core Values – build greater alignment of weekly focus lessons across all classrooms	Weekly	School Budget	Principal	4 values reflected in lessons every term. Student of the week awards linked to school values
	Develop ISPs for students to support successful engagement	As required	School Budget	Principal, Teachers	To be developed and implemented promptly when needed. Reviewed end of every term in consultation with GO, HOSSES and SLP
	Continue to monitor workload through review of whole school data plan.	Term 1	SFD	Principal Teachers	Data plan developed and reviewed every semester to reduce workload.
Focus INCLUSION <i>promoting, maintaining, and taking action on the expectation that all students will learn successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Support teachers to adjust curriculum delivery at the M1 phase of planning for teaching	Each Term	I4S teacher release	Principal	Termly: support teacher participation in M1 every term. Provide support and time to teachers to engage in Small Schools CASW every term.
	Continue to embed the co-teaching model across all classrooms	Ongoing	School Budget	Principal Teachers	Teachers share M1 with teacher aides every term.

to take action to promote learning.

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