



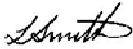
MORAYFIELD STATE HIGH SCHOOL

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

2017 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.

	<i>Stephen Sly</i>		
Leasa Smith Principal 13 /2 /17	Stephen Sly President P&C Association 13 /2 /17	Mary Coverdale Assistant Regional Director / /17	Tracy Corsbie Regional Director / /17

Our 2017 Targets

<p>Student Attendance & Engagement</p> <ul style="list-style-type: none"> 90% student attendance across all year levels. SDA data aligns with state targets. 	<p>Achievement Data</p> <ul style="list-style-type: none"> 85% of students achieve C or better in semester reports for all subjects. Increase in % of Year 7 & 9 students achieve NMS in NAPLAN testing in line with state school targets. Increase in MSS and U2Bs across all areas of NAPLAN testing 100% Year 12 students exit with a QCE. 75% eligible students achieve an OP 1-15. 100% eligible students achieve a QTAC offer. 	<p>School Opinion Survey</p> <ul style="list-style-type: none"> > 90% of students are satisfied that they are getting a good education at school. >90% of parents/caregivers are satisfied that their child is getting a good education at school. >90% school staff agree that they have access to quality professional development. >85% school staff agree that staff morale is positive at the school. 	<p>Post School Data</p> <ul style="list-style-type: none"> 90% of school leavers engaged in employment, education and training or actively looking for work. 30% of school leavers are engaged in study at a Bachelor Degree level. 15% of school leavers are engaged in Cert III or higher VET programs.
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FOCUS AREA	SCHOOL PRIORITIES 2017	IMPROVEMENT STRATEGIES AND ACTIONS 2017
<p data-bbox="174 105 320 161">Successful Learners</p> <p data-bbox="69 197 427 347"><i>Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</i></p> 	<p data-bbox="450 105 589 161">Know your Learners</p> <p data-bbox="450 197 685 469"><i>Data Plan Literacy Plan Numeracy Plan NAPLAN Prep Plan Lit/Num PLC JS Data PLC SS Data PLC SLT PLC STEM PLC</i></p> <p data-bbox="450 842 689 898">Meet your learners' needs</p> <p data-bbox="450 935 685 1302"><i>RBP PBL PLC SS PLC SW PLC Literacy Plan Numeracy Plan NAPLAN Prep Plan Lit/Num PLC IAS Curriculum Plans JS Plan SS Plan</i></p>	<p data-bbox="714 105 987 132">Analyse Student Data</p> <ul data-bbox="714 137 2181 416" style="list-style-type: none"> • Implement a whole school data plan that identifies key responsibilities and timeframes for analysis and discussion of school-based and systemic data sets to inform differentiated teaching and learning practices, subject and pathway options and student performance as part of creating a high performance culture. • Promote student ownership of learning and performance through focused engagement in academic review meetings, performance and pathway interviews, setting and reviewing learning goals and using performance data to inform education and career planning, supported by TrackEd. • Build data literacy by enabling term based data discussions with teaching staff and the Executive and Senior Leadership Teams to review class analysis data and plan for individual, class and cohort improvement and by providing professional learning in line with best practice ("Faces on the Data" Lyn Sharratt and Michael Fullan) including using data walls. <p data-bbox="714 451 1077 477">Improve Student Attendance</p> <ul data-bbox="714 481 2181 730" style="list-style-type: none"> • Refine and implement a more comprehensive student attendance monitoring plan that identifies key responsibilities and processes for all staff to address short term and irregular attendance and continue to engage the Student Services Team in reducing long term non-attendance/engagement in line with legislation. • Regularly analyse trends in attendance data at the whole school, cohort, class and individual level and share with the school community to promote a focus on attendance and teacher and student ownership of class attendance data. • Promote and celebrate high levels of student attendance through the student recognition program. • Enable student engagement in alternative and flexible learning opportunities in partnership with community groups and educational providers e.g. Intercept Y-Jet Program, YOS, Get Set for Work. <p data-bbox="714 766 943 793">Junior Secondary</p> <ul data-bbox="714 798 2181 1362" style="list-style-type: none"> • Use flexible staffing to increase English and Mathematics HOD allocation to enable co-leadership of learning within the English and Mathematics faculties to maximise literacy and numeracy attainment and improvement in LOA data, with a focus on Junior Secondary Reading Program (ensuring all students have an individual target for reading development aligned to learning goals and success criteria), Writing (focused, sustained writing on demand) and Numeracy Problem Solving/Warm Up Project. • Enhance teacher and teacher aide support to provide targeted literacy and numeracy learning support. • Strengthen targeted teaching, support and intervention for all students in literacy and numeracy through item level data analysis, small group intervention and short term data cycles aligned to NAPLAN performance indicators including year level NAPLAN data discussions. • Plan and implement Individual Curriculum Plans for all students who are working below year level standards and build valuable opportunities for engagement in mainstream learning experiences. • Implement strategies and programs to cater for the U2B ability students and optimise learning for high performing students in different learning areas including UNIFY, UNSW Testing, U2B English and Mathematics classes and targeted Band Level NAPLAN Extension Days. • Undertake preparation and planning to be part of the 2018 NAPLAN online trial. • Ensure weekly English and Mathematics classes have access to computer labs to build IT literacy skills. • Purchase and use the Remark Software to allow timely marking and analysis of NAPLAN practice test data in line with increased formal NAPLAN Test Preparation days.



