



## NORTH COAST REGION

*EVERY STUDENT SUCCEEDING*

# MORAYFIELD STATE HIGH SCHOOL

*OUR VISION: Achieving excellence through innovation and integrity; leadership and community.*


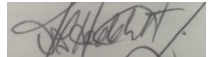

## 2018 Implementation Plan

### Our 2018-19 Key Priorities

<p><b>Student Engagement and Wellbeing</b> The school has clearly articulated strategies for improving student wellbeing linked to behaviour, inclusion, engagement and a positive learning culture.</p>	<p><b>Staff Capability and Wellbeing</b> The school places a high priority on the continuous professional improvement and wellbeing of staff.</p>	<p><b>SATE</b> The school has an explicit plan for delivery of the new senior secondary curriculum, assessment and reporting processes.</p>	<p><b>General Capabilities</b> The school curriculum includes a strong focus on development of the reading, writing, numeracy and information and communication skills.</p>	<p><b>Effective Pedagogical Practices</b> An evidence-based pedagogical framework is embedded in practice ensuring quality teaching and learning.</p>
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### Our 2018 Targets

<p><b>Student Attendance &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>90% student attendance across all year levels.</li> <li>SDA data aligns with state targets.</li> </ul>	<p><b>Achievement Data</b></p> <ul style="list-style-type: none"> <li>85% of students achieve C or better.</li> <li>Increase in % of Year 7 &amp; 9 students achieve NMS in NAPLAN testing in line with state school targets.</li> <li>Increase in MSS and U2Bs across all areas of NAPLAN testing.</li> <li>100% Year 12 students achieve a QCE/QCIA.</li> <li>75% eligible students achieve an OP 1-15.</li> <li>100% eligible students achieve a QTAC offer.</li> </ul>	<p><b>School Opinion Survey</b></p> <ul style="list-style-type: none"> <li>&gt; 90% of students are satisfied that they are getting a good education at school.</li> <li>&gt;90% of parents/caregivers are satisfied that their child is getting a good education at school.</li> <li>&gt;90% school staff agree that they have access to quality professional development.</li> <li>&gt;85% school staff agree that staff morale is positive at the school.</li> </ul>	<p><b>Post School Data</b></p> <ul style="list-style-type: none"> <li>90% of school leavers engaged in employment, education and training or actively looking for work.</li> <li>30% of school leavers are engaged in study at a Bachelor Degree level.</li> <li>15% of school leavers are engaged in Cert III or higher VET programs.</li> </ul>
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<p>Leasa Smith Principal 12/02/18</p>	<p>Neil Hoddinett President P&amp;C Association 12/02/18</p>	<p>Leanne Jensen-Steele Assistant Regional Director / /18</p>

**Priority One: Student Engagement and Wellbeing (Successful Learners)**

The school has clearly articulated strategies for improving student wellbeing linked to behaviour, inclusion, engagement and a positive learning culture.

School Improvement Strategies and Actions	Evidence	Timelines
<ul style="list-style-type: none"> <li>Implement school-wide practices for the analysis and discussion of student outcomes related to student wellbeing, resilience, social and emotional development, behaviour, attendance and engagement.</li> <li>Use a range of tools to gather and analyse student data in relation to learning and wellbeing to inform development and support of the CONNECT and Form Class programs, academic reviews and goal setting practices.</li> <li>Implement consistent school-wide policies, practices and programs that meet student behavioural and wellbeing needs.</li> <li>Focus whole staff, faculty and line management conversations on best ways to maximise student learning, engagement and wellbeing.</li> <li>Expand opportunities to partner with parents, families, registered training organisations, business and community organisations to enhance student learning, engagement and wellbeing.</li> </ul>	Learning and Wellbeing Plan Responsible Behaviour Plan School Data Plan CONNECT and Form Class Programs Class Analysis Documents Faculty Implementation Plans Meeting Agendas and Minutes Line Management Meetings	SFDs 2018 Term POD Meetings Fortnightly faculty meetings Ongoing 2018  Staff Meetings each term  Fortnightly LMM Meetings  Ongoing 2018-19

**Priority Two: Staff Capability and Wellbeing (Teaching Quality)**

The school places a high priority on the continuous professional improvement and wellbeing of staff.

