



Maryborough State High School

Strategic Plan 2020-2023



This Strategic Plan has been developed to inform the direction of the school between 2020 and 2023. The School Leadership Team, in collaboration with the school community, has reviewed each focus area and created defined and measurable actions. This plan will provide a basis in shaping the school's Annual Operational Plans in each focus area.

The Plan will be monitored by the School Council and School Leadership Team through an annual cycle of reporting for each strategic focus area. It will also be reported on annually to the wider community by the Principal.

In the last Strategic Plan, we identified four strategic priorities to establish the REAL Agenda (Reading, Excellence in Teaching, Attendance, Learning). This work was concluded in 2019 with the School Improvement Unit reporting on significant gains and providing a framework for the next four years.

As well as a continued focus in these areas, we also identified key areas of School Wellbeing, Inclusion and the creation of a Continuous Culture of Improvement. We have created these areas for focus and will manage and cross check them through the National School Improvement Tool. As part of this process, we have established targets to quantify the improvement we were seeking.

Progress over the past four years has exceeded expectation. Student achievement has reached new levels, with the school featuring at the leading edge of Queensland's performance. There is a cultural shift around the importance of student and staff wellbeing for everyone. This culture is supported by systems and practices that are deliberate and constructed around key concepts that drive our work.

We have opened up and made accountable the learning process, been meticulous and deliberate about tracking students and built collaborative practices with staff and students. We invested in our staff. In short, we have Valued, Developed and Empowered the school community.

We will see major change in the next four years with the benefits of the \$11 million Renewing Our Schools package transforming Maryborough State High School into a cutting edge educational institution and a centre for innovation. Our curriculum has been focussed to be futures-focused, but with a keen eye towards the 140 year traditions of the original Maryborough Grammar Schools.

We will see further development as an Independent Public School forming a School Council and continuing to establish our processes to select staff and manage much of the school autonomously.

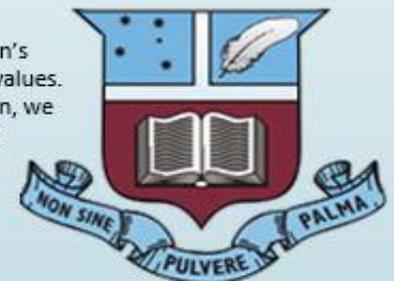
Value, Develop, Empower.



The next four years build on our achievements and ideas and takes them further. We want to embed our central ideals in all school activities – the idea of valuing, developing and empowering all students and all staff to make a difference. It is central to our purpose, our ways of operating and our ultimate goal. This central idea causes us to ask about the purpose of every activity and test our practices against this purpose. This approach is sustained, deep and rich in research. Our community is committed to see students and staff entrusted to it, grow, develop and progress.

Our school has a rich history and significant traditions. This Strategic Plan is designed to honour the past while embracing the realities of a world of change, as we remain grounded.

We commit to regularly evaluating the success of the Plan's implementation and reaffirm our commitment to these values. Through current and evolving channels of communication, we will regularly update the Maryborough State High School community on our pursuit and achievement of each Strategy within this Plan.



We Start With Why.

Following the work of Simon Sinek, Maryborough State High has ensured that our compelling purpose centres on each teacher making a difference to students' future lives. To do this every activity in the school is designed to *Value, Develop and Empower* to ensure all achieve to their personal best.

Non Sine Pulvere Palma.

Since 1881, the Maryborough Grammar Schools have adhered to the Latin motto *Non Sine Pulvere Palma*, which translated means *No Prize Without Effort*.

We firmly believe in this motto and how this translates into all aspects of our school life. Maryborough State High School has engaged in research based action around the work of Carol Dweck and Growth Mindset and the ideals of persistence, tenacity and personal growth.

This positive and feedback-driven approach manifests itself in our Strategic Plan through many aspects; whether through the Positive School Culture Program, the School Wellbeing Program or through approaches to curriculum and pedagogy.

Respect, Responsibility, Results.

These three key values drive the choices and deliberations of the school in its Strategic Plan, as well as the clear expectations the school sets for all students.

The core ideas of *Respect* and *Responsibility* – for students and by students – drive the values we expect to see, and by displaying and upholding these values, students will achieve *Results*.

This singular focus on a key, transparent message, will ensure that all activities and resources – financial, social, physical – are directed towards a goal which is focussed around the best interests for students.

