



# MACGREGOR STATE SCHOOL ACTION PLAN 2022-2023

## IMPROVEMENT STRATEGY:

DEEPEN THE UNDERSTANDING OF V8 AC, ALIGNED THE THREE LEVELS OF PLANNING IN ENGLISH (PLANNING, ASSESSMENT, MODERATION AND REPORTING EXPECTATIONS), AND EXPANDED REPERTOIRE OF EFFECTIVE FORMATIVE ASSESSMENT.

## SUCCESS CRITERIA

### 1. CONSISTENT CURRICULUM DELIVERY

- Precision of planning processes that are refined, aligned and embedded
- Regular, purposeful and rigorous formative assessment practices (mindset)
- Common understanding of targeted high impact pedagogical practices

### 2. ASSESSMENT, MODERATION AND REPORTING

- **Assessment**
  - Valid and reliable A-E data
  - Data Plan (Assessment and Reporting Framework)
- **Reporting**
  - Communication & understanding of English achievement
- **Moderation**
  - External moderation with other schools
  - Further explore other stages of moderation process (AFTER 2 & FOLIO)

### 3. QUALITY ASSURANCE OF CURRICULUM DELIVERY

- Staff professional development – building rigour through Professional Development Framework
- Teacher observation and feedback (Impact conversations)
- Shared accountability for every student succeeding

# 1. CONSISTENT CURRICULUM DELIVERY

ACTIONS	PROJECT MANAGEMENT / RESOURCES	TIMELINE	OUTCOMES / EVIDENCE OF IMPACT / ARTEFACTS	BEHAVIOURS
<ul style="list-style-type: none"> <li>Refine English unit plan master template to reach precision of planning processes to:               <ul style="list-style-type: none"> <li>'Know the Curriculum'</li> <li>'Know the Student'</li> <li>'Vary the Pathway'</li> <li>'Monitor Progress'</li> </ul> </li> </ul> <p>Continue to further refine Assessment and Alignment planner, Know and Do and Unit Plan to deepen the understanding and align teaching, learning and assessment.</p>	<p><b>Facilitator/s:</b> HODs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE ONE (June 2022)</b></p> <ul style="list-style-type: none"> <li>Discussion and sharing of differentiation practices within units is occurring at surface level.</li> <li>Review and refine unit plan to incorporate whole school language of formative mindset and differentiation (Know the Curriculum; Know your Students; Vary the Pathway; Monitor Progress)</li> <li>Sharing and aligning the formative assessment mental models</li> <li>Collect data from staff around formative strategies currently used</li> </ul> <p><b>PHASE TWO (September 2022)</b></p> <ul style="list-style-type: none"> <li>Create Formative Toolkit</li> <li>Share Formative Toolkit strategies through YL PD</li> <li>Planning focus shift from know the curriculum to know your students and vary the pathway.</li> <li>Incorporate a formative mindset check-in and differentiation strategies into learning area planning.</li> <li>ELT formulation of MacGregor Pedagogical Practices.</li> </ul>	<ul style="list-style-type: none"> <li>Planning Process</li> <li>Refined Unit Plans</li> <li>Refined Assessment Alignment Planner (progressing in Phase 2)</li> <li>Formative check-in process + integration into assessment and reporting framework</li> <li>Summative task</li> </ul>	<p><b>STUDENTS WILL</b></p> <ul style="list-style-type: none"> <li>Be engaged in deep and visible age-appropriate learning</li> <li>Learn at a differentiated level which targets their specific learning needs.</li> </ul> <p><b>TEACHERS WILL</b></p> <ul style="list-style-type: none"> <li>Refine planning processes to improve curriculum delivery</li> <li>Review the Assessment and Alignment Planner to refine the teaching and learning sequence connecting with the know and do and the unit plan</li> <li>Plan and enact differentiated learning that targets individual student growth</li> </ul>
<ul style="list-style-type: none"> <li>Incorporate regular, purposeful and rigorous formative assessment practices collaboratively co-constructed in YL planning.</li> <li>Targeted professional development, differentiated to the needs of individual teachers to develop common understanding of high impact pedagogical practices</li> <li>Implementation of targeted practice, sharing and feedback loops</li> </ul>	<p><b>Facilitator/s:</b> DPs, HODs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE THREE (December 2022)</b></p> <ul style="list-style-type: none"> <li>Build consistency of differentiated practice in teaching/learning.</li> <li>Staff consultation of MacGregor Pedagogical Practices.</li> </ul> <p><b>NEXT PHASE (April 2023)</b></p> <ul style="list-style-type: none"> <li>Incorporate knowledge of literacy and critical and creative thinking general capability within English unit</li> <li>Deepen knowledge of Australian Curriculum pedagogies and strategies within English unit</li> </ul>	<ul style="list-style-type: none"> <li>Unit plans</li> <li>Data profiles</li> <li>Student profile (e.g. OneSchool PLPs / support provisions)</li> </ul>	<p><b>LEADERSHIP TEAM WILL</b></p> <ul style="list-style-type: none"> <li>Refine and improve existing planning processes building increased consistency</li> <li>Lead the development of teacher capability to incorporate pedagogies and formative mindset</li> <li>Develop a whole school vision and plan for differentiated practice at MSS.</li> <li>Support teacher capability to align their knowledge of the curriculum with their knowledge of the students to vary the individual pathways.</li> </ul>
<ul style="list-style-type: none"> <li>Develop a common understanding of MacGregor State School Signature Pedagogical Practices</li> </ul>	<p><b>Facilitator/s:</b> DPs</p> <p><b>Quality Assurance:</b> ELT</p>	<ul style="list-style-type: none"> <li>Review and document MacGregor's whole school approach to Pedagogy</li> <li>Consider reading/writing reciprocity as next steps</li> <li>Consider the application of processes from English into Mathematics Learning Area.</li> </ul>	<ul style="list-style-type: none"> <li>MacGregor Pedagogical Practices.</li> </ul>	

