



MORAYFIELD STATE HIGH SCHOOL

Department of Education, Training and Employment



Achieving excellence through innovation and integrity; leadership and community

Our 2015 Explicit School Improvement Agenda is;

2015 Annual Implementation Plan

ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

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Janelle Amos
Principal

23/02/2015

A handwritten signature in black ink, appearing to read 'Stephen Sly', written over a horizontal dotted line.

Stephen Sly
P&C President/School Council Chair

23/02/2015

A handwritten signature in blue ink, appearing to read 'Tracy Corsbie', written over a horizontal dotted line.

Tracy Corsbie
Assistant Regional Director

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FOCUS AREA	SCHOOL PRIORITIES 2015	LEADING INDICATORS	LAGGING INDICATORS
	Improve Literacy and Numeracy	<ul style="list-style-type: none"> ▪ Students are engaged in learning experiences that explicitly develop reading, writing and numeracy expertise across all curriculum areas. ▪ Differentiation strategies have been embedded across all year levels and in all subject areas to optimise student outcomes/achievement ▪ Reading program is being implemented across the curriculum ▪ THIEVES, 3-level guides are consistently implemented across the curriculum ▪ Cohort specific deficiencies (literacy and numeracy) are identified using NAPLAN and internal data (achievement, PAT) and these are addressed through warm-ups, subject specific content and LANES program ▪ Literacy and Numeracy coaches are focussed on improving reading, writing and numeracy and are building capacity through demonstration, observation and feedback 	<ul style="list-style-type: none"> ▪ L/N warm-ups are completed in all subjects weekly. ▪ LIPs in place for all students Years 7-9 who are not at NMS. ▪ Increase percentage Year 7 & 9 students at or above NMS and in U2B ▪ Processes are in place to identify U2B students and strategies are in place to challenge them ▪ Strategies/programs are implemented to cater for all ability levels and to support improved L/N skills ▪ THIEVES and 3-level guides are present in all Term plans for all subjects in Years 7-10. ▪ Teachers and students are engaged in LANES program and there is evidence of improved outcomes ▪ All Maths teachers have engaged in PD to improve knowledge in the teaching of Mathematics ▪ Representation triangle has been introduced to all staff as a strategy for teaching mathematical concepts and is being used by teachers ▪ Teachers are using a range of data (eg achievement, diagnostic, attendance) to plan learning experiences which will support student learning
	Improve Academic Achievement	<ul style="list-style-type: none"> ▪ Teachers regularly analyse student data to inform improvement, guide teaching practices, and prompt early intervention. ▪ Teachers identify and support at-risk students and provide opportunities for all students to reach their potential. ▪ SET Plans in place for all students Years 10-12. ▪ Strategies to improve outcomes for Indigenous students to 'Close the Gap' are embedded across the school (eg ARTIE program, QATSIF, PaCE). ▪ Further develop teacher expertise in data analysis to inform effective teaching and learning. 	<ul style="list-style-type: none"> ▪ 80% of Year 7-10 students achieve C or greater in subjects ▪ 90% of Indigenous students achieve a C or better in English and Maths ▪ VET completion in all offerings min 90% ▪ Percentage of students achieving QCE: 95% ▪ Percentage OP-eligible students OP 1-15: 73% ▪ Percentage Year 12s awarded Snr Statement and VET: 83% ▪ Percentage Year 12s SAT/QCE/VET/QCIA: 100% ▪ 95% of applicants receive an offer through QTAC ▪ HOD to meet with all staff once per term to review class analysis and other relevant class achievement data ▪ SET Plans are reviewed annually for all students by the end of Sem 2 (Years 10/11) and the end of Sem 1 (Year 12)

