

# The School Plan

## MARSDEN STATE HIGH SCHOOL – FOUR YEAR SCHOOL PLAN 2014 – 2017

<b>Name of School:</b> Marsden State High School	<b>Address:</b> Muchow Road, Waterford West, Q, 4133	<b>School Band:</b> Band 11	<b>Quadrennial School Review (QSR) year was:</b> <b>2013</b>
<b>Name of Executive Principal:</b> Alan Jones		<b>Year Levels:</b> 7 - 12	

### School Profile:

Marsden SHS is a great school with an excellent reputation. Since 1987, it has come to symbolise high quality public school education and has grown to over 1800+ students. Our school culture is founded on high performance expectations and personalised attention. Our core values of **persistence, passion and pride** underpin everything that makes Marsden so unique. Marsden offers a comprehensive learning environment led by passionate and engaging teachers working together to deliver outstanding achievements across the academic, sporting, cultural and creative industries fields. Marsden SHS has a strong sense of community and is able to offer individual attention to maximise the potential of all students. We are convinced that Marsden's balanced approach - between respecting our proud traditions and stimulating innovation and progress - will bring great benefits to students personally and professionally in the future. As a school community we are focused upon communicating strong academic and social values where everyone is encouraged to take responsibility for their own behaviours – the school is strongly focused on ensuring that each student has an opportunity to achieve their full potential by building a school culture that models and promotes **high expectations of teaching & learning, behaviour and uniform**. Essential to effective teaching & learning at Marsden SHS is a safe, supportive and disciplined environment that respects the following rights: The rights of all students to learn. The rights of teachers to teach. The rights of all to be safe.

The School takes pride in its culture where the Academic & Sporting Performance, Codes of Behaviour and Dress Standards support a strong Marsden State High School identity and school pride within Logan City. Our student population comes from an extremely broad range of cultural backgrounds and Marsden SHS is proactive in valuing the diverse contributions of each of these groups to the richness of school life. Students are drawn primarily from the local government area of Logan City that is bound by Logan Motorway, and Mount Lindsay Highways. A large proportion of students however travel a significant distance from locations outside of these boundaries to access the schools comprehensive range of Sporting and Academic Excellence Programs.

The Logan region is one of Queensland's most rapidly expanding with substantial residential population growth over a relatively short period of time. This growth is predicted to continue and will be stimulated further through infrastructure developments proposed in the Queensland Government South East Queensland Infrastructure Plan - the school's population is predicted to increase to over 2000+ by 2015. The region is also characterised as having a community demographic comprising a relatively low socioeconomic populous and an above average unemployment rate compared to other areas of the State. The school's Index of Community Socio-educational Advantage (ICSEA) is 936 – 28% of our students are in the Bottom Quarter, while 5% are in the Top Quarter. These issues have impacted on young people within the community and present significant challenges for the school in ensuring that our pathways reflect the diversity of needs of our student population. Our intervention framework (literacy, numeracy, gifted & talented, social) uses data to build a strong foundation, especially in Junior Secondary, to ensure we are value adding for all students and creating a culture for students to be successful in the Senior Phase of Learning. This is an innovative, proud and culturally vibrant school community where all students are challenged to work towards our vision – **Dare to Inspire... Make a Difference!** Being part of this passionate school community means that you are surrounded by possibility and superior opportunity every day. Discover the advantages of Marsden SHS and learn what it's like to be part of this unique community.

### Vision:

**Dare to Inspire... Make a Difference!**

### Mission:

**We deliver superior opportunities built on a culture of high expectations.**

### Values:

<b>Persistence</b> The resilience to embrace and rise above all challenges.	<b>Passion</b> The energy and enthusiasm to change, innovate, succeed and leave a positive legacy.	<b>Pride</b> Building strong relationships through respect for self, others and the community.
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### Research underpinning teaching practice:

<p><b>Introduction:</b></p> <p>Teaching practice (the how) at Marsden SHS is sharply focused on the achievement of every student.</p> <p>The school's pedagogical framework (<b>Marzano – The Art &amp; Science of Teaching ASOT</b>) builds the capacity of our teachers to demonstrate high quality teaching characterised by:</p> <ul style="list-style-type: none"> <li>• high expectations of all students</li> <li>• deep knowledge of learning areas and pedagogical practices</li> <li>• targeted teaching in response to students' specific needs and context</li> <li>• continuous monitoring of student achievement and development of a self-reflective/feedback culture focused on improving classroom learning and changing practice.</li> <li>• deliberate interventions to ensure we value add for every student</li> <li>• a safe, supportive, inclusive and disciplined learning environment</li> </ul>	<p><b>The Challenge:</b></p> <p>Students at Marsden deserve to have the very best teachers – teachers who are making a difference on a daily basis. Our approach to teaching is based on one incontestable fact:</p> <p>“...student achievement in classes with highly skilled teachers is better than student achievement with less skilled teachers.”</p> <p><b>Marzano</b></p> <p>In order to build the capacity of all teachers to be highly skilled we focus on “deliberate practice”. In deliberate practice, you are continually challenging yourself and you are on the edge of comfort and failure with the challenge. By being deliberate in your practice, you are engaging in the constant pursuit of excellence and growth as reflective learners – this pursuit of continuous improvement is supported by high quality professional learning, regular feedback and productive challenge.</p>	<p><b>The Research Model:</b></p> <p>Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them and with whom is more of an art.</p> <p>In <i>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</i>, author Dr. Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students.</p> <p>He articulates his framework in the form of 10 design questions that represent a logical planning sequence for successful instructional design.</p> <p>“Students who can identify what they are learning significantly outscore those who cannot.” <b>Marzano</b></p>	<p><b>The Framework:</b></p> <ul style="list-style-type: none"> <li>• <b>Design Question 1:</b> What will I do to establish and communicate learning goals, track student progress and celebrate success?</li> <li>• <b>Design Question 2:</b> What will I do to help students effectively interact with new knowledge?</li> <li>• <b>Design Question 3:</b> What will I do to help students practice and deepen their understanding of new knowledge?</li> <li>• <b>Design Question 4:</b> What will I do to help students generate and test hypotheses about new knowledge?</li> <li>• <b>Design Question 5:</b> What will I do to engage students?</li> <li>• <b>Design Question 6:</b> What will I do to establish or maintain classroom rules and procedures?</li> <li>• <b>Design Question 7:</b> What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?</li> <li>• <b>Design Question 8:</b> What will I do to establish and maintain effective relationships with students?</li> <li>• <b>Design Question 9:</b> What will I do to communicate high expectations for all students?</li> <li>• <b>Design Question 10:</b> What will I do to develop effective lessons organised into a cohesive unit?</li> </ul>
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### Consultation has occurred with:

- Community forum inviting all members of the School Community, including elders from our indigenous community and local industry groups
- Whole School Staff discussion and individual feedback sessions over three staff meetings collated by into a Wordle
- Faculty meetings designated for discussion and feedback
- Individual HOD consultation sessions across three meetings
- Discussion and feedback at two P&C meetings
- Student feedback through survey and discussion forums led by School Captains
- Consultation and feedback process in conjunction with the Local Consultative Committee (members of all unions represented at the school)

### Evidence sources used:

- Teaching & Learning Audit Report 2012
- ASAA (Australasian Schools Accreditation Agency) Report 2013
- School Data Profile – October 2013 AND One School Data Sets
- My School - <http://www.myschool.edu.au/>
- Education Statistics and Information - <http://education.qld.gov.au/schools/statistics/index.html>
- School Planning, Reviewing and Reporting Framework - <http://education.qld.gov.au/strategic/accountability/performance/sprrf.html>
- Classroom Connections - <https://classroomconnections.eq.edu.au/topics/Pages/2013/issue-6/data.aspx#collecting>
- United in Our Pursuit of Excellence