## 2.ASSESSMENT, MODERATION AND REPORTING

ACTIONS	PROJECT MANAGEMENT / RESOURCES	TIMELINE	OUTCOMES / EVIDENCE OF IMPACT / ARTEFACTS	BEHAVIOURS
<ul style="list-style-type: none"> <li>Clarify the purpose of data collection and connect data processes to the Assessment and Reporting Framework</li> </ul>	<p><b>Facilitator/s:</b> HODs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE ONE (June 2022)</b></p> <ul style="list-style-type: none"> <li>Align data collection to the Assessment and Reporting Framework</li> <li>Feedback and alignment of visual learning practices in classroom (LI/SC?)</li> <li>Update assessment &amp; reporting framework with formative check-ins</li> <li>Clearly refine purpose for formative assessment and purpose of check-in</li> <li>After 2 Moderation completed</li> <li>Continue and build relationships with cluster schools (Term 3 Week 8)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Reporting Framework</li> <li>Data Profiles / Data Summaries</li> <li>Updated Visual Learning Practices doc</li> </ul>	<p><b>STUDENTS WILL</b></p> <ul style="list-style-type: none"> <li>Have a clear understanding of the learning intent and success criteria</li> <li>Have a clear understanding of their next steps learning and individual goals</li> <li>Receive feedback about their learning (formative &amp; summative)</li> <li>Articulate their individual learning goals</li> </ul>
<ul style="list-style-type: none"> <li>Embed formative check-in and share additional practices within teaching to identify students' current knowledge and understanding and next steps for learning.</li> </ul>	<p><b>Facilitator/s:</b> HODs / DPs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE TWO (September 2022)</b></p> <ul style="list-style-type: none"> <li>Communicate the data plan to all staff teaching and non-teaching</li> <li>Clearly identify key dates for formative tasks in Term Meeting Schedules</li> <li>Supporting document outlining Report Card (A-E)</li> <li>HOD's to moderate samples with cluster schools</li> <li>Moderation feedback to ELT</li> <li>Framework for effective feedback to students (PD)</li> <li>Discussion around balanced judgement in year level meetings using folio cover sheet</li> </ul>	<ul style="list-style-type: none"> <li>Meeting schedule and calendar to include formative strategies / check-in</li> </ul>	<p><b>TEACHERS WILL</b></p> <ul style="list-style-type: none"> <li>Enhance their data literacy</li> <li>Dig deeper into both formative and summative data to create the next steps and individual learning goals for students</li> </ul>
<ul style="list-style-type: none"> <li>Develop a shared understanding of the qualities of student learning described in the Achievement Standards and the marking guides. Incorporate moderation practices into the teaching and learning cycle. (After 2 &amp; Folio)</li> <li>Begin cluster moderation to ensure alignment, validity and consistency in assessment tasks.</li> </ul>	<p><b>Facilitator/s:</b> HODs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE THREE (December 2022)</b></p> <ul style="list-style-type: none"> <li>Track and monitor the data plan</li> <li>Formative check-ins embedded in learning area unit plans</li> <li>HOD's and Teacher participate in cluster moderation</li> <li>Moderation feedback to ELT</li> <li>Trial implementation of effective feedback to students</li> <li>Folio Moderation completed for Semester One</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Moderation Framework &amp; Protocols</li> <li>Student Folio's</li> <li>Summative assessment tasks</li> <li>Letter to parents outlining A to E reporting</li> <li>Process and protocols for cluster moderation</li> <li>Moderation data to ELT</li> </ul>	<p><b>LEADERSHIP TEAM WILL</b></p> <ul style="list-style-type: none"> <li>Upskill year level leaders in the next phases of the moderation framework</li> <li>Facilitate ongoing data conversations and lead formative assessment check-ins</li> <li>Lead AFTER 2 and Folio Moderation processes</li> <li>Further develop the cluster connection relationships</li> </ul>
<ul style="list-style-type: none"> <li>Provide feedback to students about their learning, aligned to the success criteria and next steps for learning.</li> </ul>	<p><b>Facilitator/s:</b> DPs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>NEXT PHASE (April 2023)</b></p> <ul style="list-style-type: none"> <li>Data plan enacted</li> <li>Folio moderation embedded</li> <li>Cluster moderation processes and protocols established for wider Moderation Framework for effective feedback</li> </ul>	<ul style="list-style-type: none"> <li>Feedback conversations</li> <li>Continuation of individual learning goals</li> <li>Guide for effective feedback, conferencing and communication loops with students</li> </ul>	

