Mornington Island State School
PSR Action Plan 2023

	Name	Signature	Leadership team members	Follow-up Meeting Dates	
Principal	Luke Bowering		• **Sara Janke - Deputy Principal**	**Phase 1**	
Assistant Regional Director	Grant Dale		• **Kate Koedijk - Head of Department - Curriculum**	**Phase 2**	
Regional Director	Joseba Larrazabal		• **Adam Woolley – Head of Department – Positive Behaviour**	**Phase 3**	
Case Manager	Scott Curtis			**Phase 4**	
Review date					

Action plan Responsibilities and Accountabilities

Systemness and Intentional Collaboration

Principal

Responsibilities
- Collaboratively leads action plan (AP) planning and implementation including fully costed resourcing.
- Establish roles, responsibilities and accountabilities to implement the AP
- Prepare artefacts, documentation and timetable for all check-ins
- Communicates adjustments to AP with Senior Reviewer
- Work closely with ARD to source additional regional support

Accountabilities
- Submit AP for feedback prior to phase one check-in
- Submit AP for endorsement with two weeks after phase one check-in
- Document PSR journey across full 12-month period
- Broadly communicate AP success criteria
- Quality assure the successful implementation and successful completion of AP

Assistant Regional Director

Responsibilities
- Support principal in the development of AP
- Support, challenge and build capacity of the principal and leadership team
- Advocate and facilitate priority regional support for the school
- Actively participate in line-of-sight conversations at check-ins
- Liaise with case manager
- Provide honest and open feedback to both principal and school leaders

Accountabilities
- Keep Regional Director appraised of PSR process
- Ensure regional support is provisioned
- Facilitate endorsement of AP with Regional Director
- Prioritise attendance at all PSR check-in meetings

Senior Reviewer

Responsibilities
- Provide external oversight of PSR process
- Outlines process explicitly to principal
- Provides open honest feedback at three monthly junctures
- Communicates frequently with ARD and principal
- Conduct line-of-sight conversations at phase 2, 3 and 4 check-ins

Accountabilities
- Keep ADG appraised of PSR progress
- Provides written feedback after each visit
- Conducts line-of-sight interview at termly junctures
- Reports back to staff at 12 months (optional)
- Formulates and communicate 12-month decision
- Keep comprehensive and accurate records of PSR process

Improvement Strategy: Strengthen the **instructional leadership** capabilities of all members of the leadership and teaching team, supported by school **structures** and rigorous **line of sight and Quality Assurance** (QA) processes, to drive achievement in Australian Curriculum English (ACE).

12-month Success Criteria:

- ***Strengthening instructional leadership of school leadership team***
  - *Leadership team members have participated in a Instructional Leadership professional development*
  - *Leadership team members design and enact a school Instructional leadership model that supports all leaders to drive ACE.*
  - *All teachers have the opportunity to engage with coaching that supports students engagement and learning in ACE.*

- ***Develop structures to implement quality whole-school curriculum plans and practices***
  - *Leadership team members have explicit roles, responsibilities and professional accountabilities related to curriculum development, data analysis, moderation, staff capability building, and effective teaching and learning*
  - *Leadership team has collaboratively developed and communicated a Whole School Curriculum Plan (CARP) to relevant stakeholders.*
  - *Teachers and leaders have engaged in professional development about the 3 levels of planning including specific procedures for curriculum development, GTMJ and assessment tasks*
  - *PBL Tier 1 Systems and Processes are embedded across the School and actively contributing to safe, supportive learning environments*
  - *Leadership team has delivered professional development about the phases of moderation to all teachers*
  - *Teachers utilise agreed curriculum process in their unit and assessment development in reference to ACE*
  - *Leadership and teaching team have co-developed and committed to 'agreed effective practices' to facilitate the teaching and learning of English in every classroom.*

- ***Develop and implement line of sight and Quality Assurance (QA) curriculum, teaching and learning processes***
  - *Leadership and teachers collaboratively review and enact walkthrough protocols to facilitate the 'expected classroom practices' in ACE*
  - *Students, Teachers and Leaders can articulate and regularly utilise the Five Questions model relevant to their work.*
  - *Teachers participate in Instructrional Coaching to improve their capability to teach ACE*
  - *Teachers participate regularly in the phases of moderation including external moderation*
  - *Identified marker students demonstrate enagement to the classwork and improved achievement in regards to ACE.*