This plan identifies capacity and scope for students and staff to value their school and learning, develop skills for all stakeholders and ensure empowerment on all levels.



Planning Context

Internal Inputs:

- Review of 2015-19 Plan
- Quadrennial School Review 2019
- School Improvement Review Process 2019
- Staff feedback
- Headline Data
- School Opinion Survey

External Inputs:

- DoE Strategic Plan 2019-23
- School Improvement Review Process 2019
- School Council Feedback
- Headline Data
- School Opinion Survey
- Local Context



Strategic Plan 2020-2023

*Annual Improvement Plans
2020 - 2021 – 2022 - 2023*

Policy Documentation

*Inclusion Framework
Pedagogy Plan*

*Workforce Plan
Wellbeing Framework
Facilities Plan*

*Literacy / Numeracy Plan
Curriculum Plan*

ICT Plan



*An Expert Teaching Team
Effective Pedagogical Practices*

Systematic Curriculum Delivery

A Culture That Promotes Learning

Success For All
Learners

Effective
Teaching

Wellbeing

Maryborough
State High School
Strategic Plan
2020-2023

Communication
and Community

Inclusion

*Differentiated
Teaching and Learning*

School Community Partnerships

Culture of
Continuous
Improvement

*An Explicit Improvement Agenda
Analysis and Discussion of Data
Targeted Use of School Resources*



Maryborough State High School – Strategic Plan 2020-2023

The Strategic Plan has been developed from the Australian Council for Educational Research (ACER) National School Improvement Tool (NSIT). Strategic Plan descriptors correlate directly to the descriptors from the NSIT and have been adapted to align with the identified priority areas for the next four years. Italicised lettering refers to the descriptor from the NSIT as it will be actioned by Maryborough State High School's priority agenda.



Effective Teaching

NSIT Descriptor: An Expert Teaching Team

Descriptor	Strategies	Success Criteria	Evidence
<p><i>a,b,c & d</i> Our expert teaching team is retained and developed through:</p> <ul style="list-style-type: none"> ✓ <i>Continual professional development of inclusive pedagogical and effective intervention practices.</i> ✓ <i>SLT strategies and support that encourage expertise, enthusiasm and confidence</i> ✓ <i>Encouragement for all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning.</i> 	<ul style="list-style-type: none"> • Active Classroom Profiling trainer on staff to deliver refresher PD and train new profilers every year • Establishment of Whole school <i>culture</i> not whole school <i>process</i> of moderation • Creation of a Coaching Cycle – Faculty D • Development and adaptation of a Beginning Teacher's Program • Development of a Professional Practice Folio • Promotion of HAT/LT program • Usage and expansion of Teaching and Learning via SharePoint 	<ul style="list-style-type: none"> • Profiling has 100% opt in and twice yearly sweeps are run with minimal impact to staff • SLT are active members of the feedback cycle for the school • The school's continuous improvement agenda reflects the use of informed and targeted data to improve and refine professional development of pedagogy • Beginning teachers are supported and developed through mentoring to reach full registration • Staff members actively participate in mentoring beginning teachers to build a culture embedded throughout all faculty areas • Teaching staff are taking advantage of opportunities to further their career while staying in the classroom • Staff take opportunities to participate in professional learning activities in a flexible manner at times convenient to them 	<ul style="list-style-type: none"> • Classroom Profiling Instructor trains new profilers each year • All staff receive feedback on their pedagogical practice, based on school and staff priorities multiple times a year. • Every faculty will develop their own moderation practices and this is then reviewed regularly to ensure that the practice is evolving with staff needs and student data • HAT/LT or EST applications increased • Beginning teachers stay on and seek permanency at MSHS • Usage statistics on T&L SharePoint • Participate actively in ongoing formal reflection
<p><i>e,f,g,h,i,& j</i> Professionalism and collaboration are ensured through:</p> <ul style="list-style-type: none"> ✓ <i>The principal and other school leaders modelling professional learning, building networked school relationships that support leadership development.</i> ✓ <i>Collaborative opportunities are created for teachers to ensure the continuity of a team culture, learning from</i> 	<ul style="list-style-type: none"> • Establishment of Leadership Aspirants program • Establishment and development of an holistic PD program which covers both pedagogy and teacher wellbeing • PDP process reviewed and refined - link to Professional Practice Folio 	<ul style="list-style-type: none"> • All staff feel <i>valued</i> and <i>developed</i> through their access to collaborative professional learning activities • Staff from each faculty participate in peer observation activities to improve their practice • Staff from every faculty film their practice and this is shared within 	<ul style="list-style-type: none"> • Whole School PD plan in place • Regularly accessed and documented aspirant program • PDP process is followed through on by all staff members • Staff reflect upon their PDP every term via structured reflection