### 3.QUALITY ASSURANCE OF CURRICULUM DELIVERY

ACTIONS	PROJECT MANAGEMENT / RESOURCES	TIMELINE	OUTCOMES / EVIDENCE OF IMPACT / ARTEFACTS	BEHAVIOURS
<ul style="list-style-type: none"> <li>Deliver differentiated professional development (teaching and non-teaching) and sharing of pedagogical practices in English.</li> <li>Planning and enacting an effective and sustainable process for leadership capability development</li> </ul>	<p><b>Facilitator/s:</b> DPs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE ONE (June 2022)</b></p> <ul style="list-style-type: none"> <li>Establish a reference group to collaboratively develop whole school PD plan for 2022.</li> <li>Assign responsible officers to drive relevant areas of the PD plan.</li> <li>DP's to conduct first round of IMPACT conversations.</li> <li>Feedback to Principal.</li> <li>Moderate processes at ELT meeting.</li> <li>DP's arrange co-walkthroughs with Principal.</li> <li>Gather feedback about staff knowledge and understanding of the 'visible learning practices.</li> <li>Plan for the development, implementation and review of aspiring leadership opportunities for 2022</li> </ul> <p><b>PHASE TWO (September 2022)</b></p> <ul style="list-style-type: none"> <li>Refine 'visible learning practices' document</li> <li>Document and share PD plan with whole staff.</li> <li>Develop a calendar of PD events - sits within the master calendar.</li> <li>First round of formal observations completed for all teachers.</li> <li>ELT plan observation and feedback opportunities for TA's in 2022.</li> <li>DP's arrange co-walkthroughs with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Schedule (termly)</li> <li>Professional Development Plan and calendar for all staff</li> <li>Approval process and referral document for accessing PD / feedback loop</li> <li>Leadership development plan created, and targeted participants engaged in a leadership development program.</li> <li>Aspiring Leaders' program</li> </ul>	<p><b>STUDENTS WILL</b></p> <ul style="list-style-type: none"> <li>Students will see all members of the ELT in their classroom and understand the purpose of the visits.</li> </ul> <p><b>TEACHERS WILL</b></p> <ul style="list-style-type: none"> <li>Identify professional learning opportunities aligned with school priorities and complete relevant referral document</li> <li>Teachers will provide feedback related to accessing relevant PD opportunities and confidence in implementing the AC</li> <li>Engage in scheduled data conversations (IMPACT) with school leaders.</li> <li>Implement identified high impact strategies for differentiation by the end of 2022.</li> </ul> <p><b>LEADERSHIP TEAM WILL</b></p> <ul style="list-style-type: none"> <li>Provide observational and instructional feedback around differentiation in English.</li> <li>Assist teachers to triangulate LOA and diagnostic evidence to improve teacher judgement.</li> <li>Provide observation and feedback opportunities for non-teaching staff.</li> <li>Maintain and expand relationships with schools from within the cluster to share high impact practice.</li> </ul>
<ul style="list-style-type: none"> <li>Quality assurance of curriculum delivery through: IMPACT conversations, observation, feedback, walkthroughs, moderation of instructional leadership.</li> </ul>	<p><b>Facilitator/s:</b> DPs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE THREE (December 2022)</b></p> <ul style="list-style-type: none"> <li>Enact whole school PD plan and intentionally seek feedback at available opportunities.</li> <li>DP's share instructional leadership plan with Principal.</li> <li>Maintain regular quality assurance processes.</li> <li>Principal to arrange co-walkthroughs/mini review with peer.</li> <li>DP's explore similar opportunities with cluster peers – focus on visible learning practices.</li> <li>Further explore opportunities for teachers to connect and network with cluster.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging Learners document</li> <li>Observation and Feedback Template</li> <li>Minutes from ELT moderation</li> <li>DP APDP records</li> <li>Documented next steps in feedback to teachers</li> </ul>	
<ul style="list-style-type: none"> <li>Consolidate, align and monitor Visible Learning @ MacGregor State School</li> </ul>	<p><b>Facilitator/s:</b> DPs / HODs</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>NEXT PHASE (April 2023)</b></p> <ul style="list-style-type: none"> <li>Review effectiveness of PD plan based on the feedback from Phase Three.</li> <li>Embed and review quality assurance processes.</li> <li>EIB invited to complete mini review.</li> </ul>	<ul style="list-style-type: none"> <li>Visible Learning @ MacGregor State School updated document</li> </ul>	





