

References:

- ACER National School Improvement Tool
- MacGregor State School Review 2016
- DET State Schools Strategy 2016-2020
- DET Metropolitan Region State Schools Improvement Plan 2016-2018
- DET Advancing Education Strategic Plan 2016-2020
- DET School Planning, Reviewing and Reporting Framework
- DET Independent Public School (IPS) Alliance Strategic Plan

Annual EIA/ AIP/ Budget

This four (4) year Strategic Plan will inform our Annual Implementation Plan (AIP), Budget and Explicit Improvement Agenda (EIA). Each year these will detail

- Priorities
- Strategies
- Success Indicators: systemic data at or above any state, national or like school mean
- Responsible staff member(s)
- Resources

Our Moral Purpose: we believe

- Every child is unique and valued
- Every child can learn
- Every child will have equal access, participation and opportunity
- Our children are our world's most precious resource
- Education is a powerful tool for change
- Education creates a life time of enriched possibilities

Our Vision: To provide a quality 21st century education for every student in a happy, safe and supportive learning environment.

Our Core Values:

- Respect
- Responsibility
- Inclusion

Our Motto: To the Stars



Our Colours: The MacGregor Red Tartan

Our Logo: Represents our students acting locally but thinking globally

- Local: MacGregor State School
- State: Queensland
- National: Southern Cross and Australian flag
- International: To the stars- our students on the global stage

Our School Wide Pedagogy: We use the research and evidence based Queensland Education Departments Dimensions of Teaching and Learning Model:

**Our Four Pillars of Excellence**

Academic

Performing Arts

Sports

Citizenship

Our School Profile:

Named after Queensland's 11th governor Sir William MacGregor, and our local suburb, MacGregor State School opened in 1972. We have since established a very proud reputation as a school of excellence, enrichment and extension; consistently being one of the highest performing schools in student academic, performing arts and sporting results. Our school offers programs for about 1300 students in Prep to Year 6.

We became an Independent Public School (IPS) in 2013 and have a very active School Council and P&C. We aim to work in a positive partnership with parents to develop every child to their full potential. Students are required to wear our full uniform with pride every day and have high expectations on behaviour. Our school uses the Australian Curriculum. We focus on improving all students' outcomes in English, Maths and Science using 21st century teaching strategies and technologies. To accelerate learning all our classrooms and outdoor learning areas are digitally rich. We also provide excellence programs in student leadership and citizenship. We recognise that our students have a full range of gifts and talents that we seek to develop.

Nearly 70% of our students identify with a non-English speaking cultural background; with over 40% requiring additional support. Where required, they are additionally supported to acquire English language skills by our specialist EAL/D team.

About 80 of our students with a range of disabilities are supported in our Special Education Program. Through a combination of individual withdrawal programs and varying levels of intervention within regular classrooms our students are well cared for and challenged to reach their full potential as learners and young people.

Over 70% of our students do not live locally, but travel to attend our school. We attract students from over 65 suburbs of Brisbane. Our local community supports our school through high demand for enrolment. Consequently our school is Enrolment Managed.