<p><i>each other's practices, including online professional communities.</i></p> <p>✓ <i>The school has budgeted for and developed professional learning plans for all teachers and manages unsatisfactory performance.</i></p>	<ul style="list-style-type: none"> • Established use of Swivl technology to share practice • Establishment of peer observation program 	<p>faculty meetings to facilitate professional learning</p> <ul style="list-style-type: none"> • Staff from every faculty (including School Leadership) invite others into their classroom to share their practice 	<ul style="list-style-type: none"> • In-service Professional Development is facilitated by staff from across all levels of the school • Observation program utilised by staff across all faculty areas • Footage of staff is utilised within faculty meetings
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NSIT Descriptor: Effective Pedagogical Practices

Descriptor	Strategies	Success Criteria	Evidence
<p><i>a,c & d</i></p> <p>✓ <i>School leaders actively promote a range of research and evidence based teaching strategies, and provide teachers with ongoing detailed feedback on their classroom practices.</i></p>	<ul style="list-style-type: none"> • Creation and development of annual and strategic PD plan aligned to school vision and processes • Collation and usage of Profiling data collection to inform practice • Embedding of Formative Assessment • Embedding of Proficiency Scales • Full school rollout and embedding of New Art and Science of Teaching (NASoT) 	<ul style="list-style-type: none"> • Formative Assessment embedded within all faculty areas • Student learning progress is tracked and seeks goals accordingly across all faculties in Years 7, 8 & 9 • All staff members can articulate the value of the school's pedagogical framework and effectively reflect upon their practice • The school's pedagogical framework is clearly reflected in key focus areas for each year • Effective pedagogical practice is thought of as the core business of all staff, within all faculties, all the time. • Use of data to make informed decisions around pedagogical practice that are then reflected on and refined periodically • Profiling data is analysed collaboratively to drive improvement strategies at the school 	<ul style="list-style-type: none"> • Formative assessment practices are evident within planning & curriculum documentation across all faculties. • Students can identify where they are and what is next in their learning journey • NASoT goals and reflection are part of the PDP/Professional folio process • Profiling data indicates improvements through key areas identified through data analysis • All staff receive feedback on their pedagogical practice, based on school and staff priorities multiple times a year. • Discussion of pedagogy is embedded throughout all faculty meetings and staff meetings

<p>b.</p> <p>✓ <i>The school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school.</i></p>	<ul style="list-style-type: none"> • Rollout and review of School Data Plan • Development of School Data Team – SLT all members and aspirants • Data conversations are part of embedded practice • Usage of NASOT class placemat as expected practice • Development of Briefing Note as a school pedagogy tool • Collaborative Agreement on Effective Teaching at MSHS • Updating the school’s pedagogical ‘non-negotiables’ 	<ul style="list-style-type: none"> • All teaching staff can articulate the expectations concerning the use of teaching strategies and have evidence of their usage • Data (behaviour, academic, diagnostic) actively collected at key junctures and used to inform expectations of practice • Staff utilise their class placemats in professional conversations concerning the use of effective teaching strategies for their classes. 	<ul style="list-style-type: none"> • Staff meetings will set the tone for the school at the beginning of the term and reflect at the end of the term • Data team minutes • Effective Teaching at MSHS agreement • Non-negotiables document
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Wellbeing

