



Marshall Road State School

Strategic Roadmap Action Plan 2023-2026

A Shared Understanding and Commitment to Equity and Inclusion.

Student Excellence

A Chance to Shine & Building Successful Futures

Target: Every student achieves a year's growth leading to...

<p>English:</p> <ul style="list-style-type: none"> 65% students achieve an A in Prep 75% students achieve a B or A in Y1 65% students achieve a B or A in Y2 30% students achieve an A in Y1-Y6 	<p>Maths:</p> <ul style="list-style-type: none"> 85% students achieve a B or A in Maths in P-Y6 45% students achieve an A in Maths in P-Y6
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<i>Strategies</i>	<i>Leaders will...</i>	<i>Teachers will...</i>	<i>Teacher Aides will...</i>	<i>Students will...</i>
<p>Every Student Succeeding:</p> <ol style="list-style-type: none"> 1. Targeted Intervention & Enrichment 2. Differentiated teaching and assessment 	<ul style="list-style-type: none"> Ensure students selected for intervention and enrichment align to data sets Quality assure differentiated planning, teaching and assessment Ensure check points for teachers provided to review student data following intervention programs 	<ul style="list-style-type: none"> Differentiate planning, teaching & assessment to student needs Review data to select students for targeted intervention and enrichment Co-plan intervention with inclusion team Provide intensive and targeted intervention and enrichment 	<ul style="list-style-type: none"> Support implementation of differentiated teaching Support implementation of intervention & enrichment programs 	<ul style="list-style-type: none"> Engage in targeted intervention & enrichment programs as required Demonstrate transfer of knowledge and skills to other contexts Demonstrate at least 12 months progress for 12 months teaching

<i>Strategies</i>	<i>Leaders will...</i>	<i>Teachers will...</i>	<i>Teacher Aides will...</i>	<i>Students will...</i>
Developing Assessment Literate Learners: <ol style="list-style-type: none"> 1. Conferencing with students 2. Peer conferencing 3. Student-led goal setting 4. Student-led reporting Y3-6 	<ul style="list-style-type: none"> • Ensure teachers provide multiple opportunities for students to receive feedback on their work • Support staff to deliver student-led reporting to parents (Y3-6) 	<ul style="list-style-type: none"> • Provide learning scaffolds e.g. BIU walls, learning walls • Model and provide opportunities for peer and small group conferencing • Model and provide opportunities for student-led goal setting (P-6) and reporting (Y3-6) • Model editing strategies 	<ul style="list-style-type: none"> • Support student conferences & goal setting • Support students to access and engage with BIU and learning walls 	<ul style="list-style-type: none"> • Assess their work against a criteria • Utilise learning scaffolds and to edit their work • Report to parents on their learning goals (Y3-6)
Data Literacy: <ol style="list-style-type: none"> 1. Case Management & Faces on the Data (FOD) plans 2. Moderation 	<ul style="list-style-type: none"> • Consult with staff to agree data literacy framework • Model case management process using FOD plans • Attend moderation for all year levels and specialists • Support cluster moderation processes 	<ul style="list-style-type: none"> • Implement case management process through FOD plan marker student identification • Moderate student work to accurately rate against 5 point scale • Collect and record relevant data for students 	<ul style="list-style-type: none"> • Support teachers to collect student data 	
Positive Behaviour for Learning (PBL): <ul style="list-style-type: none"> • Review and embed 	<ul style="list-style-type: none"> • Ensure systemic structures are embedded into classroom routines • Communicate effectively with parents • Review and share PBL data for staff reflection 	<ul style="list-style-type: none"> • Consistently apply PBL strategies • Explicitly teach PBL lessons • Implement TLAC routines, as required 	<ul style="list-style-type: none"> • Consistently apply PBL strategies • Implement TLAC routines, as required 	<ul style="list-style-type: none"> • Understand and consistently follow school expectations • Use the growth mindset language

Quality Teaching

An Engaging Education & An Innovative Approach

Targets

- 95% staff say they had access to relevant professional development (*School Opinion Survey data, 2023*)
- All staff have been trained in school signature pedagogies
- All staff feel confident to implement a differentiated English & Maths Curriculum

Strategies	Leaders will...	Teachers will...	Teacher Aides will...	Students will...
Enacting our Signature Pedagogies: <ol style="list-style-type: none"> 1. Age Appropriate Pedagogies 2. Learner Assets 3. Science of Reading & Text Dependent Questioning 4. Playwork 	<ul style="list-style-type: none"> • Providing opportunities for ongoing professional development • Collecting and analysing data on implementation and tailoring support to staff needs to build capability 	<ul style="list-style-type: none"> • Plan and teach using school signature pedagogies • Building their capability through learning opportunities • Demonstrate pedagogical language 	<ul style="list-style-type: none"> • Demonstrate pedagogical language • Building their capability through learning opportunities • 	<ul style="list-style-type: none"> • Be engaged in their learning • Use pedagogically specific language to discuss their learning
Enacting the Curriculum: <ol style="list-style-type: none"> 1. Differentiating in English & Maths 2. Digital Pedagogies 3. Early Years Framework 	<ul style="list-style-type: none"> • Quality assure all differentiation meets the needs of students • Quality assure planning (including PLPs), teaching and assessment cycle supports appropriate differentiation • Ensuring equity and inclusion • Providing opportunities for ongoing professional development • Ensure clear line of sight of digital pedagogies used 	<ul style="list-style-type: none"> • Confidently implement a differentiated maths and English cycle • Ensure PLPs are completed accurately and inform planning, teaching and assessment cycle • Inform parents of adjustments required through PLPs • Ensure unit plans have adjustments recorded, as needed, for all students 	<ul style="list-style-type: none"> • Support implementation of a differentiated maths and English cycle • Support students to engage with digital pedagogies 	<ul style="list-style-type: none"> • Be engaged in their learning, differentiated for their level

