## Millaroo State School

### 2016-2019

|-------------------------------|---------------------------------|------------|----------------------|------------------|
|                               |                                 | **Whole-school curriculum** | **All teaching staff are effectively adapting and implementing the Australian curriculum to suit our school context.**  
**100% of students in Year 1 to 6 achieving 'C' standard or better on the end of semester Report Cards in Mathematics, English, and Science**  
**100% overall teacher satisfaction with School Opinion Survey**  
**100% of parents are satisfied that, 'their child's learning needs are being met at this school'** (NSS) | Onschool: Classroom Dashboard  
Performance Dashboard  
Semester reporting (LCA)  
Headline Indicators  
NAPLAN  
School Opinion Survey (NSS)  
Student: S2048, S2050, S2065 S2057, S2063  
Staff: S2116, S2117  
Bundaberg Bendigo PLC School-Wide Assessment & Internal Monitoring Schedule |
| **Successful Learners** | **Student performance** | **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** | **All students setting, displaying and enacting individual learning goals**  
**100% of all students to achieve at or above National Minimum Standards (NMS) in NAPLAN**  
**100% of students in Year 3 and 5 NAPLAN to improve Mean Scale Score (MSS) to 75 Scale Point Score (SPS) in Reading, Numeracy, Writing, Spelling and Grammar and Pronunciation**  
**≥90% whole school attendance**  
**All student absences are explained**  
**Terrific school wide assessment & internal schedule plan embedded**  
**100% of students are satisfied that, 'their schoolwork challenges them to think'** (NSS)  
**100% of students and parents are satisfied that 'teachers at this school care about them/their child's wellbeing'** (NSS)  
**100% of students are satisfied that, 'this school encourages them to be a good community member'** (NSS) | Onschool: Classroom Dashboard  
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| **Reading, Writing, Numeracy** | **Current 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** | **All Prep to Year 2 students achieving Regional Regression Analysis indicators**  
**50% of students in Year 3 and 5 achieving Upper Two Bands (U2B) in NAPLAN for Reading, Numeracy, Writing, Spelling, Grammar and Pronunciation**  
**100% of students and parents are satisfied that, 'they/better/child's English skills are being developed at this school'** (NSS)  
**100% of students and parents are satisfied that, 'there/their child's Mathematics skills are being developed at this school'** (NSS) | Onschool: Classroom Dashboard  
Performance Dashboard  
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Bundaberg Bendigo PLC School-Wide Assessment & Internal Monitoring Schedule |
| **Great People** | **Curriculum planning** | **Build teacher capacity in the use of classroom dashboard to plan, assess and adjust teaching and learning**  
**Continue to engage in moderation practices to include other similar school examples and findings** | **100% of teachers feel confident applying evidenced-based teaching and learning practices** (NSS)  
**100% of students are satisfied that, 'teachers at this school expect them to do their best'** (NSS)  
**All teachers engaged in targeted professional development centred on Onschool dashboard platforms** | Onschool: Classroom Dashboard  
Performance Dashboard  
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| **Teaching Quality** | **Pedagogical Framework** | **Continue to implement and embed classroom observation, walkthrough 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** | **All teachers participating in Annual Performance Review process aligned to the Australian Professional Standards for Teachers**  
**All non-teaching staff participating in Developing Performance process**  
**100% staff satisfaction on School Opinion Survey**  
**Whole-school pedagogical framework embedded and evident in classroom daily practice** | Onschool: Classroom Dashboard  
Performance Dashboard  
Semester reporting (LCA)  
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Bundaberg Bendigo PLC School-Wide Assessment & Internal Monitoring Schedule  
North Queensland Region Improving Classroom Instruction Tool |
<table>
<thead>
<tr>
<th>Principal Leadership &amp; Performance</th>
<th>School Performance</th>
<th>Engaged Partners</th>
<th>Local Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop, implement and embed leadership attributes of the Principal using the Australian Professional Standard for Principals.</td>