Measureable outcomes:	Cohort	Phase 1 – Baseline (EOS2 2022)	Phase 2 (EOT1 2023)	Phase 3 (EOS1 2023)	Phase 4 (EOT3 2023)
English: % students achieving C or better	P		40	50	60
	1	43	45	50	60
	2	12	30	40	50
	3	32	30	40	50
	4	17	30	40	50
	5	45	45	50	60
	6	6	30	40	50
	7	8	30	40	50
	8	12	30	40	50
	9	23	30	40	50
	10	14	30	40	50
English: % students with N grade	P-2	12	10	7	5
	3-6	24	20	15	10
	7-10	51	40	30	20
% Attendance during English lesson	K	35	50	60	70
	P-2	53	60	70	80
	3-6	56	60	70	80
	7-10	30	40	50	60
Total # Major behaviours during English lessons*	P-2	10	5	2	1
	3-6	25	20	10	5
	7-10	15	10	5	2
Teacher measure of self-confidence with engaging in Phases of Moderation, English		50%	70%	85%	100%

*Total # Per Term

Phase	Actions	Outcomes/Evidence	Resources/Artefacts (capability, policy, data/feedback)		Responsible Officer
			Inputs	Outputs	
One (EOS2 22)	• Developed a PSR Action Plan	• Approved PSR Action Plan		PSR Action Plan	Principal
	• Collated baseline data for A-E KLAs by EOS2	• Baseline data entered into Action Plan		Measurable outcomes, baseline data	HOD-C

	• School Leadership Team collaborate to develop Roles and Responsibilities that can enact the PSR Action Plan and embed shared responsibility for instructional leadership across the Team.	• All Leadership Team members demonstrate clarity around Roles and Responsibilities can clearly communicate
		  o Which measurable outcomes in the PSR Action Plan they are accountable for
		  o Which Professional Learning Team they are leading
		  o How they are leading improvement in teaching and learning of ACE
				Roles and Responsibilities	Principal

	• Completed new Collaborative Engagement Agreement through Local Consultative Committee (LCC), enabling School to enact relevant aspects of the PSR Actrion Plan	• LCC Collegial Engagement agreement in place.
		  o Agreement for weekly Walkthroughs (as defined in PSR Action Plan) signed off
		  o Agreement for Data Plan, aligned to and defining practices for collection and usage of datasets in PSR Action Plan, signed off
			LCC Committee meeting	Collegial Engagement Agreement	Principal

	• Curriculum, Assessment and Reporting Plan completed.	• CARP is aligned to P-12 CARF (2022) • CARP embeds 3 levels of planning	Regional support (PATL)	CARP	HOD-C

	• Data Plan revised and aligned with data requirements of PSR Action Plan	• Updated data-plan prioritises embedding of data collection and usage practices aligned to:
		  o Measurable outcomes
		  o Data / feedback cycle
			Data Plan 2022	Data Plan 2023	Principal

	• Pulse survey developed, measuring levels of teacher self-efficacy in engaging in all phases of Moderation, developed. o Baseline data collected and entered into PSR Action Plan	• Baseline data for pulse survey in PSR		Pulse Survey (baseline)	HOD-C

	• Marker students
	  o Selection criteria for Marker students determined
	  o Agreed practice determined for when and how Marker student qualitative (samples of work, observation of learning behaviour) and quantitative (ACE LOA) data is collected and used.
		• Aageed practice for using Marker student data is embedded in 2-week data/feedback cycle processes, including
		  o Walkthrough practices
		  o Professional Learning Team practices
				Walkthrough procedure
				
				PLT Procedure
				
				Marker Student Tracking
					Teachers

	• Leadership team members design a school Instructional leadership model that is aligned to best practice and supports all leaders to drive improvement in ACE.	• Model defined and communicated during Term 1, Week 0 SFDs.		Instructional Leadership model	Principal
End of Phase 1 visible behaviours	*Students* • n/a	*Teachers* • *name* the phases of moderation • *articulate* the PSR Action Plan Impovement strategy	*Leaders* • can *explain* the phases of moderation • *articulate* the PSR Action Plan Impovement strategy • *articulate* their role and responsibility in enacting the PSR Action Plan		

