



# MAGNETIC ISLAND STATE SCHOOL

## Quadrennial School Review

**Strategic Plan  
2015 to 2019**

DET Strategic Plan 2015-2019	State Schools Strategy 2015-2019	Strategies	Performance Measures	Evidence Source
<b>Successful Learners</b>	<b>Successful Learners</b>	<p><b>Know your learners:</b></p> <ul style="list-style-type: none"> <li>Regular data analysis to inform Improvement, guide teaching practices, and prompt early intervention</li> <li>Expand opportunities for all students to reach their potential; identify and support G&amp;T and at-risk students</li> </ul> <p><b>Meet your learners' needs:</b></p> <ul style="list-style-type: none"> <li>Create a culture of engaging learning and assessment literate learners that improves achievement for all students</li> <li>Cater for students' academic, social and emotional needs</li> <li>Provide case management that supports student literacy and numeracy achievement</li> <li>Embed positive learning culture using SWPBL processes</li> <li>Capability building for staff to improve student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers planning shows evidence of data analysis</li> <li>100% students reach National Minimum Standards (NMS) by Year 5</li> <li>90% of students achieving Level of Achievement (LOA) 'C' or above</li> <li>100% of G&amp;T students reach above Year Level Standards in the Australian Curriculum</li> <li>100% Individual Curriculum Plan (ICP) Students reach a 'C' level</li> <li>Yellow triangulated Positive Behaviour for Learning (PBL) data percentage decreases by 4.5%</li> <li>100% of Case Managed students reach their set goals</li> <li>90% + School Opinion Survey (SOS) is satisfied that behaviour is well managed at this school</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum plans</li> <li>National Assessment Program – Literacy and Numeracy (NAPLAN)</li> <li>LOA data collection</li> <li>Individual achievement data</li> <li>Local Survey data</li> <li>Positive Behaviour for Learning (PBL) data</li> <li>One School Data</li> <li>School Evaluation Tool (SET)</li> <li>SOS data S2044, S2012, S2074</li> </ul>
<b>Great People</b>	<b>Teaching Quality</b>	<p><b>Develop professional knowledge:</b></p> <ul style="list-style-type: none"> <li>Develop a deep understanding of the P-12 curriculum, assessment and reporting framework</li> <li>Use a deep understanding of the Australian Curriculum, to adopt and adapt the Curriculum into the Classroom (C2C) materials to suit the school context</li> <li>Embed ICT's across the curriculum</li> </ul> <p><b>Develop professional practice:</b></p> <ul style="list-style-type: none"> <li>Implement process to ensure that the curriculum plan and the documented Pedagogical Framework are the reference against which flexible delivery is designed and implemented</li> <li>Improve students' literacy and numeracy achievement in all learning areas</li> <li>Further develop staff capacity through coaching and feedback to ensure the effective implementation of the explicit instruction model</li> </ul> <p><b>Develop professional engagement:</b></p> <ul style="list-style-type: none"> <li>Use the Australian Professional Standards for Teachers to guide capability development</li> </ul>	<ul style="list-style-type: none"> <li>50% of students in Upper 2 Bandings (U2B) by Year 5</li> <li>100% at National Minimum Standard (NMS)</li> <li>90% Circle of Practice (Pedagogical Framework, Teaching Practices, explicit instruction model)</li> <li>All teachers progress to the next stage of the Professional Capability</li> <li>100% of students reach ICT Capabilities for their year level</li> </ul>	<ul style="list-style-type: none"> <li>Regional Professional Development (PFA-AC)</li> <li>NAPLAN</li> <li>Professional Reading, Australian Institute for Teaching and School Leadership (AITSL) standard practice,</li> <li>Australian Curriculum Assessment and Reporting Authority (ACARA) Professional Development Pedagogical Framework embedded</li> </ul>



