



2017-2020 Strategic Plan



Moranbah State High School
Tomorrow's Future Today



Moranbah State High School

Strategic Plan 2017 - 2020

School Profile

Moranbah State High School is a vibrant, innovative and inclusive learning community preparing students for "Tomorrow's Future Today". Our practices are based around our daily moral purpose to ensure that "every student, in every classroom, is learning, achieving and is valued". We expect our staff and student to consistently uphold our four core values of Respect, Responsibility, Resilience and Relationships and are working to ensure that our school community is built on professionalism, continuous improvement and accountability. We aim to provide every student with a quality education that will not only match their career aspirations, but prepare them for their future as a resilient and connected citizen.

In preparing students for "tomorrow's future", our curricular and extra-curricular activities (including a nationally recognised Vocational Education and Training and School-based traineeship and apprenticeship program) are infused with the concepts of digital literacy and intercultural understanding. Our teachers are passionate, hard working and set high expectations for behaviour and learning. Moranbah State High School uses evidence-based teaching that encourages critical and creative thinking and develops learners that strive for excellence.

Moranbah State High School utilises the Mind Matters framework to guide our focus on student wellbeing. We know that student outcomes are enhanced when the learning environment is positive, respectful and supportive and this is why we adopt the Positive Behaviour Learning approach throughout the school, founded on consistent and high behavioural expectations. We believe that strong parent, teacher and student relationships are required to develop our positive school community.

Our Sports Development Programs combined with opportunities offered through our Arts & Cultural precinct provide students with a range of extra-curricular offerings. Our academically talented students are recognised through formal induction into our Exceed Scholars program, where mentoring to further extend student's thinking and pathway opportunities are highlighted.

Moranbah State High School is geographically located in the heart of the Queensland coal mining industry. We have a strong history of partnerships with key industries which provide innovative opportunities for our students, not available in many other schools across the state. Our Coalfields Training Excellence Centre is providing innovation in robotics, automation and engineering and ensuring training is linked to future pathways in local industries. Our new iCentre allows students flexible learning opportunities to widen subject choices whilst preparing for tertiary style delivery. We do not allow our geographic distance to prevent our students from receiving a first class education.

Our mission is to ensure that every student succeeds through an outstanding education that prepares students for tomorrow's future, today!

Vision





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Moranbah State High School's vision reflects a balance between the strong traditions of our school community and our passion for innovation. Our vision, values and strategic priorities have been developed through an extensive consultation process involving students, parents, staff and the wider community.

The process of Appreciative Inquiry was used to develop a shared vision for the strategic direction for our school over the coming four years.

Vision - "Tomorrow's Future Today"

Values





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Our Core Values:

At Moranbah State High School we ensure that "every student, in every classroom, is learning, achieving and is valued". We achieve this through staff and student commitment to our "4R's". At Moranbah State High School we:

- Have RESPECT
- Take RESPONSIBILITY
- Show RESILIENCE
- Build RELATIONSHIPS

Our shared core beliefs about teaching, learning and wellbeing:

- Every student is capable of learning and improving
- Teachers have a significant responsibility for student learning
- Setting high expectations leads to success
- We all deserve to feel safe, respected and valued

Our student imperatives:

Students must:

- Have teachers they believe care for and supports them
- Believe the work they are requested to do is at their level
- Have friends at school

Our teacher imperatives:

Teachers must:

- Be passionate about teaching
- Build bridges with every student and care
- Know the next steps in every child's learning

PERFORMANCE MEASURES:

Moranbah State High School believes in a culture of continuous improvement and accountability. At MSHS, we are improving with C.L.A.S.S.

C = Completion (ensuring every student exists Year 12 with a QCE and Certificate II qualification)

L = Literacy & Numeracy (lifting performance in the Upper Two Bands)

A = Academic Achievement (ensuring achievement in both school based subjects and external assessment)

S = Student Wellbeing (raising the attendance and behaviour expectations)

S = Sustainability (building community confidence)





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Improvement Priorities

Students Matter

Success indicators

1. STUDENT: Attendance improvement in the 90-95% range (Overall School Target: 92%; Baseline 2016 in this range was 30.2%)
2. STUDENT: 80% of students achieving the school target of 92% attendance
3. Academic Achievement: 100% of learning support students on an ICP making at least 1 year level gain every 12 months.
4. ACADEMIC ACHIEVEMENT: 100% of Year 7 and 98% of Year 9 achieving at NMS in Reading and Numeracy (2016 Baseline data: Year 7 - 98% in Reading and Numeracy; Year 9 - 93% in Reading and 98% in Numeracy)
5. ACADEMIC ACHIEVEMENT: Percentage of students B or better in English, Maths and Science (7-9) increasing by 5%. Target 90% (baseline 2016 - Year 7: Maths 70%, English 56%, Science 47%; Year 8: Maths 69%, English 60%, Science 46%; Year 9 Maths 44%, English 36%, Science 36%)
6. Continue to increase student enrolment and retention.
7. SUSTAINABILITY: 85% of students agreeing that this is a good school (SOS Student baseline data 2016 - 67.9%)

