



Moranbah State High School

2019 Annual Implementation Plan

Improvement Priority 1. Students Matter

Targets

COMPLETION AND TRANSITION: 100% JCE and QCE attainment (with intensive case management for at risk students)

COMPLETION AND TRANSITION: 100% of students in education, training and employment within six months of leaving MSHS

STRUDENT: 80% of students achieving the school target of 92% attendance

STUDENT: Attendance improvement in the 90-95% range (with an overall school target of 92%)

STUDENT: All vulnerable students with a documented plan that is reviewed every 6 months (ECP, ICP, PLP_

ACADEMIC ACHIEVEMENT: 100% of learning support students on an ICP making at least 1 year level gain every 12 months

SUSTAINABILITY: 95% of students agreeing that this is a good school

Strategy: 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.

Actions	Timeline	Responsible Officer(s)
Utilise TrackEd software to effectively triangulate student performance to target intervention and extension	Term 1	Maree Lewis, Rachael Lewis, Kristie Podlich
Continue whole school, cohort and classroom learning data walls that co-constructed with students, are interactive and provide meaningful feedback for student improvement	Ongoing	HOD, HOSES
Implement formative assessment cohort wide to establish learning needs under the AC and develop models for targeted teaching. Track effect size changes.	Ongoing	HOD, HOSES
Build teacher ownership and accountability of their classroom data to drive student performance with 5-week feedback cycles and term reflections / goal setting for improvement	Ongoing	HOD, HOSES





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SUSTAINABILITY: 95% of students agreeing that this is a good school

Strategy:	Attendance, Engagement and Transition - Implementing, reviewing and monitoring school wide attendance, engagement and transition to improve the culture of teacher and student accountability.		
Actions	Timeline	Responsible Officer(s)	
Develop / streamline roles and responsibilities for staff to target attendance and celebrate success	Term 1	Principal, Deputy Principal, Year Coordinator	
Develop and execute a Moranbah wide marketing campaign to engage parents / community on the value of attending everyday	Term 2	Lauren Busk, Rebecca Huggett, Felicity Roberts	
Engage in regular SET Planning and data reviews with early intervention and case management to provide students maximum opportunity to achieve a JCE and QCE	Ongoing	Cicely Baira, Maree Lewis, Rachael Lewis, Kristie Podlich	
Target vulnerable students to ensure successful transitions (primary-secondary; junior secondary-senior and; senior to further education and training	Ongoing	Cicely Baira, Rebecca Huggett, Maree Lewis, Rachael Lewis, Kristie Podlich	
Conduct exit interviews with all year 12s and early school leavers to ensure successful transition	Ongoing	Maree Lewis	





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SUSTAINABILITY: 95% of students agreeing that this is a good school

Strategy: 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.

Actions	Timeline	Responsible Officer(s)
Develop teacher capability for not only identifying students requiring an ICP but for providing effective curriculum and pedagogy within the classroom	Ongoing	Jenny Crowley, Elizabeth O'Neill, Dearne Warby-Dent
Redefine the Diverse Learners department and roles of the SWD / LS teachers to support inclusion and classroom curriculum co-planning and co-delivery	Ongoing	Jenny Crowley, Kristie Podlich, Dearne Warby-Dent
Streamline referral process, support and case management processes for at risk students ensuring documented support plans (PLP, ISP, ESP, ICP, Mental Health Plan).	Term 1	Cicely Baira, Jenny Crowley, Kristie Podlich, Felicity Roberts, Dearne Warby-Dent





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Improvement Priority 2. Teachers Matter

Targets

COMPLETION: 100% of students attaining a JCE or QCE

LITERACY AND NUMERACY: 30% of Year 7 students and 20% of Year 9 students in the U2B for reading and numeracy. 15% of Year 7 and 9 students in the U2B for Writing.

ACADEMIC ACHIEVEMENT: 90% of students achieving a C or better in all subjects. Percentage of student achieving B or higher in English, Maths and Science increasing by 5%

SUSTAINABILITY: 95% of parents, teachers and students believe this is a good school

SUSTAINABILITY: 90% of teachers feel that they have access to quality PD

Strategy: Curriculum & Assessment - Implementing consistent practices and quality assurance process to ensure alignment of curriculum, assessments and judgements to the Australian Curriculum and Senior Syllabuses

Actions	Timeline	Responsible Officer(s)
Continue to develop and monitor consistent approaches to unit planning, assessment development and moderation to ensure integrity of teacher work	Term 1	HOD, HOSES
Develop student's knowledge and understanding of cognitive verbs through explicit teaching and selection / modification of appropriate assessment techniques	Ongoing	HOD
Embed department monitoring practices to ensure deep conversations regarding student performance against achievement standards.	Ongoing	HOD

Strategy: Curriculum & Assessment - Continuing to provide opportunities for teaching staff to ensure the consistency of judgements and effective use of the AC assessment standards.