# MACGREGOR STATE SCHOOL ACTION PLAN 2022-2023

## IMPROVEMENT STRATEGY:

IMPLEMENTING AND EMBEDDING PRACTICES, PARTNERSHIPS AND PARTICIPATION IN STRATEGIES AND INITIATIVES FOR STUDENT, STAFF AND COMMUNITY WELLBEING. THIS OCCURS THROUGH COMMUNICATION, COLLEGIALITY, COLLABORATION AND AN INCLUSIVE MINDSET.

## SUCCESS CRITERIA

- Students – purposeful focus and enhanced opportunities for student input / voice centred on their learning and wellbeing
- Staff – strengthen and enhance existing systems to enable effective reciprocal communication and transparency of school decision making
- Community – strengthen and enhance opportunities for positive community engagement and participation

## 1. STUDENTS

ACTIONS	PROJECT MANAGEMENT / RESOURCES	TIMELINE	OUTCOMES / EVIDENCE OF IMPACT / ARTEFACTS	BEHAVIOURS
<ul style="list-style-type: none"> <li>Establish a feedback loop with P-6 students about their learning.</li> <li>Establish a feedback loop with P-6 students about their wellbeing.</li> <li>Establish a review process for sharing findings and how these will inform actions.</li> </ul>	<p><b>Facilitator/s:</b> LDG, Tauba Naftal, Danielle Walters</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE ONE (June 2022)</b></p> <ul style="list-style-type: none"> <li>Establish reference group of staff reps to design student survey and seek student input (student leaders and school council)</li> <li>What do we want to know about learning &amp; wellbeing?</li> <li>Design and implement survey differentiated to meet needs of P-6 students</li> <li>Investigate the use of the HPT pulse survey tool to collect data in real time and track student wellbeing longitudinally</li> <li>How will we feed back to students and staff?</li> </ul> <p><b>PHASE TWO (September 2022)</b></p> <ul style="list-style-type: none"> <li>Analyse and share results from survey and pulse with staff, students &amp; community</li> </ul> <p><b>PHASE THREE (December 2022)</b></p> <ul style="list-style-type: none"> <li>Findings influence strategic planning for 2023</li> </ul>	<ul style="list-style-type: none"> <li>Survey results published: staff update, social media platform</li> <li>Teachers and students collaborate in developing visible 'norms' to address learning and wellbeing needs</li> </ul>	<p>What practices have changed as a result of our findings?</p> <p><b>STUDENTS WILL</b></p> <ul style="list-style-type: none"> <li>Indicate having greater student voice (SOS)</li> <li>Students will feel safe to share their opinions about their learning and wellbeing</li> </ul> <p><b>TEACHERS WILL</b></p> <ul style="list-style-type: none"> <li>Receive feedback on their students' ideas about learning and wellbeing</li> <li>Will discuss with their students how their feedback will influence how they address student learning &amp; wellbeing needs</li> </ul> <p><b>LEADERSHIP TEAM WILL</b></p> <ul style="list-style-type: none"> <li>Facilitate additional opportunities for students to share their ideas about learning and wellbeing</li> <li>Facilitate staff unpacking of data</li> <li>Support teachers to reflect on their practice</li> </ul>