## Key Priorities

Priorities	Strategies Strategies to achieve this priority should include:	Implementation Year				Resourcing Approximations: People/Funds	Key Performance Measures	
		2014	2015	2016	2017		Description:	Target:
<p><b>(Top Priority) Pedagogical Framework:</b></p> <p>Leaders are teachers first – they must model ASOT in their own practices with adults and students.</p> <p>Continue the development of evidence-based teaching practices through the implementation of the ASOT pedagogical framework. Support this with professional development, formal mentoring and coaching arrangements characterised by regular observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.</p> <p>Continue to develop ongoing professional learning of all staff members and the further development of a self-reflective culture focused on improving classroom learning and changing classroom practice.</p>	<ul style="list-style-type: none"> <li>Implementation of <i>The Art and Science of Teaching</i> with an initial focus on Design Questions Number 1, 2, 3 and followed with a strategic roll out over and beyond the 4 years. Creation of a Marzano mentors group to drive implementation across all faculties.</li> </ul>					Sue Dalton – Deputy Principal and Teaching & Learning HOD	<p><b>Subject Outcomes:</b></p> <ul style="list-style-type: none"> <li>85% of students achieving a “C” or better in every subject</li> <li>15% of students achieving an “A” in every subject</li> <li>&lt; 0.5% of students awarded an “N” rating in every subject</li> </ul> <p><b>Student Attendance &amp; Retention:</b></p> <ul style="list-style-type: none"> <li>92% student attendance (89% - 2013)</li> <li>85% Apparent Retention from Year 10 -12</li> </ul>	
	<ul style="list-style-type: none"> <li>Implementation of coaching and mentoring programs, which will result in teachers visiting each other’s classrooms and learning from each other – foster a culture of observation and feedback.</li> </ul>					Sue Dalton – Deputy Principal		
	<ul style="list-style-type: none"> <li>Further develop teachers’ skills, through professional learning and coaching, in the use of Higher Order Thinking Skills (HOTS) so they reflect a sophisticated understanding of the concepts and how to embed them in planning and classroom practice.</li> </ul>					Senior Schooling HOD & Teaching & Learning HOD		
	<ul style="list-style-type: none"> <li>T&amp;L HOD to review the effectiveness of the school’s beginning, establishing and induction programs - implement improvements.</li> </ul>					Teaching & Learning HOD		
	<ul style="list-style-type: none"> <li>The Executive Leadership Team and HODs focus on the recruitment and selection of high quality teaching staff through proactive relationships with tertiary institutions (especially identification of Practice Teachers) AND deliberately teach them the HOW of reflective practice.</li> </ul>					Sue Dalton – Deputy Principal		
<p><b>Strong Instructional Leadership with an unrelenting focus on improvement:</b></p> <p>Continue to build a learning environment characterized by the engagement of students in challenging, meaningful learning in every classroom through the consistent implementation of policy, procedures and high expectations around student management. Foster innovative systems, tools and thinking to ensure the organizational health and future viability of Marsden.</p> <p>Principals develop a leadership team that promotes a shared commitment to quality teaching and improving student achievement. They establish ambitious goals for improving student achievement and provide for the ongoing professional learning needs of teachers. This shared responsibility and accountability requires:</p> <ul style="list-style-type: none"> <li>leadership and high expectations</li> <li>a commitment to continual cycles of inquiry and action to improve student achievement</li> <li>focused teaching for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Promote and drive high expectations culture of student academic performance and behaviour through reinvigoration and promotion of <i>@marsden.i</i> for students which includes a clearer focus on learning with clearly articulated behaviours and habits.</li> </ul>					Deans of Students	<p><b>Staff Satisfaction:</b></p> <ul style="list-style-type: none"> <li>85% staff satisfaction with morale</li> <li>85% staff satisfied with PD opportunities</li> </ul> <p><b>Marzano’s School Leadership Evaluation Model Outcomes:</b></p> <ul style="list-style-type: none"> <li>100% of Deputies and HODs profiled by end of 2015</li> </ul> <p><b>Professional Learning Plan Outcomes:</b></p> <ul style="list-style-type: none"> <li>100% of teachers and school leaders participate in at least 1x Professional Learning workshop per term</li> </ul> <p><b>New Line Management Structure Outcomes:</b></p> <ul style="list-style-type: none"> <li>All Marsden teachers and curriculum leaders are expected to actively participate in the analysis and discussion of data through professional learning communities, Faculty meetings and during annual performance reviews with a supervisor (DPP). These discussions are founded in continuous improvement and teachers use a variety of tools (including One School reports and data placemats) to shape their understanding.</li> </ul>	
	<ul style="list-style-type: none"> <li>Implementation of the Professional Learning Plan providing targeted learning opportunities for all staff – includes the continuation of the Professional Reading &amp; Learning Program for the Leadership Team to engage with the latest research and evidence on Leadership. Build the instructional leadership capacity of all staff, especially for classroom teachers, through professional learning programs and modelling by school leaders.</li> </ul>					Teaching & Learning HOD		