<td>- Annual completion of Principal Performance Development Plan (PPDP).</td>
<td>- 100% of students and parents are satisfied that, &quot;this school encourages them to participate in school activities and giving them a good education&quot; (SOS)</td>
<td>- Responsible Behaviour Plan for Students embedded.</td>
</tr>
<tr>
<td>- Support all staff to achieve high standards of professionalism and develop leadership capability.</td>
<td>- Participation at Regional Leadership forums, Learning Fairs and PLC/Cluster Meeting.</td>
<td>- 100% of students and parents are satisfied that, &quot;this school gives their child opportunities to do interesting things&quot; (SOS).</td>
<td>- All teachers accessing Class Dashboard for data analysis.</td>
</tr>
<tr>
<td>- Build and embed a shared belief that students can learn and all teachers can teach.</td>
<td>- All key stakeholders able to discuss school vision, improvement plan and State School Strategy.</td>
<td>- 100% of students are satisfied that, &quot;this school encourages them to participate in school activities and giving them a good education&quot; (SOS).</td>
<td>- 100% of staff accessing OneSchool to record student behaviours.</td>
</tr>
<tr>
<td>- Local and drive improvement agenda, change and systemic focus.</td>
<td>- Participation in regional and cluster professional learning initiatives.</td>
<td>- 100% of students are satisfied that, &quot;this school gives their child opportunities to do interesting things&quot; (SOS).</td>
<td>- 0% of students have major incidents recorded in OneSchool.</td>
</tr>
<tr>
<td>- Participation in regional and cluster professional learning initiatives.</td>
<td>- Whole-school data action plan embedded.</td>
<td>- 100% of students are satisfied that, &quot;this school gives their child opportunities to do interesting things&quot; (SOS).</td>
<td>- 100% of students at this school feel, &quot;teachers treat students fairly&quot; (SOS).</td>
</tr>
<tr>
<td>- Whole-school differentiation planning practices documented.</td>
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<td>- 100% of students are satisfied that, &quot;this school gives their child opportunities to do interesting things&quot; (SOS).</td>
<td>- 100% of students and parents are satisfied that, &quot;behaviour is well managed at this school&quot; (SOS).</td>
</tr>
<tr>
<td>Culture of high expectation and connections.</td>
<td>- 100% of Year 1-6 children receiving a &quot;C&quot; standard or higher in English.</td>
<td>- 100% of students and parents are satisfied that, &quot;this school gives their child opportunities to do interesting things&quot; (SOS).</td>
<td>- 100% of students and parents feel &quot;safe at this school&quot; (SOS).</td>
</tr>
<tr>
<td>- Review, implement and embed the school's data action plan and data storage processes.</td>
<td>- All Prep-Year 3 students meeting Regional PM Regulation Analysis indicators.</td>
<td>- Students are involved in open days and transition days with all local high schools to ensure successful transitions continue to occur.</td>
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</tr>
<tr>
<td>- Implement and embed a whole-school process for differentiation.</td>
<td>- All students in Prep-Year 6 can discuss their learning goals and strategies on how to improve.</td>
<td>- Professional relationships in place with Early Years centres to ensure successful transitions into Prep.</td>
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</tr>
<tr>
<td>- Increase in student attendance.</td>
<td>- Improvement agenda for writing embedded.</td>
<td>- 100% of students and parents are satisfied that, &quot;this school gives their child opportunities to do interesting things&quot; (SOS).</td>
<td>- 100% of students are satisfied that, &quot;this school gives their child opportunities to do interesting things&quot; (SOS).</td>
</tr>
</tbody>
</table>

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

Principal

P & C Vice President

Assistant Regional Director

![Image](image.png)

PPDP
- DPI
- Australian Professional Standards for Principals
- Every student succeeding – State Schools Strategy 2014-2018
- PLC
- Headline indicators

OneSchool
- Whole-school differentiation process

Semester reports
- Classroom data tools
- Teaching and Learning Executive Summary & Profile
- Discipline Audit Executive Summary & Profile

OneSchool Class Dashboard
- Responsible Behaviour Plan for Students
- School Opinion Survey
- Parent: SQ074, SQ02, SQ024, SQ011, SQ019, SQ024, SQ03
- Student: SQ19, SQ024, SQ004, SQ048, SQ044, SQ041