Phase	Actions	Outcomes/Evidence	Resources/Artefacts (capability, policy, data/feedback)		Responsible Officer
			Inputs	Outputs	
Two (EOT1 23)	• Leadership Team have engaged in professional development that builds their capability as instructional Leaders	• EIRC Spotlight paper, *Instructional Leadership,* read and unpacked by Leadership Team, self-assessment and next steps in capability development journey identified • Targeted, external professional development delivered	Spotlight Paper discussion	Instructional Leadership self-assessment	Principal

	• Leadership team Roles and Responsibilities aligned to PSR Action Plan are in place and enacted	• All Leadership Team members demonstrate clarity around Roles and Responsibilities by clearly communicating
		  o Which measurable outcomes in the PSR Action Plan they are accountable for
		  o Which Professional Learning Team they are leading
		• How they are leading improvement in teaching and learning of ACE through 5Q4L
			Roles and Responsibilities	5Q4L feedback	Leadership Team

	• Leadership team has collaboratively communicated the School Curriculum Assessment and Reporting Plan (CARP) to relevant stakeholders	• Leaders have Gradually Released CARP to teachers through Staff Meetings, PLTs and in-house Professional Development sessions o Teachers demonstrate *developing* understanding of 3 levels of planning (pulse survey)	Staff Meetings PD (in-house) CARP	Pulse Survey (improvement from baseline)	Principal HOD-C

	• Implemented weekly walkthroughs during English lessons.that
	  o Monitor level of implementation of *Agreed Effective Practices*
	  o Monitors progress in a focus area of the *Practices*
	  o *Assesses Teacher capability in implementing ACE*
	  o Measures assessment literacy of students through 5Q4S
	  o Empowers teacher voice through instructional conversations
		• Walthrough focus ("look fors") clearly communicated at staff meetings at beginning of cycle
		• Walkthroughs are taking place at least weekly
		• All members of Leadership Team and all Classroom teachers participate in Walkthroughs *at least once* during the cycle
			Staff Meetings
			
			Walkthroughs
				Walkthrough feedback (Leadership Meeting)
				
				Walkthrough Feedback (Staff Meeting)
					Leadership Team

	• Implemented PD around 3 levels of planning	• Teachers have engaged in PD and can articulate the 3 levels of planning (Pulse survey) • Teachers utilise *agreed expected pratices* in their unit and assessment development in reference to ACE (PLT Feedback)	PD – 3 levels of planning (in-house)	CARP Pulse survey PLT Feedback (Leadership Meeting)	HOD-C
	• Implement PD on "Agreed Effective Practices"	• Teachers can demonstrate understandiung of *agreed effective practices* • Teachers demonstrate *agreed effective practices* when teaching ACE English (walkthroughs)	Agreed Effective Practices Walkthroughs PD – expected classroom practices	Walkthrough feedback (Leadership Meeting) Walkthrough Feedback (Staff Meeting)	All Leadership All teachers
	• Implemented PD on implementing Tier 1 PBL in classrooms	• Teachers demonstrate understanding of what Ter 1 PBL looks, feels, sounds like in the classroom			
	• Implemented Inquiry Cycle around improving ACE achievement in Marker Students within PLTs	• Inquiry Cycle taking place in every PLT • Evidence of Learning, measured against GTMJs discussed, with a focus on Marker Students • Identified marker students demonstrate enagement to the classwork and improved achievement in regards to ACE. • Next steps in learning identified and aligned to instructional strategies • Teachers make commitment to action to implement agreed next steps.	PLTs PLT procedure	PLT Feedback (Leadership Meeting) Teacher commitment to Action	HOD-C (policy) All Leaders (capability, feedback) Teachers
	• Instructional coaching implemented across all classrooms / cohorts	• All teachers and leaders engage with coaching that supports students engagement and learning in ACE. • Teachers use a range of pedagogical practices to support teaching and learning of ACE (Instructional Coaching feedback) • Students, Teachers and Leaders can articulate and regularly utilise the Five Questions model relevant to their work (IC Feedback)	Instructional Coaching	Instructional Coaching, individual feedback	Leadership Team
End of Phase 2 visible behaviours	**Students** • *repeat* the 5 Questions for Students • *confidently answer* the question "what am I learning?" (5Q4S) by referring to the learning intention of the Unit • are in *engaged* in learning in the classroom (ACE) • express *enjoyment* at engaging in English lessons	**Teachers** • *Use* the Terminology of 3 Levels of Planning in conversation • *Discuss* the Agreed Effective Practices when reflecting on their Practice • *articulate* the PSR Action Plan Impovement strategy • *articulate* their role and responsibility in enacting the PSR Action Plan • *express* confidence in their ability to improve as teachers • *value* engaging in PLTs, walkthroughs and coaching as a tool for professional growth • *increasingly use* work samples to discuss levels of achievement against success criteria and articulate next steps, when evaluating their own teaching • *Talk about* the Marker Students in their cohort • *Communicate* behaviour expectations to students at the start of every lesson • *Increasingly give* descriptive and collective feedback	**Leaders** • *articulate* the target outcomes for their assigned cohort across the 4 phases • *confiently asnwer* the 5-questions for leaders in relation to their roles and responsibilities in the PSR Action Plan • *express* confidence in their capacity to grow as instructional leaders • *Talk about* the Marker Students in their cohort		

