

# MORANBAH STATE HIGH SCHOOL



## 2023 Annual Implementation Plan

### Our 2023 Key Priorities

<p><b>Educational Achievement</b></p> <p>Knowing each student’s learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student to achieve.</p>	<p><b>Wellbeing and engagement</b></p> <p>Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes.</p>	<p><b>Culture and Inclusion</b></p> <p>The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school.</p>
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### Our 2023 Explicit Improvement Agenda

<p>Goal: All students are achieving to a high standard.</p> <p>Strategy: Case Management</p> <ul style="list-style-type: none"> <li>- Implement a case management approach and the use of disaggregated data to inform targeted intervention for individual students.</li> <li>- Engage school leaders as instructional leaders with a shared responsibility for student achievement.</li> <li>- Build teacher capacity to breakdown data and enact High Impact Strategies</li> <li>- Enact quality assessment practices including pre and post moderation processes to inform instruction and differentiation.</li> </ul>
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### Our 2023 Targets

<p><b>Student Attendance &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• 80% 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 in English and Mathematics</li> <li>• 50% of students achieve A or B</li> </ul>	<p><b>School Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• Staff – I feel the staff morale is positive at this school 50%</li> <li>• Student- I can talk to my teachers about my concerns 50%</li> <li>• Parents- The school takes parents opinions seriously 55%</li> </ul>	<p><b>Post School Data</b></p> <ul style="list-style-type: none"> <li>• 30% of school leavers are engaged in a traineeship or apprenticeship.</li> <li>• 10% of school leavers are engaged in study at a Bachelor Degree level.</li> </ul>
<p>Michelle Pole Principal / /23</p>	<p>Matthew Hugget President P&amp;C Association / /23</p>	<p>Angela Collins Assistant Régional Director / /23</p>	

Priority One: Educational Achievement		
School Improvement Strategies	Actions	Measure of success
<ul style="list-style-type: none"> <li>Progress students as digital learners to enhance engagement and achievement through:</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of a sustainable BYOx Program</li> </ul>	100% of students with a BYO device
	<ul style="list-style-type: none"> <li>Embedded teaching of ICTs within curriculum</li> </ul>	100% of lessons with ICT embedded
	<ul style="list-style-type: none"> <li>Provision of professional learning and support for staff linked to digital pedagogies</li> </ul>	100% of staff confident with ICT in their classrooms
<ul style="list-style-type: none"> <li>Build the capacity and practices of staff to use disaggregated student achievement and engagement data to plan for differentiated learning and improvement for all students with a focus on students with a disability, indigenous students, vocational education and high performing students through:</li> </ul>	<ul style="list-style-type: none"> <li>Development of a Clarity Project targeting key areas for focus in relation to improved student learning outcomes.</li> </ul>	Targeted term 1 data is increased through the embedding of Clarity practice and process in Term 2. 85% A- C data, 50% A- B data. ( LI, SC, LW, Targeted Teaching and CM)
	<ul style="list-style-type: none"> <li>Professional development to upskill in implementing the high impact teaching strategies</li> </ul>	Development of a whole school professional development plan
	<ul style="list-style-type: none"> <li>Enabling opportunities for collegial engagement and feedback.</li> </ul>	Profiling completed once per semester in 2023.
<ul style="list-style-type: none"> <li>Positively promote high expectations for student engagement and achievement in learning through the implementation of:</li> </ul>	<ul style="list-style-type: none"> <li>Through PBL Action Plan</li> </ul>	85 % of staff are implementing PBL strategies 50 % in success in PBL Survey 80% whole school attendance
	<ul style="list-style-type: none"> <li>Consistent whole school goal setting practices and career case management</li> </ul>	A Clear consistent Case management process Academic. Career, Behaviour 100% of Year 10,11 & 12 students case managed 100% of post school career pathways aligned to schools courses of study. 100% QCE/ QCIA
<ul style="list-style-type: none"> <li>Develop a clear link with primary school staff and students to establish a synergy of practice across the transition gap</li> </ul>	<ul style="list-style-type: none"> <li>Embedding of Tri School Precinct transition project</li> </ul>	80 % of students ready to start Year 7 75% retention of Year 6 Moranbah School students
	<ul style="list-style-type: none"> <li>Developing a Tri School Precinct to share data. Meetings as required.</li> </ul>	Shared Professional development plan Shared moderation processes Shared unit planning processes
Priority Two: Wellbeing and Engagement		
School Improvement Strategies	Actions	Measure of Success
<ul style="list-style-type: none"> <li>Staff Well being PLC</li> </ul>	<ul style="list-style-type: none"> <li>Development of a staff wellbeing PLC</li> <li>Whole staff strategies for staff wellbeing</li> </ul>	Increased Staff Morale – SOS 50% Decreased Staff absence 100% of staff aware of Staff Wellbeing plan Resilience Program Engagement
<ul style="list-style-type: none"> <li>Student voice</li> </ul>	<ul style="list-style-type: none"> <li>Development of a junior and senior representative council</li> </ul>	Student SOS data increase – I like being at my school – 50% Student Attendance increase – 80%
<ul style="list-style-type: none"> <li>Build teacher leadership through capacity and development processes in line with school initiatives and improvement strategies by:</li> </ul>	<ul style="list-style-type: none"> <li>Building leadership capacity through the Aspiring Leaders Program.</li> </ul>	Development of an Aspiring Leaders program across the Tri school precinct
	<ul style="list-style-type: none"> <li>Increasing the rigour and consistency in line management practices aligned to the SSP, AIP, EIA and agreed roles.</li> </ul>	100% of line management discussions aligned to AIP 100% of teachers know our EIA

**Priority Three: Culture and Inclusion**

<b>School Improvement Strategies</b>	<b>Actions</b>	<b>Measure of Success</b>
<ul style="list-style-type: none"><li>Build collective understanding and ownership of the school's vision, values and EIA through:</li></ul>	<ul style="list-style-type: none"><li>Clarification and actualisation of expectations and stakeholder roles and responsibilities in relation to achievement of the EIA.</li></ul>	Development of a clear set of roles for leadership team. Development of expectations for staff, students and community in the implementation of our EIA
	<ul style="list-style-type: none"><li>Promotion and celebration of the school's vision and values aligned to the EIA target.</li></ul>	Development of positive promotion of school activities, including our vision, values and EIA
	<ul style="list-style-type: none"><li>Continued implementation of strategies to increase parent engagement in student learning.</li></ul>	Development of a Community Education Councillor Development of an Industry Liaison Officer Focus forums for community/ parents to have comment
	<ul style="list-style-type: none"><li>Formalization of community partnerships to enhance vocational learning opportunities for students and promote the school as a valued part of the school community</li></ul>	Increase in VET partnerships Increase of certificate courses delivered to students Increase in community engagement in the classroom
	<ul style="list-style-type: none"><li>Development of indigenous culture through the school curriculum</li></ul>	Development of a Community Education Councillor Development of a Yarning Circle Having indigenous community engaged in classroom learning.