Actions	Timeline	Responsible Officer(s)

Strategy: Pedagogy - Embedding a consistent pedagogical framework across the school

Actions	Timeline	Responsible Officer(s)
Continue the focus on a consistent Explicit Improvement (EI) model in all classrooms	Ongoing	Principal, Deputy Principal, HOD





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SUSTAINABILITY: 95% of parents, teachers and students believe this is a good school

SUSTAINABILITY: 90% of teachers feel that they have access to quality PD

Strategy: Pedagogy - Embedding a whole school approach to the teaching of key literacies and numeracies within the curriculum (Writing is the 2019 priority)

Actions	Timeline	Responsible Officer(s)
Leadership team to collaboratively develop an inquiry focus where "All teachers need the skills to effectively teach writing in their subject area"	Ongoing	Principal, Deputy Principal, HOD, HOSES
Every teaching team to deconstruct the writing demands of the achievement standards and assessment task through utilisation of the literacy continuum	Ongoing	HOD
Research best pedagogical practices in writing to align / reform current practice	Term 1	Principal, HOD
Provision of training within the leadership team to upskill knowledge of writing strategies (including Anita Archer's Writing is Taught: Writing is Not Caught PD)	Term 3	Principal, Deputy Principal, HOD
Develop a writing resource bank for each faculty that is accompanied by high quality PD	Term 2	HOD

Strategy: Pedagogy - Planning, documenting and implementing targeted differentiation strategies which respond to the individual learning needs of students to maximise outcomes.

Actions	Timeline	Responsible Officer(s)

Strategy: Capability - Ensuring teacher capability focussed on professional knowledge and practice of the Australian curriculum and general capabilities.

Actions	Timeline	Responsible Officer(s)
SATE - Continued development of teacher capability and knowledge of senior syllabuses and new QCE leading to the development of quality assessment and teacher pedagogy	Term 1	HOD
Provide professional development on teaching strategies for ICP students (practicalities of ICP students in classrooms with at level students).	Term 1	Jenny Crowley





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SUSTAINABILITY: 95% of parents, teachers and students believe this is a good school

SUSTAINABILITY: 90% of teachers feel that they have access to quality PD

Strategy:	Capability - Implementing a systematic whole-school approach to the provision of feedback, coaching and mentoring for all teaching staff		
Actions	Timeline	Responsible Officer(s)	
Develop a whole school approach to the provision of student feedback (including daily check-outs, diagnostic assessments, writing samples, drafting)	Term 2	Principal, HOD	
Invest in release time for all teachers to engage in classroom profiling and coaching	Term 1	Deputy Principal	
Implement a specific "Watching Others Work" teacher observation program that targets practices of Explicit Instruction and writing	Term 2	Deputy Principal	
Continue to use learning walks as a tool for collegial discussion about quality pedagogy and positive behaviour with specific feedback given to curriculum leaders for reflection	Ongoing	Principal	
Conduct a full cycle of Annual Development Performance Plans with staff and ensure collation to inform the whole school PD plan	Term 1	Principal	
Continue fortnightly beginning and continuing teacher meetings that focus on quality curriculum, assessment and pedagogical practices aligned to the Professional Standards for Teachers (proficient)	Ongoing	Kristie Podlich	





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Improvement Priority 3. Culture Matters

Targets

STUDENT: Improved resilience survey data

SUSTAINABILITY: 85% of parents and students believe this is a good school; 90% of teachers believe that this is a good school

SUSTAINABILITY: 85% of students report that they like being at this school and feel safe

Strategy: Positive School Culture - Utilising PBL as a model to explicitly teach positive behaviour that build consistent expectations across the school

Actions	Timeline	Responsible Officer(s)
Use consistent language ("What, Why and How") to articulate to students the expected behaviours in the classroom aligned to the Matrix of School wide expectations	Term 1	Deputy Principal, HOD
Continue classroom profiling sweeps to engage colleagues in feedback and discussion around ESCMs. Utilise profiling data to direct professional development	Ongoing	Maree Lewis, Kristie Podlich, Michael Young
Build teacher capability in referring student behaviour to enable clearer reflection of PBL data	Term 1	Michael Young
Continue to implement a fortnightly focus across the school to focus of the teaching of behaviour as part of the CARE program	Ongoing	Year Coordinator
Investigate and build understanding of the teaching and engagement of boys (as our highest referred gender)	Term 3	Deputy Principal

Strategy: Partnerships - Creating sustainable and innovative partnerships with parents, cluster schools, industry and community.

Actions	Timeline	Responsible Officer(s)
Develop a concise communications plan to ensure school events, processes, celebrations are known by parents and the community.	Ongoing	Lauren Busk, Felicity Roberts
Implement the BHP Partnership agreement to create a Centre of Excellence in Engineering, Robotics and Automation (ERA) at the Blue Shed	Ongoing	Rebecca Huggett, Felicity Roberts

Strategy: Positive School Culture - Developing a school wide approach to bullying that ensures a safe and supportive school environment

Actions	Timeline	Responsible Officer(s)
Redevelop the school's Bully Busters program and ensure every staff member, student and parent is aware of our Bullying referral process	Term 1	Felicity Roberts
Invest in Stymie to provide a confidential student bullying reporting tool	Term 2	Felicity Roberts

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