NSIT Descriptor: A Culture That Promotes Learning

Descriptor	Strategies	Success Criteria	Evidence
<p><i>ahi</i></p> <p>✓ <i>The school promotes and maintains a positive, stimulating environment reflective of its high expectations that all students will learn successfully, promoting a culture of creative exploration and independent learning.</i></p>	<ul style="list-style-type: none"> • Review and further develop the Skills/Wellbeing programs in both proactive and reactive methodologies • Student Centred learning (active) PD to empower staff in practices • Ensuring a consistent message – parades, newsletter, classroom 	<ul style="list-style-type: none"> • Improved staff, student and parent: <ul style="list-style-type: none"> ○ staff opinion survey benchmark 95% of all staff satisfaction ○ student and parent opinion survey is at consistent high levels (above like schools) • Reduced staff absences, improved student attendance 	<ul style="list-style-type: none"> • Reporting – contacts multiple times to parents • HODs – when a referral comes through contact home already done • Annual NCCD and recording of data on the personal learning tab on One School
<p><i>bcdf</i></p> <p>✓ <i>All staff demonstrate positive and caring relationships and work to build mutually respectful relationships and inclusivity across the school community, including parents as partners in student learning and ensuring cultural understanding.</i></p>	<ul style="list-style-type: none"> • Website maintenance, YouTube Channel, Blog • PD as above • Employing dedicated Communications Personnel • Establishment of key Celebration days (cultural, achievement) • Variety of differing activities to develop curriculum in context e.g. morning teas, market days, breakfasts • Build global citizens e.g. community service, curriculum implementation • Establishment of proactive strategies to focus on staff wellbeing and collegiality 	<ul style="list-style-type: none"> • Improved A – C data to 85% • All staff communicating information about student progress with parents both A – C and effort and behaviour • Students are intrinsically motivated learners, with clearly defined and articulated goals and actions 	<ul style="list-style-type: none"> • Quantifiable measurement and review of the wellbeing program against agreed rubrics and standards
<p><i>ej</i></p> <p>✓ <i>A high priority on student and staff wellbeing provides both academic and non-academic support to address individual needs and enhance a sense of belonging and community connection.</i></p>	<ul style="list-style-type: none"> • Appropriate and judicious staffing and resourcing will ensure that the school is working towards a continual improvement of positive school culture and wellbeing 		
<p><i>g</i></p> <p>✓ <i>The school has clear strategies to promote appropriate behaviour – including agreed responses</i></p>	<ul style="list-style-type: none"> • Continued investment in Peer Skills 		

and consequences for inappropriate student behaviour – and the school provides sufficient support for teachers to implement these policies.

- Continued effective monitoring, implementation and review of Good Standing and Positive School Culture

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Inclusion

NSIT Descriptor: Differentiated Teaching and Learning

Descriptor	Strategies	Success Criteria	Evidence
<p><i>ah</i></p> <p>✓ <i>Teaching practices ensure all students are motivated to learn and tailored, targeted interventions give the necessary support to students identified as requiring additional learning assistance, including students returning to school after a period of absence/disengagement.</i></p>	<ul style="list-style-type: none"> • Identify and engage students in conversations regarding their absences. • Continued focus of student attendance as a school priority and gateway to learning - Absence posters (Eg. 1hr late =) in Student Diary, Classrooms and Learning Areas. • Focus of school for Wellbeing and Targeted Support for all students, as well as ensuring support for all who need it. • Continue with adjusted enrolment plans and approaches. 	<ul style="list-style-type: none"> • Stability and/or improvement in student attendance data; • A systematic and streamlined process that clearly identifies, documents the analysis of attendance, behaviour and achievements of priority groups (Out of Home Care, SWD, Indigenous). • A clear process has been outlined for monitoring and active management of reactive strategies with the School Wellbeing Team • A clear and streamlined process exists between school contacts and external organisations for the betterment of student wellbeing 	<ul style="list-style-type: none"> • Increase in Attendance Data • Regular minuted meeting notes for all wellbeing processes
<p><i>be</i></p> <p>✓ <i>Teachers closely monitor the progress of individual students and continually adjust their teaching in response to individual student progress utilising their knowledge of each students current knowledge, skills, and learning difficulties.</i></p>	<ul style="list-style-type: none"> • Establishment of mentoring and support culture for all staff and continuation of their learning journey as lifelong learners • Personal Learning Plans (PLPs) implemented for all students not achieving consistent passes in English/Maths/Science 	<ul style="list-style-type: none"> • Incorporating planning for differentiation at whole school level using School Plan; • Using Unit Planning to record year level differentiation decisions and strategies; • Recording differentiation at class level through the groupings and student notes functionality in the Class Dashboard. 	<ul style="list-style-type: none"> • Differentiation documented on OneSchool
<p><i>cf</i></p> <p>✓ <i>Teachers ensure that all students – including high-achieving students – are appropriately engaged,</i></p>	<ul style="list-style-type: none"> • Proficiency Scales PD leading to the use of proficiency scales in the following ways: 	<ul style="list-style-type: none"> • Embedded practice of teachers encouraging and assisting students to set their own precise and targeted 	<ul style="list-style-type: none"> • Display and use of proficiency scales in the classroom