	<ul style="list-style-type: none"> <li>Fostering an innovative leadership culture to create a climate for innovation through the development of a <i>Dare to Inspire. Make a Difference!</i> innovation and creative thinking centre.</li> </ul>					Alan Jones - Principal		
	<ul style="list-style-type: none"> <li>Implementation of a new (2 x DP) Line Management structure to drive consistency, alignment and to develop depth/rigour in leading challenge and feedback for our HODs (Quality Assurance). Line Management will support school leaders to engage with teachers in the classroom to strengthen and support teaching practice and contribute to improved student outcomes. Ongoing improvement is most likely to be maintained when the school community — teachers, parents, students and school leaders — regularly reviews student data and progress towards achieving the established data. Regular reviews provide opportunities to celebrate success as well as calibrate or adjust strategies where required.</li> </ul>					Alan Jones - Principal		
	<ul style="list-style-type: none"> <li>Implementation of Marzano’s <i>School Leadership Evaluation Model</i> for all classified officers with a particular focus on domain: <b>A Data-Driven Focus On Student Achievement.</b></li> </ul>					Alan Jones - Principal		
<p><b>(Top Priority) Differentiation:</b></p> <p>Ensure that there is a shared understanding of differentiation and that it is a feature of every teacher’s classroom practice by building the capacity of teachers to design and implement differentiated teaching and learning strategies within individual classrooms, including, how the different needs of students in their classes can be addressed, and how multiple opportunities to learn can be provided. Ensure that teachers document these adjustments into their planning.</p> <p>School leadership teams ensure that:</p> <ul style="list-style-type: none"> <li>a range of data is used to provide insights into each student’s achievements and learning needs</li> <li>evidence-based strategies are selected to meet learning needs identified in the data</li> <li>goals that promote high expectations for all students are established for individuals, identified groups, classes and the whole school</li> <li>targets aligned to system and school priorities are established to meet these goals</li> <li>student performance is continually monitored against the</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote and enhance our signature programs in sport and academic by partnering with industry or business elites to provide challenge and feedback on how to continue to improve.</li> </ul>					Sue Dalton – Deputy Principal	<p><b>ATSI Outcomes:</b></p> <ul style="list-style-type: none"> <li>85% of ATSI students achieving a “C” or better</li> <li>10% of ATSI students achieving an “A”</li> <li>&lt; 1% of ATSI students awarded an “N” rating</li> <li>&gt; 90% ATSI student attendance</li> </ul> <p><b>Parent &amp; Student Satisfaction:</b></p> <ul style="list-style-type: none"> <li>85% parents satisfied that their child is getting a good education at this school</li> <li>85% parents satisfied with the school</li> <li>85% students satisfied they are getting a good education at this school</li> <li>&gt; 85% students state that their teachers provide useful feedback about their school work</li> </ul> <p><b>Behaviour Outcomes:</b></p> <ul style="list-style-type: none"> <li>Lowest exclusion rate per capita of any Logan District High School</li> <li>&lt; 200 planning room referrals in a year</li> </ul>	
	<ul style="list-style-type: none"> <li>Implementation of the EATIPIS framework in Community Partnerships, Organisational Environment, Personal and Professional Accountability, Curriculum and Pedagogy.</li> </ul>					Jeff Barnett – Deputy Principal		
	<ul style="list-style-type: none"> <li>Through implementation of ASOT, in particular Design Question 1, teachers develop strategies and skills to differentiate for Special Education, Learning Support and the “middle” students.</li> </ul>					Teaching & Learning HOD		
	<ul style="list-style-type: none"> <li>Build the capacity of teachers to design and implement differentiated teaching and learning strategies within individual classrooms, including, how the different needs of students in their classes can be addressed, and how multiple opportunities to learn can be provided. Ensure that teachers document these adjustments into their planning.</li> <li>A whole-school approach to improvement directs support to different levels of need in response to student achievement data. Focused teaching to improve learning will be provided in three layers: <ul style="list-style-type: none"> <li><b>Layer 1</b> responds to data that show a need to address issues in curriculum design, pedagogy and assessment. This response involves professional learning for teachers that leads to changes in practice.</li> <li><b>Layer 2 responds to data that show a need to address under-achievement with small-group supplementary teaching. This is for students who continue to under-achieve (in relation to year-level expectations) or, in the case of gifted under-achievers, in relation to their potential.</b></li> <li><b>Layer 3</b> responds to data that show a need to address under-achievement with intensive teaching, often involving specialist input. This is provided for</li> </ul> </li> </ul>					Sue Dalton – Deputy Principal and Teaching & Learning HOD		