Senior Secondary

- Capitalise on partnerships with RTO Train, Assess, Australia to offer Cert II Furniture Making, Cert II Engineering Pathways and Cert III Business vocational courses to students using various flexible delivery models.
- Implement a new Year 10 curriculum structure to maximise curriculum options for students linked to ability levels and interest areas in preparation for Year 11/12 QCAA curriculums.
- Refine the QCS practice program to target CCE gaps using short term data cycles, formal practice testing and focused teaching from HODs.
- Participate in the External Assessment trial for English and Mathematics B.
- Increase student participation in the BYOX program aligned to eLearning pedagogy.
- Enable access to external RTOs to provide increased Cert II and III options for senior students maximising QCE attainment and equity of post schooling opportunities.

Student Engagement

- Employ additional staff to provide targeted support for improved student management and engagement practices focused on building staff capability through coaching, observations and feedback cycles focused on ESCM and Classroom Profiling.
- Revise student management practices within a culture of Restorative Practices as part of the Responsible Behaviour Plan for Students.
- Re-vision the Student Services Centre to provide proactive and reactive intervention for students with behavioural, emotional, social and engagement issues, support teacher capability and drive whole school actions towards achieving a calm and disciplined learning environment, including employment of school-based leadership positions for Behaviour Coordinators and Year Level Coordinators, targeted teacher aide support with a focus on practices to reduce SDA data and increase engagement.
- Coordinate and deliver targeted wellbeing programs to build student efficacy and advocacy and improve mental health, including measurement of program impacts and effects and recording on OneSchool.
- Develop a school Learning and Wellbeing Plan aligned to DET's Learning and Wellbeing Framework and encompassing a scope and sequence for the delivery of AIM, Career and Education Planning and the Respectful Relationships curriculum aligned to the school's values.
- Offer an Alternate Program for Junior Secondary students experiencing significant issues in working effectively in mainstream classes that targets literacy, numeracy and physical, social, behavioural and emotional development.
- Continue to build a positive learning culture including a focus on student improvement and high performance by enhancing student wellbeing, recognition and enrichment programs linked to PBL.
- Continue to maximise engagement and performance of Indigenous students through culturally appropriate programs, tutorial support and culturally rich experiences.
- Build the role of the form teacher in line with pastoral care responsibilities and mentors to students.

Great People

Teaching Quality


Teachers employing high quality, evidence-based teaching practices focused on success for every student

Develop Professional Knowledge

*PD Plan
PDP Process*

Professional Learning Culture

- Develop and implement a whole of school Professional Development Plan encompassing the reviewed Professional Development Plan process, targeted professional learning opportunities linked to the explicit improvement agenda and aligned to staff need.
- Ensure beginning teachers are supported through the Beginning Teacher Mentoring Program and associated professional development and active engagement with the MCETE Program.
- Ensure mandatory professional development and training is implemented.

	<p>Develop Professional Practice</p> <p>Faculty Teams ASOT PLC Data Plan</p>	<p><u>Australian Curriculum Priorities</u></p> <ul style="list-style-type: none"> Implement the Digital Technologies component of the National Curriculum including: <ul style="list-style-type: none"> Staff Professional Development Development of and ICT Plan. <p><u>Pedagogical Framework</u></p> <ul style="list-style-type: none"> Continue using the ASOT framework to enhance student knowledge and responsibility for data/performance and teacher ability to use data to set and evaluate learning in line with goal setting and success criteria practices within Design Question 1. Engage in whole of school targeted teaching of thinking skills linked to the CCEs and aligned to Marzano's Taxonomy of Learning. <p><u>SATE and Assessment Practices</u></p> <ul style="list-style-type: none"> Ensure a consistent approach to front-ending of assessment tasks in line with curriculum planning in preparation for changes to Senior Assessment and Tertiary Entrance processes. Quality assure the use of task and criteria sheets across faculties. Strengthen task and portfolio moderation processes and further establish moderation as a key feature of the school's meeting cycle. <p><u>Strategic Vision and Values</u></p> <ul style="list-style-type: none"> Commence the 2017 school year with a conference style SFD model focused on school improvement priorities, team building and collective commitment to the school's vision and values. Refine the meeting cycle and agendas to better align with the school's priorities, maximise staff engagement and meet staff needs. Realign Executive and Senior Leadership Team portfolios to align with the school's strategic direction and explicit improvement agenda.
	<p>Develop Professional Engagement</p> <p>PD Plan Strategic Plan</p>	<p><u>Learning Communities</u></p> <ul style="list-style-type: none"> Establish the Executive and Senior Leadership Teams as leaders of learning, engaged in strategic curriculum, teaching, learning and assessment practices and PLTs. Establish an Aspirants PLT and additional internal leadership opportunities to continue to build staff density and capacity for leading learning. Continue to promote coaching opportunities aligned to ASOT, ESCM, Classroom Profiling, Literacy and Numeracy as part of the PDP Process. Continue the use of Walkthroughs and Instructional Rounds to build teacher capacity via the Senior Leadership Team. Provide opportunities for collaborative working between teachers and school leaders in relation to curriculum, pedagogy and assessment focused on sustained improvement through meetings and planning. Principal actively engages in Future Leaders programs and provide coaching and mentoring to DP Team.
<p>Great People</p> <p>Principal Leadership & Performance</p> <p><i>School leaders delivering extraordinary and sustained improvement</i></p>	<p>Lead Teaching and Learning SLT PLC</p> <p>Develop self and others Aspirants PLC PBL PLC RBP</p> <p>Lead improvement, innovation and change</p>	