<i>Strategies</i>	<i>Leaders will...</i>	<i>Teachers will...</i>	<i>Teacher Aides will...</i>	<i>Students will...</i>
<p>Quality Assuring our Teaching through Differentiated Observation & Feedback:</p> <ul style="list-style-type: none"> • Learning walks once a term targeted to signature pedagogies • Annual Performance Review plans (PDP) developed and enacted • Watching others Work (WOW) term 2 & 3 targeted to PDP • Mentoring Beginning Teachers (MBT) support 	<ul style="list-style-type: none"> • Conduct learning walks once per term and feedback to staff • Ensure PDPs are enacted as per LCC agreed time frames • Support all staff to attend WOW sessions and provide time off class if needed • Timetable additional NCT for MBT support to occur 	<ul style="list-style-type: none"> • Engage in WOW sessions with colleagues in a respectful manner • Consider feedback from learning walks and reflect on current practice towards improvement • Complete PDPs as per LCC agreed timeframes 	<ul style="list-style-type: none"> • Engage in WOW sessions with colleagues in a respectful manner • Complete PDPs as per LCC agreed timeframes 	<ul style="list-style-type: none"> • Answer questions during learning walks to demonstrate their understanding of topics discussed

Connected Community

A School with Heart

Targets

- 95% parents say they feel well informed and have been asked for input (*SOS 2023 data*)
- All students transitioning have been provided with quality transition opportunities

Strategies	Leaders will...	Teachers will...	Teacher Aides will...	Students will...
Connected Community: <ol style="list-style-type: none"> 1. Collegial Engagement 2. Global Citizenship & Sustainability 3. Authentic Consultation & Communication 	<ul style="list-style-type: none"> • Ensure regular teacher communication to families • Supporting sustainable initiatives like containers for change (P&C) • Encourage students to share their thoughts on SDGs at parades • Ensure parent reps are able to support communication channels 	<ul style="list-style-type: none"> • Communicate regularly with families • Ensure students recycle classroom product as per sustainability focus • Engage respectfully and effectively in PLTs and staff meetings to build capability 	<ul style="list-style-type: none"> • Engage respectfully in staff meetings to build capability 	<ul style="list-style-type: none"> • Feel confident to present SDGs on parade and provide articles for student newsletter • Support school sustainability initiatives e.g. rubbish rangers • Will embrace opportunities to lead e.g. Ecomarines
Wellbeing: <ul style="list-style-type: none"> • Community Wellbeing • Building Resilience & Growth Mindset 	<ul style="list-style-type: none"> • Check in regarding wellbeing regularly with staff at weekly meetings • Provide opportunities for wellbeing activities once a term in staff meetings • Ensure opportunities for resilience and growth mindset embedded into health curriculum 	<ul style="list-style-type: none"> • Support their students to build a growth mindset and build resilience • Use a common language of learner assets to support resilience building • Ensure PBL lessons are taught weekly 	<ul style="list-style-type: none"> • Use a common language of learner assets to support resilience building 	<ul style="list-style-type: none"> • Attempting to develop resilience and a growth mindset • Use a common language of learner assets to explain their mindset

Strategies	Leaders will...	Teachers will...	Teacher Aides will...	Students will...
<p>Successful Student Pathways:</p> <ol style="list-style-type: none"> 1. Playgroup 2. EEC Network meetings 3. High School Transition 4. Year Level Transition 	<ul style="list-style-type: none"> • Ensure Early Years Champion is supported to engage with local kindy's, playgroup and transitions • Build relationships with high school staff to ensure effective transition to year 7 • Ensure all staff have clarity around 'step up' afternoons and communicating with new students and their families • Ensuring students requiring additional support transition effectively • Ensuring Transition to Prep sessions are effectively delivered 	<ul style="list-style-type: none"> • Ensure all new students are engaged in 'step up' afternoons in term 4 • Communicate with new families information that supports effective transition to new year level 	<ul style="list-style-type: none"> • Run playgroup sessions (if relevant) to engage birth to 5 families • Coordinate playgroup activities and organisation with Early Years Champion • Support 'step up' afternoon transitions 	<ul style="list-style-type: none"> • Attend the appropriate transition sessions as needed

Endorsement

This plan was developed in consultation with the school staff and meets identified school needs and systemic requirements.



Principal



P & C Representative



Assistant Regional Director