<p><i>challenged and extended through classroom activities that meet individual learning needs and aspirations – developing intrinsic motivation through student goal setting and self monitoring.</i></p>	<p>a) 2020/2021: ACARA – Knowing our grade level achievement criteria (A,B,C,D,E)</p> <p>b) 2022: Use of proficiency scales</p> <p>c) 2023: Embedding of proficiency scales</p> <ul style="list-style-type: none"> • Usage of Pre-Moderation in all subjects to ensure parity and consistency for learning and assessment 	<p>learning goals and to monitor their own progress.</p> <ul style="list-style-type: none"> • Students able to use their knowledge and formative assessment to be able to identify their next steps in learning and monitor their progress. 	<ul style="list-style-type: none"> • Line of sight between Australian Curriculum, Unit Plans, Band Plans, Lessons Plans and Assessment
<p>dg</p> <p>✓ <i>Through student/parent consultation teachers develop individual learning plans to meet the needs of students with disabilities, including information about where students are in their learning, what progress they have made over time, and what they might do to support their children's further learning.</i></p>	<ul style="list-style-type: none"> • Reintroduce and redevelop Case Management processes of SWD and regular stakeholder meetings 	<ul style="list-style-type: none"> • Increased parent understanding and commitment to student success at home level. • Formally arranged meetings with stakeholders regarding access to curriculum and learning environment • Personal goals for learning set and reviewed each Semester. 	<ul style="list-style-type: none"> • Meetings with staff • Meetings with parents • Each student with identified goals



Culture of Continuous Improvement

NSIT Descriptor: An Explicit Improvement Agenda

Descriptor	Strategies	Success Criteria	Evidence
<p><i>ace</i></p> <ul style="list-style-type: none"> ✓ <i>SLT are united, committed to and explicit about the core objectives of improving learning outcomes for all students in the school through:</i> ✓ <i>developing data driven, explicit targets for improvement in student achievement levels</i> ✓ <i>Clearly communicated high expectations for student attendance, engagement and outcomes</i> ✓ <i>Parent consultation and school community engagement</i> 	<ul style="list-style-type: none"> • Agreed explicit data sets that are interrogated and used to set the direction and the amount of focus in order to meet school wide targets. • Key areas Attendance, Behaviour, achievement and well-being to change culture from extrinsic to intrinsic motivation 	<ul style="list-style-type: none"> • Improvement/reduction in Lead indicators to achieve your Lag targets • Using data to shift the focus from inference to evidence 	<ul style="list-style-type: none"> • Relative Gain data NAPLAN • Attendance Data • Reduction in SDAs • PALMA Awards for engagement • School Opinion Survey
<p><i>bg</i></p> <ul style="list-style-type: none"> ✓ <i>The school continually responds to students learning and social needs by developing, monitoring and evaluating programs to support student learning achievement and engagement for students that are:</i> ✓ <i>at risk of disengaging or who have disengaged from schooling</i> ✓ <i>facing disadvantage including students with a disability</i> ✓ <i>from non- English-speaking backgrounds</i> ✓ <i>Aboriginal and Torres Strait Islander</i> ✓ <i>from low-SES backgrounds and regional and remote areas</i> 	<ul style="list-style-type: none"> • Building a culture of ownership and belonging of and to the school • Pathways for all students with individualised success criteria • Develop and refine existing programs for ATSI/SWD (Explicit Improvement agenda) Identify, Data, Plan, Implement, Reflect • Embedding of Growth Mindset as default learning process 	<ul style="list-style-type: none"> • High staff morale, a sense of belonging and ownership • Retaining students through to the end of year 12 in an appropriate, challenging and engaging pathway for success • Closing the Gap 	<ul style="list-style-type: none"> • School Opinion Survey Data • School Exit Survey • Student personal goal setting documents • Report Cards • School Data Triage Walls • Reporting processes for Urban Campus • Year 13 Destination Data
<p><i>df</i></p>	<ul style="list-style-type: none"> • Communicate clearly and simply on all levels, making explicit 	<ul style="list-style-type: none"> • Teachers taking the lead to identify and implement improvement 	<ul style="list-style-type: none"> • Identification and articulation of key areas for improvement