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<p><b>Principal Leadership &amp; Performance</b></p>	<p><b>Lead teaching and learning:</b></p> <ul style="list-style-type: none"> <li>Build a shared belief that all students can learn and all teachers can teach</li> </ul> <p><b>Develop self and others:</b></p> <ul style="list-style-type: none"> <li>Use the Australian Professional Standard for Principals to guide practice</li> <li>Build our future leaders</li> </ul> <p><b>Lead improvement innovation and change:</b></p> <ul style="list-style-type: none"> <li>Review the roles and responsibilities of the school leaders and support team, based on their expertise to ensure all members are instructional leaders. These roles and responsibilities should be clearly communicated to all staff</li> <li>Contribute to system-wide innovation, learning and improvement</li> </ul>	<ul style="list-style-type: none"> <li>90% of teachers and students can successfully answer the '5 Questions'</li> <li>All staff have reached their Performance Development Plan school goal</li> <li>Principal Performance and Development Plan (PPDP) goals are focussed on the Improvement Agenda and are achieved</li> <li>95% or above in SOS data</li> </ul>	<ul style="list-style-type: none"> <li>Lyn Sharrat Parameter 1</li> <li>Australian Professional Standard for Principals</li> <li>SOS data - S2094, S2096</li> </ul>
<p><b>High Standards</b></p> <p><b>School Performance</b></p>	<p><b>Know your data:</b></p> <ul style="list-style-type: none"> <li>Apply the learnings from the School Review to inform the improvement agenda</li> </ul> <p><b>Know your strategies:</b></p> <ul style="list-style-type: none"> <li>Refine the current explicit improvement agenda to enable a sharp, narrow and deep focus</li> <li>Continue to embed SWPBL across the school using every avenue to communicate high expectations, common language and successes</li> </ul> <p><b>Embrace autonomy:</b></p> <ul style="list-style-type: none"> <li>Embrace increasing autonomy by collaborating with local communities</li> <li>Drive the school improvement agenda with school leadership teams, teaching staff and corporate service staff</li> </ul> <p><b>Create partnerships:</b></p> <ul style="list-style-type: none"> <li>Develop strong and strategic partnerships that will support the improved outcomes of students</li> <li>Implement the Parent and Community Engagement Framework, engaging the community, business and industry in decision making</li> </ul>	<ul style="list-style-type: none"> <li>APL timelines are reviewed each term and goals achieved</li> <li>80% or above in all areas of SET</li> <li>95% of parents are satisfied with school's strong sense of community</li> <li>School and community partners meet according to a scheduled time frame where meetings are documented producing an action plan</li> <li>90% or above parents are satisfied that school keeps them well informed</li> </ul>	<ul style="list-style-type: none"> <li>Annual Implementation Plan (AIP)</li> <li>SET data</li> <li>SOS data - S2032</li> <li>Memorandum</li> <li>SOS data – S2025, S2029</li> </ul>
<p><b>Engaged Partners</b></p> <p><b>Local Decision Making</b></p>	<p><b>Embrace autonomy:</b></p> <ul style="list-style-type: none"> <li>Embrace increasing autonomy by collaborating with local communities</li> <li>Drive the school improvement agenda with school leadership teams, teaching staff and corporate service staff</li> </ul> <p><b>Create partnerships:</b></p> <ul style="list-style-type: none"> <li>Develop strong and strategic partnerships that will support the improved outcomes of students</li> <li>Implement the Parent and Community Engagement Framework, engaging the community, business and industry in decision making</li> </ul>	<ul style="list-style-type: none"> <li>95% of parents are satisfied with school's strong sense of community</li> <li>School and community partners meet according to a scheduled time frame where meetings are documented producing an action plan</li> <li>90% or above parents are satisfied that school keeps them well informed</li> </ul>	<ul style="list-style-type: none"> <li>SOS data - S2032</li> <li>Memorandum</li> <li>SOS data – S2025, S2029</li> </ul>

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 President

Assistant Regional Director