School Improvement Strategies and Actions	Evidence	Timelines
<ul style="list-style-type: none"> <li>Provide opportunities for staff to continue to develop capability in analysing and interpreting student data and engaging in regular discussions to plan for ongoing student improvement.</li> <li>Continue to build staff capacity to maximise outcomes for the diverse range of students including inclusion of students with a disability, effective classroom management and positive relationships and wellbeing.</li> <li>Support staff wellbeing through the recognition of staff success and achievements, provision of a safe and supportive working environment, regular focused line management processes and increased opportunities for staff to work in teams.</li> <li>Build leadership density through the provision of opportunities for aspirant development and leadership aligned to school priorities.</li> <li>Engage staff in a personal professional development process aligned to their experience, skills and achievement of the school's explicit improvement agenda, including induction and beginning teacher programs.</li> <li>Build a quality workforce through targeted engagement in student teacher programs including the MTECE program.</li> </ul>	PDP Process and Documents School PD Plan Staff Wellbeing Plan Faculty Implementation Plans Meeting Agendas and Minutes Line Management Meetings Workforce Plan MTECE Meetings and Minutes	SFDs 2018 Ongoing 2018  Term PD Workshops Ongoing 2018  Ongoing 2018  Meetings twice per term  Term 2 2018 Ongoing 2018-19  Ongoing 2018

**Priority Three: Senior Assessment and Tertiary Entrance (SATE) (Successful Learners)**

The school has an explicit plan for delivery of the new senior secondary curriculum, assessment and reporting processes.

School Improvement Strategies and Actions	Evidence	Timelines
<ul style="list-style-type: none"> <li>• Build a shared staff vision and commitment to the implementation of the new senior curriculum within a high performance culture, focused on maximising student outcomes.</li> <li>• Develop a sequenced curriculum, assessment and reporting plan based on the new senior syllabi that also outlines systems and processes for monitoring and maximising student performance and informs and aligns with the implementation of ACARA in Years 7-10.</li> <li>• Share plans and expectations for the new senior curriculum with student, parent and community stakeholders and access feedback to ensure curriculum plans are aligned with local needs.</li> <li>• Focus on the explicit teaching of the cognitive verbs aligned to the new senior curriculum, including backward mapping the teaching of these thinking skills in the Junior Secondary years.</li> <li>• Embed a strong focus on the priorities of reading, writing, numeracy and ICTs across the senior curriculum.</li> </ul>	Assessment Policy Moderation Policy Curriculum Planning Literacy Plan Numeracy Plan ICT Plan School Data Plan Faculty Implementation Plans Meeting Agendas and Minutes Line Management Meetings	Ongoing 2018  Ongoing 2018-19  Term 2 onwards 2018-19  Ongoing 2018  Ongoing 2018

**Priority Four: General Capabilities (School Performance and High Standards)**

The school curriculum includes a strong focus on development of reading, writing, numeracy and information skills.

School Improvement Strategies and Actions	Evidence	Timelines
<ul style="list-style-type: none"> <li>• Ensure a school-wide commitment to the teaching of literacy, numeracy and STEM with a priority on the Junior Secondary years, including links to coalition primary schools and parent and community support.</li> <li>• Implement a structured, differentiated reading program that focuses on the explicit teaching of reading informed by DET's whole of school approach to teaching reading and monitoring and analysis of student progress.</li> <li>• Accelerate student improvement in writing by implementing consistent, regular processes and practices for the teaching and analysis of student writing.</li> <li>• Promote the use of ICTs as integral to learning and future pathways.</li> </ul>	Assessment Policy Moderation Policy Curriculum Planning Literacy Plan – reading and writing frameworks Numeracy Plan ICT Plan School Data Plan NAPLAN Preparation Program STEM Plan Faculty Implementation Plans Meeting Agendas and Minutes Line Management Meetings	Ongoing 2018  Term 1 2018 then ongoing  Term 2 2018 focus  Ongoing 2018-19

**Priority Five: Effective Pedagogical Practices (Teaching Quality)**

An evidence-based pedagogical framework is embedded in practice ensuring quality teaching and learning.

School Improvement Strategies and Actions	Evidence	Timelines
<ul style="list-style-type: none"><li>• Implement and evaluate the use of the ASOT Framework and Marzano's Taxonomy of Skills to improve student learning outcomes.</li><li>• Work collaboratively with teachers to improve practice through modelling, evaluating and providing feedback on classroom teaching.</li><li>• Embed practices for the analysis, display and communication of individual student, class and cohort progress to inform and provide evidence of effective teaching.</li></ul>	School Pedagogy Plan Assessment Policy Moderation Policy Curriculum Planning Literacy Plan – reading and writing frameworks Numeracy Plan School Data Plan NAPLAN Preparation Program STEM Plan Faculty Implementation Plans Meeting Agendas and Minutes Line Management Meetings	Ongoing 2018-19  Triad Observations each term 2018  Term 2 2018 onwards