<p>✓ <i>School staff are united in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to schoolwide improvement through clearly articulated strategies for improving levels of student achievement and wellbeing.</i></p>	<p>agendas and getting commitment and buy in from input from all levels</p> <ul style="list-style-type: none"> • Establishment and management of systems for student achievement and wellbeing 	<p>strategies for the results of the student they teach.</p>	<ul style="list-style-type: none"> •
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NSIT Descriptor: Analysis and Discussion of Data

Descriptor	Strategies	Success Criteria	Evidence
<p>abc</p> <p>✓ <i>The school uses data to improve performance and inform school-level decisions, interventions and initiatives, implementing the systematic collection of a range of student outcome data (both test data and quality classroom assessments) to monitor school-wide achievement and progress in areas of national focus such as literacy, numeracy, science, cross-curricular skills and attributes, and levels of student resilience, wellbeing, and social and emotional development.</i></p>	<ul style="list-style-type: none"> • Use of Improvement Cycle as part of school processes from the classroom to the staffroom  <ul style="list-style-type: none"> • Identify the lag and lead targets as a matter of practice then approach with strategic thinking 	<ul style="list-style-type: none"> • Embedding of Improvement Cycle in the school at all levels as the default mechanism for approaching and reviewing school operations 	<ul style="list-style-type: none"> • Full recognition of Improvement Cycle across all aspects of the school (student, parent, teacher)
<p>dklgh</p> <p>✓ <i>The collection and analysis of school-wide data (including feedback from parents and students) builds a culture of self-evaluation and reflection across the school, informing school-level decisions, interventions and initiatives which is summarised and communicated to parents and the school community.</i></p>	<ul style="list-style-type: none"> • Bringing new staff on-board and up to speed on school agreed methodologies • Ensuring existing staff are using agreed school methodologies and practices and identify, augment and refine 	<ul style="list-style-type: none"> • Regular revision of agreed practices to ensure that the school continues to lead the region 	<ul style="list-style-type: none"> • Improvement of A-C Data and completion rates for senior

<p>✓ <i>School leaders regularly work with their teams to review achievement data relating to their areas and focused meeting agendas support in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes.</i></p>	<ul style="list-style-type: none"> • Continuation of a culture of consultation and communication to all stakeholders • Use of faculty time to review, determine and provide action responsive of schoolwide and localised data 		
<p>ef ✓ <i>Professional development is provided to build staff skills in analysing and interpreting student achievement and wellbeing data which teachers utilise to scrutinise, study and display individual and cohort progress.</i></p>	<ul style="list-style-type: none"> • Review and usage of PDP cycles to source individualised and corporate professional development requirements 	<ul style="list-style-type: none"> • Staff in review stating their needs for professional development are being met for proactive development as well as personal means 	<ul style="list-style-type: none"> • Staff PDPs • Establishment of culture of 100% of staff engaging in reflective and effective PD, responsive to PDP needs
<p>j ✓ <i>The school systematically monitors performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement.</i></p>	<ul style="list-style-type: none"> • Plans and meetings are established in order for data to be reviewed and revised • Stakeholders are actively invited to participate in the revision and development process 	<ul style="list-style-type: none"> • Meetings in place to monitor data, establish targets and move physical and human resources towards improvement • Regular parent meeting at the school to review and revise various aspects of the school culture and development 	<ul style="list-style-type: none"> • School data sets

NSIT Descriptor: Targeted Use of School Resources

Descriptor	Strategies	Success Criteria	Evidence
<p>abcd</p> <ul style="list-style-type: none"> • <i>The school effectively utilises discretionary school funds and the maximisation of resources, staff allocation and expertise through prioritising processes that identify initiatives and school-wide programs and approaches aimed at improving outcomes for all students as well as for students</i> 	<ul style="list-style-type: none"> • Regular review of all funds through the budget processes • Clear lines for the use of discretionary and other funds (Investing for Success, etc) in identified key improvement areas • Identify specialist support areas (learning support, extension, etc) and ensure supporting initiatives are in place 	<ul style="list-style-type: none"> • Responsive processes in relation to school- and system-wide priorities and processes 	<ul style="list-style-type: none"> • Effective and balanced budget processes