Endorsements

Date 15.11.16 Principal Signature

School Council Chair Signature

P&C President Signature

NSIT Domain	Priority	Strategies	2017	2018	2019	2020
1. An Explicit Improvement Agenda	Collaboratively develop our EIA	<ul style="list-style-type: none"> Develop specific placemats for EIA priorities 	✓	✓	✓	✓
	Collaboratively develop agreed classroom strategies for EIA	<ul style="list-style-type: none"> Embed the EIA in Year Level and Planning Meetings 	✓	✓	✓	✓
	Regularly monitor the EIA, agreed strategies and targets	<ul style="list-style-type: none"> Revise team strategies for achieving our EIA goals each term Regular data analysis to 'check in' on progress (Year Level teams/whole school) 	✓	✓	✓	✓
2. Analysis and discussion of data	Collecting, analysing and using data to improve student learning	<ul style="list-style-type: none"> Further refine our school Assessment Placemat Further develop protocols around data analysis Regularly incorporate data analysis in Year Level and Planning Meetings with a timeline for what data and entered into OneSchool Pre-testing of students before units begin to inform teaching Regular conversations about data in team/Sector meetings Use PM (Levels 1-30) and investigate post PM tool (eg: PROBE) Enable data reflection with students, individual student learning goal setting, goal reflection and reading and writing conferencing with individual students Consider Year Level team full planning days each term (to include data analysis) 	✓	✓	✓	✓
	Investigate the alignment of our Report Card LOA (A-E) against agreed standards and our NAPLAN performance	<ul style="list-style-type: none"> Use OneSchool data tool to examine variances Team Data analysis of A-E prior to reports going home Triangulate A-E data, NAPLAN, PATM and PATR HOCS to provide data graphs Review assessment standards Moderate (internally and externally) 	✓	✓	✓	✓
3. A culture that promotes learning	High expectations of all student learning	<ul style="list-style-type: none"> Develop essential and supporting content descriptors for all key Learning Areas P- 6 Embed moderation in key Learning Areas across Sectors and with local 'like' schools Teams set Year Level SMART (Specific, Measurable, Agreed, Realistic and Time bound) goals for A-E Semester 1 and Semester 2 Embed protocols used by 'High Reliability Schools' (Marzano) Consider specific uninterrupted teaching time 	✓	✓	✓	✓
	Respectful relationships/ Peace Code	<ul style="list-style-type: none"> Continued development of the Term Overviews and resources Evidenced in teachers' planning documents, monitored at planning meetings Share Peace Code language with school community- provide a Peace Code fridge magnet for all families; develop Year Level individual Student Peace Code Parent Communication Handbook P- 6 Continue explicit Peace Code 4 week blocks Continue class and school acknowledgements (Assembly) Maintain Aboriginal and Torres Strait Islander flags, acknowledgement of country Maintain Chaplain 4 days per week 	✓	✓	✓	✓
4. Targeted use of school resources	Closely monitor cost centre expenditure each term	<ul style="list-style-type: none"> BSM to provide end of term updates 	✓	✓	✓	✓
	Review Admin Officer structure and roles	<ul style="list-style-type: none"> Refer to Internal Audit Report August 2016 and MSS Administration Officer Plan Introduce student attendance parent text message system 	✓			
	Collaboratively develop a whole school ICT Plan	<ul style="list-style-type: none"> Collaboratively develop a MSS ICT P-6 Plan including vision, pedagogies, P- 6 scope and sequence, 1:1, BYOx, mobile devices, staff PD Further enhance Robotics and Coding 	✓	✓	✓	✓
5. An expert teaching team	Building Teacher Capacity	<ul style="list-style-type: none"> Teacher PD and induction; including WOW, coaching, mentoring: <ul style="list-style-type: none"> TRS timetabled days Celebrations and updates in staff and Sector meetings Sharing of WOW opportunities in Sector Meetings (set agenda item) Continue development of MSS Coaching Conversation Program including training new coaches Continued training of Beginning Teacher Mentors (BTM) Continue after school optional PD Snacks Introduce Study Tours of other best practice sites Continue to monitor and support Staff Wellbeing 	✓	✓	✓	✓
	Whole Staff Professional Development	<ul style="list-style-type: none"> Refer to annual MSS Professional Development Plan 	✓	✓	✓	✓
	Further develop our extended leadership team (Year Level Coordinators, Specialist Area Coordinators, Aspiring leaders) as instructional leaders	<ul style="list-style-type: none"> Extended leadership team offered opportunity for facilitated 360 Feedback Increase access to Leadership PD opportunities to further develop Year Level Leader skills Year Level Leader meetings (fortnightly) to support "line of sight" Continue Aspiring Leadership program (school, Region, 360, Retreat, acting opportunities) 	✓	✓	✓	✓
	Provide opportunities for 12 monthly Performance Development Plans (PDP) for all staff with their supervisor	<ul style="list-style-type: none"> Development of SMART (specific, measurable, agreed, realistic, timeline) goals and collecting evidence to show growth 	✓	✓	✓	✓

