Millchester State School
Strategic Plan
2013 - 2017

COMMUNITY + SCHOOL = SUCCESS

Signed: B. Mathews
Name: Belinda Mathews
Date: 5/1/13
Endorsed by School Principal

Signed: Donna Warcon
Name: Donna Warcon
Date: 5/12/13
P&C President - indicates School Strategic Plan has been endorsed by the P&C

Signed: Richard English
Name: Richard English
Date: 5/12/13
Endorsed by Regional Director
MILCHESTER STATE SCHOOL
2013 – 2017 QSR PROCESS

During Term 3 & 4 2013 a review of the QSR process was undertaken. The timeline below allowed for reflection by the whole school in preparation for the QSR completion.
<table>
<thead>
<tr>
<th>KEY STRATEGIC GOALS</th>
<th>KEY STRATEGIES</th>
<th>PERFORMANCE INDICATORS</th>
<th>Evidence Source</th>
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| School Curriculum "the what" | • Maintain strong alignment between Whole School Curriculum Plan and unit plans.  
• Continue to adapt C2C units and EQ Implementation Schedule in The Australian Curriculum subject areas  
• Embed Aboriginal and Torres Strait Islander perspectives into curriculum across all year levels.  
• Implement an Explicit Improvement Agenda in reading.  
• Implement an Explicit Improvement Agenda in numeracy. | Teachers meet with Principal once per term to identify alignment between units and Whole school Curriculum Plan  
Whole School Curriculum Plan include new ACARA subject areas  
Indigenous Education Officer position to be filled full time by 2015 (25 hours per week)  
Teaching and Learning Audit achieve some indicators in the outstanding column of Domain 6 (Systemic Curriculum Delivery)  
Explicit Improvement Agenda – Reading: implemented and embedded 2013 – 2017  
Explicit Improvement Agenda – Numeracy: implemented and embedded 2014 - 2017 | Whole School Curriculum Plan  
Teaching and Learning Audit  
Explicit Improvement Agendas |
| Teaching Practice "the how" | • Continue to use school data to identify gaps and monitor student improvements through Student Achievement Meetings twice per term.  
• Utilise Student Achievement Meetings to collaborate on Short Term Data Framework  
• Promote and understand assessment – students know what is being assessed.  
• Promote high expectations for all students whom the school enrols.  
• Plan and budget for planning meetings to triangulate C2C units.  
• Utilising ICTs to support curriculum implementation. | Student Achievement meetings conducted twice per term.  
Short Term Data Framework implemented and embedded 2013 - 2017  
Students Achieving C or higher in English, Maths Science and History 85% 2013 – 2017  
90% of students achieving 2014 revised PM and Probe targets- 95% of students achieving NMS or higher in NAPLAN Reading and Numeracy- 50% Reading and Numeracy  
Increased number of students in USB in NAPLAN Reading and Numeracy  
SOS cta 95% of students "understand how they are assessed at the school"  
SOS cta 95% of students are ‘encouraged to use computers and other technologies at my school for learning’  
Planning meetings conducted 2 x ½ day per term. | Level Of Achievement Data (A-E)  
School based PM and Probe data  
NAPLAN  
School Opinion Survey Data (SOS) |
| School and Community Partnerships "the who" | • Review Responsible Behaviour Plan and include Behaviour Incentive Program.  
• Develop and implement a Parent and Community Engagement Framework  
• Close the gap between the attendance and outcomes of Indigenous and non-Indigenous students.  
• Support student learning at home by including strategies parents can implement in Learning Support Plans.  
• Develop and communicate common values.  
• Implement Attendance Policy.  
• Establish orderly learning environments throughout the school with high levels of teacher consistency.  
• Utilise alternate technologies to communicate to school community (e.g Skool bag app).  
• Collaborate and embed State High school transition framework within our school  
• Develop Pre-Prep transition program and build relationships with the local Kindy providers | Appointment of Wellbeing Teacher by 2014  
Discipline Audit achieve high or outstanding in most or all areas 2014  
SOS cta: Increased percentage of parents satisfied that ‘This is a good school’ with 85%  
Tracking attendance through OneSchool  
Every day counts- aim to increase indigenous and non-indigenous attendance to 96% across all year levels  
Conducting parent workshops once per term aligned with improvement agenda  
Increase parent knowledge to best support their child in each fortnightly newsletter  
Newsletter uploaded on website and Skool Bag App and no longer printed  
Prep teachers visit local Kindy providers once a semester  
Implement Pre-Prep transition program by 2015 | Discipline Audit  
SOS Data  
OneSchool attendance  
Attendance register of parent workshops  
Transition programs |
The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

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<tr>
<th>Leadership and School Capability (the capacity)</th>
<th>Pedagogical Framework implemented and embedded 2013 – 2017</th>
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<tbody>
<tr>
<td>• Provide PD, mentoring and coaching for staff in the Pedagogical Framework and Teacher Expectations Policy.</td>
<td>SOS calls 90% of staff are satisfied that they ‘are well supported at this school.’</td>
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<td>• Engage staff and parents in Professional Development in the teaching of reading and numeracy.</td>
<td>Whole school PD schedule for each year</td>
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<td>• Implement Professional Learning Plan for whole school with strong alignment to Developing Performance Plans and school’s Explicit Improvement Agendas.</td>
<td>All staff members have a Developing Performance Plan each year.</td>
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<td>• Build strong, shared leadership through Professional Learning Communities in school (Strategic Team, Students at Risk team and Wellbeing Team)</td>
<td>Principal will have Performance Plan which is reviewed annually</td>
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<td>• Build professional efficacy in staff through developing their beliefs and understanding that they have the capacity to make a difference for the students they teach.</td>
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<td>• Create Principal Performance Development Plan which aligns with Strategic Plan and Annual Implementation Plan</td>
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Principal P & C President Assistant Regional Director