<p><i>requiring additional or specialist support.</i></p>			
<p><i>ef</i></p> <ul style="list-style-type: none"> <i>The school effectively uses its physical environment and available facilities to maximise student learning with flexible curriculum delivery arrangements that enable staff to better address the needs of individual learners.</i> 	<ul style="list-style-type: none"> See above Provide a variety of curriculum offerings to meet the individual need of student career pathways including qualifications Offering of 5 Certificate III qualifications available to all senior students and linked to the MOU with USC 	<ul style="list-style-type: none"> See above Students exit after obtaining QCE and all necessary skills and prerequisites for their chosen pathway 	<ul style="list-style-type: none"> See above Destination pathway data – next step QCE data at 100%
<p><i>g</i></p> <ul style="list-style-type: none"> <i>The school budget aligns local and system Priorities.</i> 	<ul style="list-style-type: none"> See above Funding for implementation of the new senior system and training of all senior subject staff (subjects and qualifications) 	<ul style="list-style-type: none"> See above Staff are equipped with necessary skills and training to meet the needs of offered curriculum 	<ul style="list-style-type: none"> See above A – C data is at 80% and 90% qualification completion rates



Communication and Community

NSIT Descriptor: School Community Partnerships

Descriptor	Strategies	Success Criteria	Evidence
<p>a.</p> <ul style="list-style-type: none"> The school builds partnerships with parents, families, local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students. 	<ul style="list-style-type: none"> There are strong connections with local community health and wellbeing organisations. This can be further developed at weekly wellbeing meetings. All HOD's, YLC's, DP's, GO's and Support Staff meet to ensure student wellbeing is proactively monitored and issues processed. Quality Assurance procedures include goal setting, minutes/targets recorded. Partnerships with parents and families are further developed through the increase communication from teachers about class work and assessment as it occurs. 	<ul style="list-style-type: none"> A school which continues to innovate and reinvent A school which is proud of its history and its place in the future Extensive alignment and partnerships with local, regional and state wide level Proactive enquiry from industry and education sectors Regular visits from other schools to visit and review best practice Regular parent forums to discuss issues and communicate in an informal setting 	<ul style="list-style-type: none"> Increase in enrolments to 1150 by 2023
<p>bcde</p> <ul style="list-style-type: none"> Community partners staff and management contribute to improved student achievement and/or wellbeing and are involved in collaborative planning with SLT that clarify objectives, partner roles and responsibilities. 	<ul style="list-style-type: none"> Community partnerships are continually monitored through weekly SLT meetings. School staff access external industry/business/sporting groups and provide opportunities to the school through these ventures/relationships. Networking meetings with community groups and businesses occur on a more regular basis to ensure curriculum contexts are closely aligned to real world activities. 	<ul style="list-style-type: none"> Regular meetings with school partners to ensure a mutual symbiotic relationship 	<ul style="list-style-type: none"> Intentional and regular meetings between school and partners (twice annually)

<p><i>fghij</i></p> <ul style="list-style-type: none"> ✓ <i>The school's collaborative, sustainable partnerships are designed and expertly delivered to improve student outcomes through:</i> ✓ <i>Program goals, progress and achievements being systematically and regularly monitored and refined as required..</i> ✓ <i>Adequate resourcing to ensure effectiveness and success</i> ✓ <i>Collection of evidence to evaluate impact in improving outcomes for students.</i> 	<ul style="list-style-type: none"> • Monitor the existing community partnerships to ensure the ongoing success of these programs. • Investigate other avenues for staff to develop community links to improve student learning outcomes and that resources are adequate to develop the units of work. 	<ul style="list-style-type: none"> • Maintain and enhance existing community relationships which are mutually beneficial for the school and the community 	<ul style="list-style-type: none"> • Memoranda of Understanding established between key community partners and the school
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Success for all Learners

