



Murray River Upper State School Strategic Plan 2022 – 2025 V1

∞ Continuing work √ Beginning work

Vision and Values	Imp Focus	Priorities	Strategies for Improvement	Timeframe				Performance Measures/Targets	Evaluation and monitoring
				2022	2023	2024	2025		
Teaching with a literacy focus with assessment literate, accountable learners.	Inclusion	Co-design locally relevant learning.	3.0 Further progress the Community Engagement and Cultural Capability program, working collaboratively with the Local Community Education Board (LCEB) to enhance the Indigenous perspectives within the curriculum.	∞	∞	∞	∞	-Local community education board for agreed local language has co-designed the local community implementation plan.	-Documented local language program. -Units identified where genuine and locally relevant links can be made and actioned each term.
		Review support plans	7.0/7.1 Co-design agreed processes to monitor, review and document support plans and intervention processes for all students. A.1 – Implement whole school process to monitor and support learning for students in priority groups, including high achieving students. A.2 – Provide ongoing opportunities for staff members to understand their obligations under legislation and system policies to support every student’s learning.	∞ A	∞	∞	∞	-100% of students captured on NCCD data will have personalised learning plans recorded on OneSchool with evidence. -All students have evidence to support achievement of agreed goals in support plans in OneSchool.	-All staff integrate PLPs during collaborative planning sessions and update with evidence. -Collaboratively develop a process to document and monitor the level of support required.
	Teaching	Agreed pedagogical approach documented	<ul style="list-style-type: none"> A – Review MRUSS, visible learning teacher handbook. A.1 -Engage in moderation and assessment hub planned learning to build teacher capacity in designing quality pedagogical practices. A.2 - Build teachers’ collective knowledge about effective instruction through instructional coaching cycles (Cluster HOD). 	√ A	∞	∞	∞	>85% of students achieving LOA C or higher in all learning areas.	-Every fortnight analyse marker student work samples and link to coaching cycles.
		Data Literacy	2.0 Provide professional learning opportunities to develop the data literacy of the teaching team. A – Build teacher capability to plan relevant curriculum using agreed data to inform the teacher practice in English and Maths. B – Build teacher capability to plan relevant curriculum using agreed data to inform the teacher practice in all learning areas.	√ A	√ B	∞	∞	-Collaboratively developed Data Literacy Plan reviewed each year.	-Students meeting whole school data benchmarks. -Teachers using evidence of learning to nimbly plan the next lesson for all students.
		Full moderation cycle	6.0 Further develop teacher capability in planning, teaching and assessing the AC, engaging with the four phases of moderation and enhancing the rigour when allocating student achievement levels. A – Engage in all four phases of moderation at school and with cluster schools and continue to enact the cluster chain of evidence.	∞ A	∞	∞	∞	-100% summative assessments have accurate judgements. -90-95% of cluster schools have HIPs in ‘circle of practice’.	-Triangulated data aligns (e.g. Naplan, Level of Achievement and Literacy Continuum data). -Pre and post cluster survey data on High Impact Practices (HiPs).
		Year level plans in all areas	6.1 Whole-school curriculum plan is documented and enacted in classrooms. A – English, Mathematics, LOTE and HPE. B – Science, Technology and the Arts. C – HASS.	√ A	√ B	√ C		-100% of year level plans reflect new/adjusted units with locally relevant links.	-An agreed process to adjust unit plans is consistently implemented in collaborative planning cycles.
		Student learning goals	8.1 Enhance whole-school processes to develop learning goals with students, aligning them with curriculum and pedagogy. <ul style="list-style-type: none"> Build teachers’ capability to support students to monitor evidence of their own learning using the literacy (A) and numeracy continuum (B) clusters embedded in I can statements in Marking Guides in student friendly language. 	√ A	√ B	∞	∞	-An agreed system to monitor student progress is supported by all staff. -90-95% of students able to answer the 5 questions.	-Students monitor their own learning with evidence in their work samples and co-construct learning goals for the next day.
		Ways of working for feedback and WOW.	5.0 Collaboratively create agreed way of working for implementation of instruction and assessment of professional learning. 8.0 Develop the capability of the teaching team to utilise an agreed range of high impact teaching strategies, through coaching, observation and feedback, and WOW processes. A.2 – Build teachers’ collective knowledge about effective instruction through instructional coaching cycles (Cluster HOD).	√ A	∞	∞	∞	-100% of leaders and teachers work alongside each other to implement instruction and assessment of professional learning and reflect on evidence of learning to determine the success of teaching.	-The 5 questions for teachers in DPPs. -Pre and post HIP survey and link to instructional coaching cycle goals.
		Capability development linked to analysis of data collected.	5.1 Enhance the capability of the teaching team to support students to become more independent, assessment-literate learners, collating, analysing and responding to data collected when utilising the five questions for students.	√				-90-95% of students can answer the 5 questions, in particular Q2 and 4 (Assessment Literate).	-Walkthrough data on the 5 questions for students is used to monitor DPP goals.



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Performance	Intentional collaboration	1.0 Monitor the effectiveness of programs and initiatives to measure their impact on the improvements on LOA. A – Design collaboratively an agreed process for professional development that ensures staff have evidence that teaching is resulting in learning.	√ A	∞	∞	∞	-90-95% of HIPS implemented every day, in every classroom.	-School wide if... then statement decided based on HIP survey results and add HIPS into a 'circle of practice' on staff impact wall. -Track class data of the answers to the 5 questions each week with a focus question (e.g. Q2 and 4) during staff meetings. -Monitoring 'marker' student work samples in staff meetings.
	Inquiry Cycle	1.1 Develop processes to support staff members to enact actions in the AIP and EIA.		√	∞	∞	-All staff review AIPs each term. -All staff build capability through observation, coaching and feedback processes. -Create an EIA.	-Highlight started, completed and pending work on the AIPs each term during staff meetings.
	Data literacy plan	2.1 Collaboratively review and update the assessment schedule.	√	∞	∞	∞	-All staff co-create and review annually the Data Literacy Plan.	-Data Plan is stored on OneSchool.
	Clarity of school budget	4.0 Collaboratively develop the school budget, enhancing staff understanding of the budget and associated staffing, and ensuring the budget supports the implementation of the AIP.	∞	∞	∞	∞	-All staff are shown how the whole school budget is created in SBS with the different funding allocations received based on student numbers and other criteria.	-Clear cost codes in AIPs linked to funding sources.
Wellbeing	Transition to Prep	9.0 Enhance successful transition practices for students through collaboratively designed Opening the Gate strategies. A – Operate a standalone SDK in consultation with community to support the transition of children to Prep.	√ A				-Implement a State Delivered Kindy program. -All children at or above the exploring phase in QKLG transition statements and 90% attendance rate.	-Pre and post QKLG data for children prior to Prep. -Parent surveys.
Partners	Parental engagement.	9.1 Co-design with the P&C implementation of the PACE framework.	∞	∞	∞	∞	-All P and C members have undertaken P and C Qld training modules.	-Training modules are completed and members perform roles.

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements for 2022 - 2025.

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Principal

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P & C President

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Staff representative

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Assistant Regional Director