Priorities	Strategies Strategies to achieve this priority should include:	Implementation Year				Resourcing Approximations: People/Funds	Key Performance Measures	
		2014	2015	2016	2017		Description:	Target:
<p>established targets</p> <ul style="list-style-type: none"> <li>student achievement is the basis for evaluating the effectiveness of strategies, initiatives and programs</li> <li>effective practice is shared and supported across the school.</li> </ul> <p>Continual cycles of inquiry and action to improve student achievement are critical.</p>	<p>limited periods of time, for a small proportion of students who require this in addition to Layers 1 and 2 to achieve the expectations of their age-cohort. (This may involve teaching English to students new to Australia, or teaching students to use assistive technology such as screen readers and speech-to-text programs.)</p> <ul style="list-style-type: none"> <li>Planning, documenting and practice for Special education students which meets the expectations of the Disability Discrimination Act. HOSES to build the capacity of school leaders and teachers to better meet the learning needs of Special Education students.</li> </ul>						<ul style="list-style-type: none"> <li>&lt; 450 student disciplinary absences in a full year</li> </ul>	
<p><b>Data Literacy Skills:</b></p> <p>Further develop teachers' skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school-wide targets. Continue to build teachers' and leaders' data literacy skills to reflect a sophisticated understanding of data concepts.</p> <p>Investigate the use of further standardised testing to build a rich data profile for each student and use these profiles to ensure that the learning needs of all students are met.</p> <p>Having high expectations and setting targets leads to improved student achievement when classroom teachers and school leaders work together to:</p> <ul style="list-style-type: none"> <li>analyse evidence about student performance, using school-based, state and national data</li> <li>develop a shared understanding of student data and the established targets for improvement</li> <li>develop strategies and processes to monitor progress</li> <li>regularly review and refine strategies, in response to student achievement</li> <li>provide teachers and students with the support and resources they need to meet established targets</li> <li>engage parents in supporting the school's priorities, promoting shared expectations for student achievement, and celebrating success together.</li> </ul>	<ul style="list-style-type: none"> <li>Development and implementation of a sophisticated <b>Data Collection &amp; Analysis Plan</b> which ensures we are evidence led and that the information we gather on each student is used to further our knowledge and understanding of each child's progress - we act deliberately on the evidence we gather. The plan holds us accountable to ensure we are committed to continuous improvement that is guided by the explicit collection, analysis and discussion of data. Our teaching reflects a deep belief in deliberate practice.</li> <li>School leadership team establish systematic data collection processes that are built into the line management structures of the school to assist in monitoring progress towards set targets - setting targets within KLAs/faculties to focus attention and effort is a major priority. Develop a data collection schedule to inform decision making about learning at a whole school, year level, faculty and individual class level.</li> <li>Develop and model a culture of data collection at the classroom level which sees the teacher using data in a sophisticated way to inform classroom instruction. This includes collection and analysis of data at an individual student level to ensure that analysis of data can meet a multiplicity of requirements.</li> <li>Explore the implementation of the iachieve program (feedback and differentiation for students)</li> </ul>				<p>Alan Jones – Principal and Bindi Winterbourn – Deputy Principal</p> <p>Alan Jones – Principal and 5 x Deputy Principals</p> <p>Heads of Department</p> <p>Sheryl Bergel - HOSES</p>	<p><b>Data Literacy Skills Outcomes:</b></p> <p>Three distinct forms of data will be collected, analysed and evidenced at Marsden from 2014 through the <b>Data Collection &amp; Analysis Plan</b>.</p> <ul style="list-style-type: none"> <li>The first is linked to the mapping and tracking of student achievement, effort and behaviour outcomes throughout their academic year as evidenced by quarterly reporting data.</li> <li>The second form of data analysis that takes place at Marsden is linked to externally assessed standardised tests which are run annually in Years 9 (NAPLAN) and Year 12 (QCS).</li> <li>Finally a broad range of supporting data sources are all used to inform both the whole school profile and individual student achievement profile. These include: <ul style="list-style-type: none"> <li>standardised tests such as ACER's PAT-R and PAT-M tests, Mighty Minds Testing</li> <li>competition results such as ICAS tests in English, Mathematics &amp; Science</li> <li>attendance data</li> <li>other qualitative and quantitative data sources at enrolment and during student monitoring</li> </ul> </li> <li>Supporting the monitoring of this work will be the implementation from 2014 of two distinctly focused teams within the school. The <b>Junior Performance Team</b> (Years 7 – 9) and <b>Senior Performance Team</b> (Years 10 – 12) oversee each of the phases of secondary schooling and the requisite tracking and monitoring of students within and across these phases.</li> </ul>		