NSIT Descriptor: Systematic Curriculum Delivery

Descriptor	Strategies	Success Criteria	Evidence
<p><i>ack</i></p> <ul style="list-style-type: none"> ✓ <i>The school provides</i> ✓ <i>An explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn creating shared curriculum expectations.</i> ✓ <i>Professional development to build staff skills in curriculum planning and development.</i> 	<ul style="list-style-type: none"> • Continue to build capacity of staff experience in Before, After, End moderation cycle with focus on pre-moderation and developing a deeper understanding of Australian Curriculum and achievement standards as well as SATE (senior system). • Align and review our senior curriculum offering to ensure genuine pathways for our students • Implementation of specialist staff-based leaders to upskill staff 	<ul style="list-style-type: none"> • Completed CARP on SharePoint • Scheduled planning time for all faculties for pre-moderation and reading • Time given for planning and review of senior subjects 	<ul style="list-style-type: none"> • All KLAs teaching V8 AC Yr 7 – 10 • Internal and External moderation embedded in everyday practice • Annual review of school CARP • Teachers and students have knowledge and skills to deliver and succeed in the new SATE system
<p><i>bdf</i></p> <ul style="list-style-type: none"> ✓ <i>The plan for curriculum delivery:</i> ✓ <i>Is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs.</i> ✓ <i>Is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing.</i> ✓ <i>includes a strong focus on the development of cross curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.</i> 	<ul style="list-style-type: none"> • Creation of Junior School Skills literacy groups • NPDL classes in Core 4 areas (Honours) Years 7-9 and trialled in electives • Implementation of Assessment validity tool to ensure assessment meets student needs and maximises learning • Review of the senior skills program to further incorporate cross curricular skills • Survey parents about SATE implementation, curriculum and subject offerings 	<ul style="list-style-type: none"> • CARP policies accessible to wider community through SharePoint • Unit outlines and assessment communicated to parents • CARP used for line management discussions and part of differentiation conversations • Active conversations between faculties about embedding cross-curricular mapping of attributes • Positive feedback from parents around SATE and its implementation 	<ul style="list-style-type: none"> • 100% NMS – All NAPLAN Dimensions • 80% A-C – mainstream classes • Positive feedback is noted and constructive feedback or suggestions are reviewed and analysed for future consideration

<p><i>egh</i></p> <ul style="list-style-type: none"> ✓ <i>A priority is given to: constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs.</i> ✓ <i>making the curriculum locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills.</i> ✓ <i>ensuring that all students are proficient in the basics, as well as on the appropriate key learning areas in Years 10-12.</i> 	<ul style="list-style-type: none"> • Continue to utilise TLC to embed formative assessment, NASOT and reading • Assessment tasks are aligned with Inclusion philosophy and easily accessed by students for understanding • Align subjects in senior to local employment pathways • Staff have the capacity to deliver a program to students to ensure success in all aspects 	<ul style="list-style-type: none"> • Differentiation evident in planning and teaching based on previous unit data and formative assessment tasks • Modelled reading opportunities evident in unit • Staff are reflecting and engaging with a review of curriculum and practice to ensure they are developing themselves to meet the needs of all students in their class. 	<ul style="list-style-type: none"> • 100% NMS in reading • Bank of assessment tasks and marking guides aligned to AC and local context • All students exit Year 12 after obtaining QCE and all necessary skills and prerequisites for their chosen pathway
<p><i>i</i></p> <ul style="list-style-type: none"> ✓ <i>Assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (eg, gaps in knowledge and understanding), and to monitor learning progress across the years of school.</i> 	<ul style="list-style-type: none"> • Continue to focus on Learning Goals and Success Criteria • Introduce proficiency scales • Continue to build capacity of staff to embed effective formative assessment • Effective data analysis using NASOT placement, Classroom Dashboard and A-E and NAPLAN. 	<ul style="list-style-type: none"> • Regular and timely feedback given to students through proficiency scales and formative assessment • Before and after moderation in place • Every student achieves 12 months improvement in a school year. 	<ul style="list-style-type: none"> • 80% A-C • Triage data wall for Junior and Senior
<p><i>J</i></p> <ul style="list-style-type: none"> ✓ <i>Reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time.</i> 	<ul style="list-style-type: none"> • 2 Parent-Teacher interviews per year • 2 Interim and 2 Written Semester reports per year • Communication for at-risk and failing students prior to reporting • Continue SET Plan process 	<ul style="list-style-type: none"> • 50% minimum parent uptake of PT interviews • JET Plan in Year 7 orientation week • 100% SET Plan completion 	<ul style="list-style-type: none"> • Communication recorded on OneSchool