<p>High Standards</p> <p>School Performance</p> <p><i>Schools achieving success through an intentional approach to improving the progress of every student.</i></p>	<p>Know your data</p> <p><i>Data Plan Explicit Improvement Agenda FIPs Budget</i></p> <p>Know your strategies</p> <p><i>FIPs Budget Strategic Plan</i></p>	<p><u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> Analyse whole school trends to develop an explicit improvement agenda. Articulate a whole school improvement agenda with clear targets that is shared and known by all in the school community and is overtly and rigorously enacted. Focus on ensuring all teachers know their data, plan to move their learners, move their learners and then celebrate success through the class analysis process and supported by team data conversations. Continue to identify and implement strategies to connect school leavers with educational and employment opportunities to enhance post school destination success. <p><u>Internal Audit</u></p> <ul style="list-style-type: none"> Review budgeting processes to plan for more sustainable resourcing once I4S is not available. <p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> Implement a range of marketing and communication strategies to build community confidence in the school and showcase the achievement of excellence. Refocus the PDP process so that staff value the process and have access to quality professional learning. Continue to work on building staff moral through the school's vision and values, increased opportunities for team planning and data discussions and staff recognition. Establish opportunities for students, staff and parents to meet with the Principal to share perspectives, gain input into decisions and address areas of concern (forums). Re-vision the P&C to have a more strategic role in supporting and enabling school direction and operations.
<p>Engaged Partners</p> <p>Regional Support</p> <p><i>Regions providing a renewed focus on supporting performance and outcomes across the three sectors – early childhood education and care, state schools, and training and employment.</i></p>	<p>Maintain alignment</p> <p><i>Regional Plan</i></p> <p>Develop consistency</p> <p>Scale up success</p>	<p><u>Alignment and Consistency</u></p> <ul style="list-style-type: none"> Continue to be an active member of the local coalition of schools to expand transition processes and promote state schooling. Be active in the Moreton to Mountains Cluster initiatives and programs. Access regional support in relation to systemic priorities and initiatives.
<p>Engaged Partners</p> <p>Local decision making</p> <p>Schools ensuring community needs are central to decision making processes,</p>	<p>Embrace autonomy</p> <p><i>IR Group P&C VET/RTO Coordinator</i></p> <p>Create partnerships</p>	<p><u>Partnerships</u></p> <ul style="list-style-type: none"> Continue to grow the school's Industry Reference Group as a basis for building community engagement and partnerships focused on: <ul style="list-style-type: none"> increased opportunities for innovation including tailoring vocational and work preparation programs to align with local economic and employment trends using internal and external resources. establishing strong collaborative relationships with industry, business, community and educational providers to enable work placement, on the job training, broader educational opportunities and successful transitions to post-secondary school pathways.



autonomy and accountability.



- being accountable to the local community by providing structured opportunities for graduates to enter training and educational programs through partnerships with Registered Training Organisations (RTOs) in response to Next Steps Destination data indicating approximately 20% of the school's 2015 graduates are not engaged in further training and education or are registered as actively seeking employment.
- being proactive and engaged in plans and programs to continue to reduce youth unemployment in the Morayfield community.
- Continue to promote school events and successes using a range of communication strategies.
- Explore partnerships enabling community and RTO access of the TTC and other school facilities to promote the school within the community and establish an income stream.
- Explore business and financial planning opportunities with the P&C and RTOs to establish a school owned business and real world training facility within the Morayfield Community.
- Maximise parent engagement in learning through the restructuring of parent-teacher-student communication through virtual classrooms, performance and pathway interview processes and parent education and information sessions.