<p><b>(Top Priority) Literacy:</b></p> <p>Ensure the implementation of rigorous literacy intervention strategies, with a sharp focus on reading, across all faculties and/or key learning areas, which is clearly evident in planning and classroom practice. Leadership is critical for assuring continued impact of the literacy agenda. Data gathered indicates that while literacy is high on the agenda at Marsden, with leaders viewing themselves as highly accountable and identifying themselves as members of the professional-learning culture in the school, application is extremely inconsistent across departments.</p> <p>It is very exciting to see the difference that can be made when targeted, explicit literacy instruction and intervention programs are in place. In the critical area of reading our focus is on three core areas:</p> <ol style="list-style-type: none"> <li>semantic and syntactic decoding of what has been read;</li> <li>understanding and comprehending what has been read; and</li> <li>the questioning, interrogating, critiquing, and challenging what has been read and why it has been written.</li> </ol>	<ul style="list-style-type: none"> <li>Development and implementation of a Literacy Framework of Action which clearly outlines how the school will lead and address across four critical improvement areas – Literacy Teaching, Literacy Learning, Literacy in the Curriculum and Literacy Leadership.</li> <li>Data from regular and consistent 'testing' of students' literacy be used to inform programs and practice and to 'track' student improvement/distance travelled.</li> <li>Create a reading culture at the school with strong instructional leadership that recognises that "reading and writing must be taught in concert...instruction in writing must be ongoing at the same time that reading is being taught...unless reading and writing are taught on a daily basis, students will be less mindful about what they read and teachers will miss golden opportunities to teach content as well as thinking and problem solving." Elaine K McEwan, Teach Them All to Read p158</li> <li>Implementation of a balanced READING program for improving reading outcomes evidenced by explicit teaching of reading strategies (Before, during and after reading, DARTs – including use of reciprocal teaching, three level guides and fluency related activities) in context to meet the demands in the curriculum - students will be able to articulate what the "reading" program is within every KLA. " We will never teach all of our students to read if we do not teach our students who have the greatest difficulties to read. Another way to say this is : Getting to 100% requires going through the bottom 20%" Torgensen (2006, p1)</li> <li>Implementation of a comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&amp;TSI students.</li> <li>Implementation of NAPLAN 'gap' focused embedded literacy program in English in Years 8 and 9. Focus will be on the explicit teaching of reading, spelling, grammar and punctuation as well as the 7 Steps to Writing Success. Explicit instruction will be embedded via the 'gradual release of responsibility model'. The challenge will be ensuring consistency and differentiation at class and individual level to meet the needs of students.</li> <li>'Streaming' (topping and tailing) of Year 8,9 and 10 English classes to allow more targeted focus of both literacy and curriculum programs to better meet the needs of students at both extremes of at risk and exceptional.</li> </ul>				<p>Teaching &amp; Learning HOD</p> <p>Teaching &amp; Learning HOD</p> <p>Teaching &amp; Learning HOD</p>	<p><b>NAPLAN OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>Improvements in % above NMS: <ul style="list-style-type: none"> <li>&gt; 90% Reading</li> <li>&gt; 85% Writing</li> <li>&gt; 90% Spelling</li> <li>&gt; 80% Gram &amp; Punctuation</li> <li>&gt; 90% Numeracy</li> </ul> </li> <li>&gt;10% in upper 2 bands (9 &amp; 10) in all domains NAPLAN</li> <li>All Australian &amp; Queensland Mean Scale Scores in all domains improve (close the gap) <ul style="list-style-type: none"> <li>All Y9 students improve on their Y7 NAPLAN results by one band or more</li> <li>All eligible students reach State or Like Schools</li> </ul> </li> </ul>		