6. Systematic Curriculum delivery	Curriculum Placemats	<ul style="list-style-type: none"> Regularly use during Year Level and Planning Meetings Reinforce during Coaching Conversations Ensure all school curriculum and pedagogical placemats are embedded in Year Level planning, Year Level meetings and classroom practice Survey to find out where further support is needed Use Year Level and Sector meetings to discuss and share these strategies in classroom practice 	✓	✓	✓	✓
	Align our school P-6 Curriculum to the Australian Curriculum	<ul style="list-style-type: none"> In Year Level teams teachers develop and refine authentic units of work and assessment aligned to the Australian Curriculum and our local context Clarify explicit structure for planning days Further develop STEM implementation Develop teacher ownership of planning by utilising the Learning Area coordinators 	✓	✓	✓	✓
	Further develop Australian Curriculum cross-curricula skills	<ul style="list-style-type: none"> Develop Term Planners that support inquiry, creative thinking, ICT, problem solving, team work, critical and creative thinking, Australian Curriculum Cross-curricular priorities - Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability 	✓	✓	✓	✓
	Expand formal moderation within and beyond our school	<ul style="list-style-type: none"> Use Sector meetings for moderation Plan for moderation of Maths, English and Science Link with cluster "like" schools 	✓	✓	✓	✓
7. Differentiated teaching and learning	Inclusion of diverse learners	<ul style="list-style-type: none"> Maintain, and enhance where possible, student support services (SWD, EAL/D, Guidance Officer and STLaN) Regular LET Meetings (HOS SS, HOC SS) Enhance differentiation strategies within the planning, teaching and assessment process and reflected in planning documents EAL/D coordinator/team to maintain Ed Studios for teachers to access support 	✓	✓	✓	✓
	Differentiated support to students below NMS and in U2B	<ul style="list-style-type: none"> Embed explicit strategies for differentiation in Year Level planning Maintain, and enhance where possible, Student Support (Enrichment, HOC Student Support, IAS Teacher Aides) 	✓	✓	✓	✓
	Further develop classroom differentiation for all students	<ul style="list-style-type: none"> Implementation of school wide Individual Learning Goals Enhance digital devices and Assistive Technology Differentiated assessment tasks Incorporate inquiry, higher order thinking (HOT), problem solving, open ended questioning, innovation, creative exploration and independent learning Facilitate flexible grouping of students across open collaborative classrooms 	✓	✓	✓	✓
8. Effective pedagogical practices	Pedagogical Placemat	<ul style="list-style-type: none"> Regularly refer to during Year Level and Planning Meetings Support through Coaching Conversations WALT, WILF, Warm Ups, Whole Body Listening <ul style="list-style-type: none"> Facilitate teacher sharing Access to feedback through Instructional Coaching and/or Coaching Conversations Documented in Term Planners/Weekly Planners 	✓	✓	✓	✓
	Further embed our school Pedagogical Framework: The MacGregor Way	<ul style="list-style-type: none"> Further Identify core pedagogies (Student Learning Goals, HOT, ...) Support teacher pedagogy through buddies, open area opportunities, WOW's, observation and feedback, collegial and instructional coaching, and mentoring Expand coaching conversations to all Year Levels Further develop Coaching to involve all HOS/HOC's (timetabled and documented) 	✓	✓	✓	✓
	Develop a formal classroom observation and feedback model for all teachers	<ul style="list-style-type: none"> Instructional coaching focussed on EIA and APR goals 	✓	✓	✓	✓
	Develop a formal classroom student feedback model for all students	<ul style="list-style-type: none"> Timetabled sessions for feedback conversations with individual students (use HOCs/IAS) Individual Student Learning Goals (clear actions for individual improvement) 	✓	✓	✓	✓
9. School-community partnerships	IPS Innovations	<p>Staffing:</p> <p>Continue with:</p> <ul style="list-style-type: none"> 3 Heads of School – P-2, 3-6, Student Services 4 Heads of Curriculum – P-2, 3-6, Student Services, ICT 7 Year Level Coordinators 4 Specialist Area Coordinators <p>Curriculum:</p> <p>Continue with:</p> <ul style="list-style-type: none"> Enrichment Programs (Refer to MSS Enrichment Plan and MSS Gifted and Talented Policy); <ul style="list-style-type: none"> Develop opportunities for students P- 6 Carefully monitor student time out of class and missed core curriculum Excellence Programs in Performing Arts, Sport, Citizenship [Student Leadership] Extension Programs (Optional out of hours, fee based) <p>School Partnerships and P&C Sponsorships</p> <ul style="list-style-type: none"> Continue to develop Mac G Connect program including MacGregor Schools Business Network International Programs – Chinese Sister School. Refer to MSS International Programs Plan. <p>Innovation Grants</p> <ul style="list-style-type: none"> Opportunity for staff to apply for funding to support innovative student learning practices <p>Facilities Renewal</p> <ul style="list-style-type: none"> Maintain a safe and attractive facility - refer to MSS Facilities Strategic Plan 2017-2020 	✓	✓	✓	✓