Phase	Actions	Outcomes/Evidence	Resources/Artefacts (capability, policy, data/feedback)		Responsible Officer
			Inputs	**Outputs**	
Three (EOS1)	• Delivered professional development about the phases of moderation to all teachers (phases 3+4)	• Teachers demonstrate a strong understanding of the phases of moderation (pulse survey)	PD – phases of moderation	pulse survey (improvement from baseline)	HOD-C
	• External moderation in ACE implemented across all student cohorts	• Teachers participate in external moderation • Summative assessments and judgements for A-E LOAs for ACE for all students have been informed by feedback from external moderation	External moderation	External moderation feedback	HOD-C
	• Instructional coaching implemented across all classrooms / cohorts	• All teachers and leaders engage with coaching that supports students engagement and learning in ACE. • Teachers use a range of pedagogical practices to support teaching and learning of ACE (Instructional Coaching feedback) • Students, Teachers and Leaders can articulate and regularly utilise the Five Questions model relevant to their work (IC Feedback)	Instructional Coaching	Instructional Coaching, individual feedback	Leadership Team
End of Phase 3 visible behaviours	*Students* • *confidently answer* the question "how am I doing?" (5Q4S) by referring to the Success Criteria • *frequently use* the learning wall to support their learning (unprompted)	*Teachers* • *Talk about* the next steps in learning for the Marker Students in their cohort. • *Use* individual learning goals in the classroom • *Discuss* how they utilise Key Pedagogies (TALF, GRR) in their practice • *Review* behaviour expectations at the end of every lesson • *Articulate* the differences between the 4 phases of Moderation	*Leaders* • *Talk about* the next steps in learning for the Marker Students in their assigned cohort. • *Describe themselves as Instructional Leaders* • *Reflect* on their practice as instructional coaches and identify next steps to improve		
End of Phase 4 visible behaviours	*Students* • *confidently answer* the question "how do I know?" (5Q4S) by using the Learning Wall and referring to their next steps / learning goals • *engage enthusiastically* with English lessons and are eager to show / discuss their work.	*Teachers* • *Consistently give* descriptive feedback to students • Give collective feedback to the class at the end of every lesson • Can *discuss* multiple strategies to lift students one LOA grade in ACE English • *Consistently create* calm safe supportive learning environments by employing a range of Tier 1 PBL Pracitces (eg ESCMs) • *Express* confidence in their ability to engage effectively in all phases of moderation • *Express* confidence in their growth as Instructional Leaders	*Leaders* • *Reflect* on their growth as Instructional Leaders and discuss next steps to improve • *Discuss* the growth of teachers in their cohort as Instructional Leaders and identify next steps in their improvement		