Priorities	Strategies Strategies to achieve this priority should include:	Implementation Year				Resourcing Approximations: People/Funds	Key Performance Measures	
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	<ul style="list-style-type: none"> <li>Literacy intervention strategies - based on identified needs of students through data analysis - to be identified and mapped across the curriculum to ensure EVERY faculty is intervening to improve literacy outcomes for students.</li> <li>Improved sharing of data and strategies, by STLaNs and HoD T &amp; L with school staff, to allow classroom teachers to 'know' their students better and to therefore allow for better differentiation</li> <li>Implementation of programs in Year 8 and 9 English of targeted strategies, supported by diagnostic testing and data analysis, to identify areas of teaching focus – collation and analysis of available data sets to identify the specific needs of students including development of class literacy profiles.</li> <li>Actually utilising the Year 8 and 9 Mighty Minds bulk testing to identify students' needs and to make adjustments in teaching, especially in Year 8 and 9 English.</li> <li>Implementation of PROBE diagnostic (reading comprehension) testing on all students identified as having a 'literacy deficit' (below NMS and other indicators). PROBE testing will occur thrice yearly for tracking purposes and for evaluating the effectiveness of programs and teaching practice in meeting student needs.</li> <li>Students with greatest need will be provided with the opportunity to participate in the MultiLit intervention program until such time that they are 'functional' readers (approx. 10-11 year old reading age)</li> <li>Continuation and expansion of the DARE (Dare to Achieve Reading Excellence) mentor program for reluctant and struggling readers.</li> </ul>					Heads of Department		
	<ul style="list-style-type: none"> <li>Implementation of programs in Year 8 and 9 English of targeted strategies, supported by diagnostic testing and data analysis, to identify areas of teaching focus – collation and analysis of available data sets to identify the specific needs of students including development of class numeracy profiles.</li> <li>Implementation of a comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&amp;TSI students – continue implementation of the EMM program in Year 8 and 9.</li> </ul>					Maths Head of Department		
<p><b>(Top Priority) Numeracy:</b></p> <p>Ensure the implementation of rigorous numeracy intervention strategies across all Junior Secondary Maths classes, which is clearly evident in planning and classroom practice. Undertake a whole school education program in numeracy.</p>	<ul style="list-style-type: none"> <li>Implementation of programs in Year 8 and 9 Maths of targeted strategies, supported by diagnostic testing and data analysis, to identify areas of teaching focus – collation and analysis of available data sets to identify the specific needs of students including development of class numeracy profiles.</li> <li>Implementation of a comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&amp;TSI students – continue implementation of the EMM program in Year 8 and 9.</li> </ul>					Teaching & Learning HOD		<p><b>NAPLAN OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>Improvements in % above NMS: <ul style="list-style-type: none"> <li>&gt; 90% Numeracy</li> <li>&gt;10% in upper 2 bands (9 &amp; 10) in numeracy domain NAPLAN</li> </ul> </li> <li>All Australian &amp; Queensland Mean Scale Scores in numeracy improve (close the gap)</li> <li>All Y9 students improve on their Y7 NAPLAN results by one band or more in numeracy</li> <li>All eligible students reach State or Like Schools in numeracy</li> </ul>
<p><b>Junior Secondary:</b></p> <p>Ensure the bridge between primary and secondary school is safe, strong and consistent for all students and focussed on age-appropriate education, and support for students' wellbeing and transition. Utilise this opportunity to strengthen the Year 7, 8, 9 learning environment and experiences to cater better for young adolescent students.</p>	<ul style="list-style-type: none"> <li>Undertake a full review of the Junior Secondary Phase of Learning to determine the cause of poor academic performance. The formalisation of a <b>Junior Performance Team (JPT)</b> to monitor progress towards NAPLAN, the use of diagnostic testing data, the preparation of students for the NAPLAN test based on data, and attendance rates needs to be a particular focus.</li> <li>Develop a Junior Secondary Transition Working Party inclusive of all key stakeholders to ensure <b>Junior Secondary Statement of Expectations</b> are met and planning is based around the <b>Junior Secondary: Planning &amp; Reflection Tool</b></li> <li>Implement innovative ways to engage Year 7 parents so that they are then hooked and proactively involved in the life of the school for the next 5 years.</li> </ul>					Diana Furlan – Deputy Principal		<p><b>Junior Secondary Outcomes:</b></p> <ul style="list-style-type: none"> <li>Formalisation of JPT in Term 1 2014 – responsible for the requisite tracking and monitoring of students within and across Years 7 - 9.</li> <li>The curriculum structure to be reviewed by end of Semester 1 2014 in line with National curriculum, time allocation for learning areas, diagnostic and NAPLAN data in order to deliver an educational plan that best meets the needs of the junior secondary learner (see Literacy targets above) <ul style="list-style-type: none"> <li>Improve attendance to 91% in the Junior secondary – currently 90%.</li> </ul> </li> <li>Dec 2013/SFD 2014 finalise a detailed timeline for 2014 preparation and transition of students for 2015</li> <li>2014 Development through student services and external organisations of a Student Well Being Program to support the emotional and social well-being of the junior learner</li> <li>Implementation of new Student Leadership Program by February 2014 which incorporates formal leadership opportunities for year 7 students.</li> <li>Increasing 1:1 communication with parents through multi social media avenues eg (Junior Secondary Facebook Page)</li> <li>Explore innovative ways to involve parents – not to just volunteer (data set of what parents may want to volunteer time for) but rather to spend time with their children in the classroom (education related) – open mornings, coffee clubs, cultural day as well as the traditional parent/teacher interviews/awards. Using rewards system for parental involvement – 5 hours = \$50 discount off school fees.</li> </ul>
<p><b>Building strong community partnerships:</b></p> <p>Explore and implement innovative ways to involve parents, students and community partners across the school community in developing policies, programs and extracurricular activities. Use the <b>Learning and Well Being Framework</b> to ensure learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.</p>	<ul style="list-style-type: none"> <li>Increase community confidence in the school through gaining International Accreditation (ASAA) – first school in Logan City to gain accreditation.</li> <li>Review the student Leadership Development Program, MAD @ Marsden (Make a Difference) to ensure it is more inclusive of each year level by providing formal leadership opportunities and a central forum for idea, feedback and decision making by students.</li> <li>Provide unique opportunities through our partnership with Bankwest for students to develop their leadership capabilities and to explore active citizenship. Features of the program include close links and regular interaction with a business partner and industry mentoring</li> <li>Strengthen indigenous community partnerships through actioning EATSIPS initiatives and state/federal programs such as ARTIE and FOGS.</li> <li>Provide opportunities through partnership with ABCN for our students to work with industry mentors through targeted programs in leadership, teamwork and</li> </ul>					Alan Jones - Principal		<p><b>Building Strong Community Partnerships Outcomes:</b></p> <ul style="list-style-type: none"> <li>Full ASAA Accreditation achieved by June/July 2014 (International Accreditation).</li> <li>Implementation of new Student Leadership Program by February 2014.</li> <li>Expansion of relationship with Bankwest to include 1 x full day mentoring program a term starting in 2014 – student leaders work with Bankwest mentors to build their leadership capacity.</li> <li>Expand Sports Excellence Sponsorship to \$30 000 a year (6 x \$5000 sponsorship).</li> <li>75% of teachers appointed at Marsden are directly recruited from our practice teacher program.</li> </ul>
						Alan Jones – Principal and Sue Dalton – Deputy Principal		
						Alan Jones – Principal and Sue Dalton – Deputy Principal		
						Jeff Barnett – Deputy Principal		
						Alan Jones – Principal and Sue Dalton – Deputy Principal		

