



DETE Strategic Plan 2014-2018	State Schools Strategy 2014-2018	Strategies	Performance Measures	Evidence Source
Successful Learners	Successful Learners	<p>Whole-school curriculum</p> <ul style="list-style-type: none"> Continue to implement and embed Australian Curriculum by recording planning and differentiation on OneSchool Continue to monitor, evaluate the use of Curriculum into the Classroom (C2C) in a multi-age context Continue to analyse student reading, writing and numeracy data to inform and improve teaching practices Maximise the learning of all students through the use of student achievement data <p>Student performance</p> <ul style="list-style-type: none"> Further expand and embed whole school differentiation strategies for identified students Continue to embed social and emotional learning programme Develop, implement and embed consistent processes and expectations of feedback to inform students of progress within all learning areas Implement and embed a culture of goal setting with students Review, implement, and embed the school's Attendance Policy to improve attendance Review and update Burdekin school wide assessment & internal schedule focusing on triangulating data, monitoring student performance and adjusting practice <p>Reading, Writing, Numeracy</p> <ul style="list-style-type: none"> Continue and embed whole school daily reading programme Build staff capacity in school wide reading processes Build staff capacity in teaching of numeracy Further develop staff capacity in teaching of writing 	<p>OneSchool</p> <ul style="list-style-type: none"> Classroom Dashboard Performance Dashboard Semester reporting (LOA) Headline Indicators NAPLAN School Opinion Survey (SOS) Parent: SZ017, SZ018, SZ003 Student: SZ048, SZ050, SZ065 SZ057, SZ063 Staff: SZ116, SZ117 Burdekin Band 5/6 PLC School-wide Assessment & Internal Monitoring Schedule 	
Great People	Teaching Quality	<p>Curriculum planning</p> <ul style="list-style-type: none"> Build teacher capacity in the use of classroom dashboard to plan, assess and differentiate for students Continue to engage in moderation practices to include other similar school examples and findings <p>Pedagogical Framework</p> <ul style="list-style-type: none"> Continue to implement and embed classroom observation, walk-throughs and feedback for teachers on the gradual release model and the teaching of reading and writing Provide staff with ongoing feedback using the Professional Standards for Teachers and the Developing Performance framework for non-teaching staff Review, update and embed whole-school pedagogical framework 	<p>OneSchool</p> <ul style="list-style-type: none"> Headline Indicators School Opinion Survey Parent Student: SZ039 Staff: SZ121, SZ119, SZ111, SZ085, SZ100, SZ103 Annual performance review process North Queensland Region Improving Classroom Instruction Tool 	



Millaroo State School

2016-2019

<p>High Standards</p>	<p>Principal Leadership & Performance</p> <p>Principal Leadership</p> <ul style="list-style-type: none"> Develop, implement and embed leadership attributes of the Principal using the Australian Professional Standard for Principals Support all staff to achieve high standards of professionalism and develop leadership capacity Build and embed a shared belief that students can learn and all teachers can teach Lead and drive improvement agendas, change and systemic foci Participation in regional and cluster professional learning initiatives <p>Culture of high expectation and connectedness</p> <ul style="list-style-type: none"> Review, implement and embed the school's data action plan and data storage processes Develop, implement and embed a whole-school process for differentiation <p>Evidence based decision making</p> <ul style="list-style-type: none"> Continue to progress and embed the improvement agenda for Writing in Years 1 to 6 Implement and embed individual learning goals for all students in the explicit improvement agenda of reading 	<ul style="list-style-type: none"> Annual completion of Principal Performance Development Plan (PPDP) Participation at Regional Leadership Forums, Learning Pairs and PLC / Cluster Meeting All key stakeholders able to discuss school vision, improvement plan and State School Strategy <ul style="list-style-type: none"> Whole-school data action plan embedded Whole-school differentiation planning practices documented <ul style="list-style-type: none"> 100% of Year 1-6 children receiving a 'C' standard or higher in English All Prep-Year 3 students meeting Regional PM Regression Analysis Indicators All students in Prep-Year 6 can discuss their learning goals and strategies on how to improve Improvement agenda for writing embedded 	<p>PPDP DPF Australian Professional Standards for Principals Every student succeeding – State Schools Strategy 2014-2018 PLC Headline Indicators</p> <p>OneSchool Whole-school differentiation process</p>
<p>School Performance</p>	<p>Parent and community engagement</p> <ul style="list-style-type: none"> Review and embed Responsible Behaviour Plan for Students Maintain a safe, supportive, inclusive and disciplined learning environment. Develop and embed teachers' knowledge and usage of the Class Dashboard Develop and implement a Pre-Prep and Junior Secondary transition programmes. Continue to participate with small schools in a range of curriculum and extra curricula activities for students Develop a balanced appreciation and participation of both sporting, cultural and artistic experiences within school activities 	<ul style="list-style-type: none"> Responsible Behaviour Plan for Students embedded All teachers accessing Class Dashboard for data analysis 100% of staff accessing OneSchool to record student behaviours 0% of students have major incidents recorded in OneSchool 100% of students at this school feel 'teachers treat students fairly' (SOS) 100% of students and parents are satisfied that 'behaviour is well managed at this school' (SOS) 100% of students and parents 'feel/their child feels safe at this school' (SOS) Students are involved in open days and transition days with all local high schools to ensure successful transitions continue to occur Professional relationships in place with Early Years centres to ensure successful transition into Prep 100% of students and parents are satisfied that 'this school gives them/their child opportunities to do interesting things' (SOS) 100% of students are satisfied that 'this school encourages them to participate in school activities is giving them a good education' (SOS) 100% of parents are satisfied that 'this school asks for their input, takes their opinions seriously, and would recommend this school to others' (SOS) 100% of parents are satisfied that 'this is a good school' (SOS) 	<p>Semester reports Classroom data walls Teaching and Learning Executive Summary & Profile Discipline Audit Executive Summary & Profile</p> <p>OneSchool Class Dashboard</p>
<p>Engaged Partners</p>	<p>Local Decision Making</p>	<ul style="list-style-type: none"> Responsible Behaviour Plan for Students School Opinion Survey Parent: S2074, S2002, S2024, S2011, S2015, S2034, S203 Student: S203, S2047, S2064, S2048, S2044, S2041 	<p>Responsible Behaviour Plan for Students School Opinion Survey Parent: S2074, S2002, S2024, S2011, S2015, S2034, S203 Student: S203, S2047, S2064, S2048, S2044, S2041</p>

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

E. M. Alloway
Principal

Belen Harris
P & C Vice President

[Signature]
Assistant Regional Director