	<p>Improve Engagement</p>	<ul style="list-style-type: none"> ▪ Teachers create a culture of engaging learning that improves achievement for all students. ▪ Teachers cater for students' academic, social and emotional needs. ▪ SWPBS strategies and structures are embedded across the school ▪ Teachers continue to develop their knowledge and proficiency using ESCMs ▪ Classroom Profiling is embedded across the school ▪ Implement, monitor and review attendance and attainment strategies for continuous improvement ▪ Analyse trends in student attendance and implement strategies to increase student attendance ▪ Parents and Community are engaged in supporting student learning and in decision making. ▪ Strong, innovative and sustainable partnerships are in place that support student learning (ie Coalition schools, CASIR, QUT) 	<ul style="list-style-type: none"> ▪ Case management in place that supports student attendance and retention, literacy and numeracy achievement and Year 12 attainment for Aboriginal and Torres Strait Islander students. ▪ Student attendance rate 90% or higher ▪ Regular meetings between HOD Jnr Sec and YLCs to monitor attendance rates in the compulsory years of schooling ▪ Minimum of two parent forums are held annually ▪ Register of Community Partners in place by end of Sem 1 ▪ Community Partners and parents are invited to school-driven events to celebrate successes ▪ All teachers are provided opportunities to participate in Classroom Profiling throughout the year (70% uptake) ▪ Continued training in ESCMs provided throughout the year ▪ The reinvigoration of SWPBS continues throughout the year
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Great People</p>	<p>Teaching Quality</p>	<p>Professional Knowledge</p> <ul style="list-style-type: none"> ▪ Teachers have a deep understanding of the P-12 curriculum, assessment and reporting framework. ▪ Teachers continue to align and embed the Australian Curriculum (and other current curriculum documents) and adopt and adapt C2C materials to suit the school context. ▪ Teachers understand and act upon their responsibilities under the Disability Standards for Education, 2005 and the Disability Discrimination Act, 1992. <p>Professional Practice</p> <ul style="list-style-type: none"> ▪ Teachers continue to embed our pedagogical framework (ASoT). ▪ Teachers are committed to improving students' literacy and numeracy achievement in all learning areas. ▪ Teacher teams regularly meet to address common issues regarding curriculum, assessment, instruction and the achievement of all students. ▪ Teachers use peer observation, feedback, differentiated coaching and learning communities to improve teaching practices. <p>Professional Engagement</p> <ul style="list-style-type: none"> ▪ Staff are actively engaged in capability development using performance development processes. ▪ Teachers use the Australian Professional Standards for Teachers to guide capability development. 	<ul style="list-style-type: none"> ▪ Learning goals set for units in all subjects ▪ Students can identify success criteria and tracking sheets are being used in all Year 7-10 classes. ▪ Pedagogical framework based on ASoT is embedded across curriculum and language evident in classrooms and unit planning. ▪ Quality feedback on academic performance is provided to students and parents. ▪ A common student unit overview template and minimum requirements for inclusion in unit plans have been developed and are being used across the curriculum. ▪ Literacy, Numeracy, Differentiation and Digital Coaches continue to support teachers. ▪ Schedule of classroom visits and walkthroughs by the Leadership Team with feedback on teaching and planning to improve performance. ▪ All staff have PDP in place and have met with mentors. ▪ Teachers and TAs have regular scheduled PLC meetings. ▪ All faculties have systems in place to ensure teachers are engaging in regular discussions about data to improve student achievement. ▪ All faculties have moderation processes in place (across all year levels) which ensure sound assessment practice ▪ Reasonable adjustments are made by teachers to enable all students to participate and achieve on the same basis.

	Leadership and Performance	<p>Lead Teaching and Learning</p> <ul style="list-style-type: none"> ▪ Build a shared belief that all students can learn and all teachers can teach. ▪ Lead and model learning through LT and PLCs ▪ Support all staff to achieve high standards of professionalism and develop leadership capacity. ▪ Use the Australian Professional Standard for Principals to guide practices. ▪ Build our future leaders through aspirant program. <p>Lead improvement innovation and change</p> <ul style="list-style-type: none"> ▪ School leaders are subject to review and continual improvement strategies are evident in FIPs 	<ul style="list-style-type: none"> ▪ All staff have PDPs in place and are meeting regularly with mentors to reflect on and improve performance ▪ All teachers have reflected on practice using ATSiL tool ▪ PDPs of school Leadership Team members have a clear leadership focus ▪ Structured opportunities for advancement through aspirant programs ▪ 2 PLC meetings per term with clear established agenda in place which supports discussion and analysis of effective teaching and learning ▪ Teachers are able to engage in coaching opportunities to improve teaching practices ▪ Usage of external providers to deliver leadership-based PD ▪ LT members participate in regular and structured line management meetings.
High Standards	School Performance	<p>Know your data</p> <ul style="list-style-type: none"> ▪ Triangulate data to monitor performance and inform practice. ▪ Apply the learnings and implement recommendations from audits and school review to inform the improvement agenda. ▪ Analyse whole school trends to develop an explicit improvement agenda (QSR) & articulate through the Strategic Plan 2015-2018 <p>Know your strategies</p> <ul style="list-style-type: none"> ▪ Develop and drive an explicit improvement agenda documented in the school plan and aligned to the requirements of the School ▪ Performance assessment framework. ▪ Share successful practice across classrooms to ensure better outcomes for students. ▪ Work collaboratively within and across schools to improve performance. 	<ul style="list-style-type: none"> ▪ Review of data in all faculties in 'Data Week' ▪ School responds to opinion survey data (formal and informal) to address concerns and to ensure better outcomes for students ▪ Teachers to meet with HODs to discuss class achievement data in order to celebrate success and identify areas for improvement ▪ Provide TRS to release staff to observe best practise ▪ All staff are provided opportunities to participate as members of professional networks (intra/inter school, regional, state, national, international).
Engaged Partners	Local Decision Making	<p>Create Partnerships</p> <ul style="list-style-type: none"> ▪ Continue to work with regional support services to support and sustain school improvement ▪ Develop partnerships within and beyond the school that support student learning. ▪ Continue to build productive partnerships with tertiary institutions and universities ▪ Embrace opportunities to collaborate with local businesses and community groups <p>Parent and Community Engagement Strategy</p> <ul style="list-style-type: none"> ▪ Promote parent participation in school events ▪ Provide opportunities for parents/family to engage in forums and networks which assist them in supporting their student's progress ▪ Provide opportunities for families to observe student learning and celebrate student achievement 	<ul style="list-style-type: none"> ▪ Regional support has been accessed to assist in developing a sustainable model to support alternative programming to engage highly at-risk students ▪ Partnerships with industry have been established which support high quality programs are delivered and are meeting employers needs in providing a skilled workforce – focus for CASIRG meetings ▪ Students have attended open days, competitions and activities offered by the tertiary sector ▪ Increased numbers of parents are attending school events (eg info nights, celebration assemblies, presentations) ▪ Programs and opportunities have been provided for parents to build their capacity to support their child's learning ▪ A wide range of community partnerships have been actively sought ▪ Increased number of volunteers working in the school and an induction program has been developed for volunteers