

Strategy – Successful Learners	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Use Early Start and the P-10 Literacy Continuum to monitor students’ progress and identify writing and reading behaviour goals for students.	Early Start Prep: OE, EY schedule (possibly Yr 1 EY testing)	Literacy Continua Early Start Budget – TRS (investigate cost effective ways of conducting testing)	HOTL Prep/ Y1 Teachers	Data Collection – individual student literacy continua mapping	At 3 months: At 6 months:
	Develop an understanding of the reciprocity of reading and writing processes: reading and writing are connected and learned together.	Each term	Literacy Block	HOTL Differentiation Teacher	Continued relative gain in NAPLAN reading as writing data trends up	At 9 months: At 12 months:
Strategy – School Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Work collaboratively across classes to improve student achievement in writing and reading using data evidenced inquiry cycles.	Writing Data Inquiry cycles – Sector meetings	Student writing samples	All staff	100% of staff engaged in collaborative discussion of data analysis	At 3/6 months:
	Provide regular opportunities to analyse student writing and reading data through the school contextualised data analysis inquiry to inform teacher planning	End of term (completion of English unit)	Post-moderation	All staff	100% of staff engaged in data analysis	At 9/12 months: :
Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Engage with NCR offer of PA-AC support for pre moderation opportunities	Each Term	NCR PA-AC Budget - TRS	Principal HOTL	100% of teachers use the NCR planning process	At 3, 6 months: At 9, 12 months: :
Strategy – Local Decision Making	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Provide opportunities to share achievement and goals with parents.	Term 1,3	Parent Teacher Interviews	All staff	SOS data (Child’s English skills are being developed) ^ 98%	

School Improvement Priority – Inclusive Education and Diverse Learners

Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Continue to implement planning process with classroom teachers, support and Inclusion teachers.	Start of each term	TRS for Inclusion teacher release if deemed necessary - Budget	Classroom, Inclusion and differentiation Teacher	100% of planning meetings attended by support and inclusion teachers	End of terms
	Differentiation and Inclusion Teachers to work in classrooms to deliver planned curriculum as enacted curriculum.	Ongoing	Specialist timetables	Differentiation, Inclusion and classroom teachers	90% of support and inclusion teachers' time in classrooms	
Strategy – Successful Learners	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Assessment is planned to occur in multiple ways to enable choice for all students with diverse learning needs to demonstrate their abilities	Ongoing	Planning documentation – anchor charts	HOSES SWD Staff Teachers, Teacher aides	Assessment tasks cater for diverse needs of learners	At 3 months:
	Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources for SWD, reflecting a whole school approach towards Inclusive Education.	Each term	MSS Inclusion Policy doc Budget - I4S TA Timetables Student Support Meetings	Principal, HOSES, BM, Student Support Team	100% of funds are expended targeted to meet student learning needs	At 6 months: At 9 months:
	Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the Learning and Wellbeing Framework and the Disability Standards for Education (2005) to provide students with a 'sense of belonging'.	Every day in every classroom	Oneportal – Wellbeing frameworks; MSS Inclusive Education for supporting diverse learners.	Whole school community	SOS data	At 12 months:

Strategy – Principal Leadership and Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	The school leadership team routinely review inclusive practices across the school to ensure alignment with evidence-based inclusive practices	Each term	Observation and feedback	All staff	100% of staff adhering to Inclusive Education Policy	End of terms

Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Engage with NCR offer of Inclusive Resourcing Tier 1 support (including providing Professional development to staff)	Each Term	NCR Inclusive Team - AVT:IC	Principal	Staffing– 0.05	End of year
Strategy – Local Decision Making	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	The school actively seeks to engage with the local community and supports initiatives that celebrate diversity	Ongoing	Newsletters, Parades, 'Coffee and Cake' workshops for parents, Community events	All staff HOSES, AVT:IC, Autism Coach	SOS data	School Term Calendar

School Improvement Priority – Student engagement

Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Engage in evidence-informed inquiries about aspects of student engagement in learning: <ul style="list-style-type: none"> Interrogation of student behaviour data (OneSchool) – categories (the Big 5); major/minor incidents Positive Behaviour for Learning 	Each term Semester 1	Student/ Parent Opinion Surveys Review 2018 PBL Implementation data with new staff (SET) PBL team Action Plan - e.g. review and align behaviour matrix; module 2 training	All staff PBL team	SOS - 100% respondents say: 'This is a good school' 'This school has a strong sense of community' 'Teachers at this school are interested in my child's wellbeing'	At 3 months: At 6 months:
	Establish a school-wide behaviour curriculum (PBL) that ensures every students is learning and achieving success within a safe, supportive and disciplined learning environment.	Each term	Curriculum (lesson plans- PBL module 2) are developed responsive to current behaviour data from OneSchool	Principal PBL Team All staff	OneSchool behaviour entries SOS data	At 9 months:
	Develop and implement an anti-bullying policy with a professional learning team drawn from the school community	Terms 1,2	Anti-bullying survey - teacher, student (2018) and parent data (2019) Student Learning and Wellbeing Framework	Principal Student Learning and Wellbeing team	Completion of policy document	At 12 months:

Strategy – Successful Learners	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Support teacher capability by training teachers as Classroom Profilers.	Terms 1,2	PD Budget (3 day training +TRS)	Principal	1 profiler for each sector of school (Lower, middle, upper year levels)	At 3 months:
	Ensure consistency of teacher practice aligns to school expectations of student engagement (ESCM). Teachers and teacher aides profiled.	Each semester	Budget - teacher release for discussion with Classroom Profiler	Principal Classroom Profilers	100% staff (teachers and teacher aides)	At 6 months: At 9 months: At 12 months:

Strategy – Principal Leadership and Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Review the Mooloolah SS Responsible Behaviour Plan for Students, ensuring that it considers the cultural context of the wider school community and reflects the practices and procedures that are being enacted	Term 1, 2	MSS Responsible Behaviour Plan for Student (2017) - reviewed	Principal Leadership team PBL Team	Published to MSS website end of tm 2	
	Strengthen connections with Early Care Providers (ECEC and parents) to support early intervention for students whose wellbeing is at risk.	Early Years network meeting once or twice a term	Early Years Network – Chevallum, Eudlo, Palmwoods, Mooloolah State Schools + Mooloolah C&K, 'Little Munchkins'	Principal Early Childhood Educators (CR and inclusion teachers)		

Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Engage with regional PBL support personnel	Twice a term	PBL External Coach (Heidi Clark – Bounty Boulevard SS) PBL Regional Coordinator (Andrew Higgins)	Principal PBL Team Leader PBL Internal Coach	Review and planning meetings twice a term	At 6 / 12 months:

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