## 2. STAFF

ACTIONS	PROJECT MANAGEMENT / RESOURCES	TIMELINE	OUTCOMES / EVIDENCE OF IMPACT / ARTEFACTS	BEHAVIOURS
<ul style="list-style-type: none"> <li>▪ Continue to provide regular feedback loops between staff and school leaders</li> <li>▪ Planned and deliberate commitment to improving school systems</li> <li>▪ Commitment to strengthening the consistency of communication across whole school.</li> </ul>	<p><b>Facilitator/s:</b></p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE ONE (June 2022)</b></p> <ul style="list-style-type: none"> <li>– SOS snapshot in staff update sharing results seeking feedback on next steps</li> <li>– ELT to begin Professional Development with Dr Pete Stebbins from High Performing Teams around strengthening team processes and systems.</li> <li>– Documented processes and systems widely circulated, visible and accessible</li> <li>– Implement CARD (Ausidentities) with year level groups and begin using the pulse survey to track staff wellbeing and collective efficacy</li> </ul> <p><b>PHASE TWO (September 2022)</b></p> <ul style="list-style-type: none"> <li>– Feedback is provided from aspirant and year level leaders to guide future planning</li> <li>– Implement HPT meeting structures with YL teams</li> </ul> <p><b>PHASE THREE (December 2022)</b></p> <ul style="list-style-type: none"> <li>– Review achievements and celebrate successes</li> <li>– Planning commences for 'next steps'</li> </ul> <p><b>NEXT PHASE (April 2023)</b></p> <ul style="list-style-type: none"> <li>– Work through HPT begins to influence whole staff and team meetings and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>– Continue to share resourcing and budgetary information transparently and regularly</li> <li>– Improved systems around meetings and opportunities for collaboration.</li> <li>– Common understanding and visible artefact of above and below the line behaviours and how to call them out in meetings</li> </ul>	<p><b>STAFF WILL</b></p> <ul style="list-style-type: none"> <li>– Participate in meaningful and personalised APDP process and impact conversation with school leaders</li> <li>– Articulate a deeper understanding of professional and personal wellbeing and how to take an active role in improving</li> </ul> <p><b>LEADERSHIP TEAM WILL</b></p> <ul style="list-style-type: none"> <li>– Provide regular feedback to staff on KPI progress, professional goals and areas for positive development or improvement as identified in their APDP</li> <li>– Adapt and enact meeting structures which encourage respectful dissent and robust discussion</li> <li>– Acknowledge and embrace the strengths and opportunities for growth in all members of the ELT</li> </ul>

## 3. COMMUNITY

ACTIONS	PROJECT MANAGEMENT / RESOURCES	TIMELINE	OUTCOMES / EVIDENCE OF IMPACT / ARTEFACTS	BEHAVIOURS
<ul style="list-style-type: none"> <li>▪ Expand opportunities for community participation in conjunction with 50<sup>th</sup> anniversary celebrations</li> </ul>	<p><b>Facilitator/s:</b> Lee Gerchow</p> <p><b>Quality Assurance:</b> ELT</p>	<p><b>PHASE ONE (June 2022)</b></p> <ul style="list-style-type: none"> <li>– Committee formed to steer 50th anniversary celebrations and plan events</li> <li>– A significant community event once per term in 2022</li> <li>– Work through the School council to expand opportunities with corporate partners and sponsors</li> </ul> <p><b>PHASE TWO (September 2022)</b></p> <ul style="list-style-type: none"> <li>– Review of success of various events and sustainability into the future</li> <li>– Consider how 'traditions' might be rebranded or relaunched to increase community connection and belonging</li> </ul> <p><b>PHASE THREE (December 2022)</b></p> <ul style="list-style-type: none"> <li>– Planned culminating event for 50th anniversary involving VIP and community members</li> </ul>	<ul style="list-style-type: none"> <li>– Events added to the calendar for 2022 moving into 2023 with consideration of sustainability</li> <li>– Clearly communicated roles and responsibilities for leading and promoting community events</li> <li>– Permanent public artworks and installations commemorating 50th anniversary including yearbook</li> </ul>	<p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>– Showcase learning and achievement through performances and participation in events</li> </ul> <p><b>COMMUNITY WILL:</b></p> <ul style="list-style-type: none"> <li>– Enhance partnerships through shared celebrations and sponsorship opportunities</li> </ul> <p><b>STAFF WILL:</b></p> <ul style="list-style-type: none"> <li>– Demonstrate active engagement by helping to organise and lead events and ceremonies</li> </ul>