Strategies

	2017	2018	2019	2020
Data Literacy - Building student, teacher and leadership team capability in data literacy to ensure individual student improvement strategies are developed within a cycle of reflection.	✓	✓	✓	✓
Attendance and Engagement - Implementing, reviewing and monitoring school wide attendance and engagement to improve the culture of teacher and student accountability.	✓	✓	✓	✓
Inclusivity - Developing guidelines for identifying students requiring support and case management while enhancing opportunities for student leadership and extra-curricular activities in both the Junior secondary and Senior School.	✓	✓	✓	✓



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Improvement Priorities

Teachers Matter

Success indicators

1. COMPLETION: Percentage of students attaining a Queensland Certificate of Education. Target 100% (baseline 2015 100%)
2. LITERACY & NUMERACY: 25% of Year 7 students in the U2B for Reading and Numeracy with 10% in the U2B for Year 9 Reading and Numeracy (Baseline 2016: Year 7: 26.5% Reading and 22% in Numeracy; Year 9: 6.3% in Reading and Numeracy)
3. ACADEMIC ACHIEVEMENT: Percentage of students B or better in English, Maths and Science (7-9) increasing by 5%. Target 90% (baseline 2016 - Year 7: Maths 70%, English 56%, Science 47%; Year 8: Maths 69%, English 60%, Science 46%; Year 9 Maths 44%, English 36%, Science 36%)
4. SUSTAINABILITY: 85% parents and students believe this is a good school (Baseline 2016: Parents 79%; students 67.0%)
5. SUSTAINABILITY: 90% of teachers feel that they have access to quality professional development aligned to their Developing Performance plan (Baseline School Opinion Survey data in 2016 - 70.8%).

Strategies

	2017	2018	2019	2020
Curriculum & Assessment - Implementing consistent practices and quality assurance process to ensure alignment of curriculum and assessment to the Australian Curriculum and Senior Syllabuses	✓	✓	✓	✓
Curriculum & Assessment - Continuing to provide opportunities for teaching staff to ensure the consistency of judgements and effective use of the AC assessment standards.	✓	✓	✓	✓
Pedagogy - Embedding a consistent pedagogical framework across the school	✓	✓	✓	✓
Pedagogy - Embedding a whole school approach to the teaching of key literacies and numeracies within the curriculum (Reading 2017/2018)	✓	✓	✓	✓
Pedagogy - Planning, documenting and implementing targeted differentiation strategies which respond to the individual learning needs of students to maximise outcomes.		✓	✓	✓
Capability - Ensuring teacher capability focussed on professional knowledge and practice of the Australian curriculum and general capabilities.	✓	✓	✓	✓
Capability - Implementing a systematic whole-school approach to the provision of feedback, coaching and mentoring for all teaching staff	✓	✓	✓	✓
Capability - Implementing a Beginning and Continuing Teacher professional development program to build capacity as effective leader of the classroom environment.	✓	✓		





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Improvement Priorities

Culture Matters

Success indicators

1. STUDENT: Resilience Survey in Junior Secondary improvement. Target: Baseline:
2. STUDENT: Vulnerable students with documented plans (ESP, Support Plan, Mental Health Plan, ICP). Target: 100% completion and review each 6 months
3. SUSTAINABILITY: 85% of parents and students believe this is a good school. 90% of teachers believe this is a good school. (Baseline 2016: 79% parents, 68% students; 87.5% teachers).
4. SUSTAINABILITY: 85% students report that they like being at this school and feel safe in the annual School Opinion Survey (Baseline 2016 69% and 74% respectively).
5. New formalised partnership agreements in place between industry and Moranbah SHS.

Strategies

	2017	2018	2019	2020
Positive School Culture - Developing and implementing a whole-school approach to wellbeing and resilience using the Mind Matter framework.	✓	✓	✓	✓
Positive School Culture - Reviewing the Responsible Behaviour Plan using PBL as the model to build consistent practices across classrooms.	✓	✓		
Partnerships - Creating sustainable and innovative partnerships with parents, cluster schools, industry and community.	✓	✓	✓	✓
High Performing Teams - Establishing high functioning, collaborative teams to develop professional capital and staff engagement in school decision making.	✓	✓	✓	✓

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