Priorities	Strategies Strategies to achieve this priority should include:	Implementation Year				Resourcing Approximations: People/Funds	Key Performance Measures	
		2014	2015	2016	2017		Description:	Target:
	<ul style="list-style-type: none"> <li>reading.</li> <li>Expand partnerships with local businesses to provide financial sponsorship and support of our Sports Excellence programs – leverage opportunities in Rugby League with the development of the \$64m Broncos Academy.</li> <li>Expand partnerships with Griffith, QUT and UQ to forge strong links to recruit and develop the next generation of teachers – quality teacher recruitment.</li> </ul>					HPE Head of Department		
						Sue Dalton – Deputy Principal		
<b>Implementing quality assessment:</b> Review of current assessment practices to ensure assessment is an ongoing process – gather evidence to determine what each student knows, understands and can do – to inform teaching and support student learning which is evident in every teachers' practice.	<ul style="list-style-type: none"> <li>Review of assessment programs to ensure they include a range and balance of formative and summative tasks – assessment is to be an ongoing process to inform teaching and support student learning. The assessment program is to be reviewed against the <b>Melbourne Declaration's</b> broad purposes of assessment.</li> <li>Implement quality assurance processes in Junior Secondary to ensure the consistent, accountable and rigorous implementation of moderation of student assessment including clear evidence of standards.</li> <li>Further develop teachers' skills in the use of assessment to monitor student learning and provide useful feedback – a focus for teachers in how to provide specific feedback to guide and extend students learning.</li> </ul>					Bindi Winterbourn – Deputy Principal		<b>Implementing Quality Assessment Outcomes:</b> <ul style="list-style-type: none"> <li>Full review of assessment program in Junior Secondary against the Melbourne Declaration's broad purposes of assessment by the end of 2015.</li> </ul>
<b>Quality Curriculum Planning to Improve Learning:</b> Review school's Curriculum Planning processes at Whole, Year, Unit Plan levels to address inconsistencies and accountability issues between KLAs/faculties, especially at the Unit Plan level.	<ul style="list-style-type: none"> <li>Embrace and empower the system generated Curriculum into the Classroom resources to leverage consistency and renewal for classroom practice and expectations in English, Maths, Science &amp; History.</li> <li>Implementation of consistent Unit Planning processes across all faculties which clearly contain the elements from <b>Roadmap for P-10 Curriculum, Teaching, Assessment and Reporting</b> p. 6. Unit planning to embed the school's core priorities of ASOT, literacy, numeracy and differentiation.</li> </ul>					Heads of Department		<b>Quality Curriculum Planning to Improve Learning:</b> <ul style="list-style-type: none"> <li>100% consistent Unit Planning processes across all faculties by the end of 2015 which clearly contain the elements from <b>Roadmap for P-10 Curriculum, Teaching, Assessment and Reporting</b> p. 6. Unit planning to embed the school's core priorities of ASOT, literacy, numeracy and differentiation.</li> </ul>
<b>Senior Secondary:</b> Ensure young people make a successful transition from school to work and further study. Provide multiple pathways and diverse learning experiences to engage all senior students and increase Year 12 or equivalent attainment.	<ul style="list-style-type: none"> <li>Undertake a full review of the Senior Phase of Learning to ensure that curriculum offerings and transitions (SET Planning) provide opportunities that match the needs of students and provide multiple pathways including VET with high quality year 12 outcomes. Use the Next Step Destination Survey results to inform pathways.</li> <li>Undertake a full review of the Senior Phase of Learning to determine the cause of poor academic performance. The formalisation of a <b>Senior Performance Team (SPT)</b> to monitor progress towards QCE, OP and VET, the use of SAI and OAI data, the preparation of students for the QCS test based on data, and attendance rates needs to be a particular focus.</li> </ul>					Lou Oberholzer – Deputy Principal and Sean Loureax – Senior Schooling HOD		<b>Senior Schooling Outcomes:</b> <ul style="list-style-type: none"> <li>90% awarded a QCE</li> <li>100% of students achieving their Literacy &amp; Numeracy 'tick'</li> <li>65% awarded OP 1-15</li> <li>100% of Year 12 students awarded at least one of the following: QCE, VET (including a SAT), IBD <ul style="list-style-type: none"> <li>All QCS <b>subject</b> means improve</li> <li>100% QTAC applicants receive an offer</li> <li>QCS results – &gt;10% A and &lt;0% D/E</li> </ul> </li> </ul>
<b>Facilities Management:</b> Implementation of the school's Facilities Plan to ensure the development of a world class teaching and learning environment.	<ul style="list-style-type: none"> <li>Use the thinking and feedback from the innovative Junior Secondary refurbishment to inform all future classroom purchases and designs across the school.</li> <li>Continue to source grants to drive the development of first class sporting facilities to support the Sports Excellence Programs.</li> </ul>					Bill Keen – BSM and Diana Furlan – Deputy Principal		<b>Facilities Management Outcomes:</b> <ul style="list-style-type: none"> <li>30% reduction in MAR maintenance issues annually</li> <li>Implementation by end of 2015 of new sports ovals, courts and gymnasium through partnership with the Brisbane Broncos.</li> </ul>
<b>ICT:</b> Develop the ICT capability and capacity of staff and students to increase their digital literacy to fully utilise ICT in the design of teaching and learning. Clear evidence exists that teachers are seeking strong partnerships through collaborative learning environments that support communities of practice and knowledge.	Implementation of the <b>Smart Classrooms</b> initiative and <b>Information and Knowledge Strategic Plan 2012–2016</b> to support strong ICT leadership to: <ul style="list-style-type: none"> <li>Use eLearning to bridge the engagement divide and enrich traditional delivery</li> <li>Use ICT to support individualised learning and skilling</li> <li>Provide safe and secure access to learning where and when appropriate</li> <li>Use ICT to improve learning productivity where and when appropriate</li> <li>Provide support for teachers to transform teaching and skilling practice</li> </ul>					Teaching & Learning HOD		<b>ICT Outcomes:</b> <ul style="list-style-type: none"> <li>100% of Students with access to either a school take home device, personal internet capable device or loan device - BYOX implementation (trial Year 8 2014; whole school 2015)</li> <li>100% HOD's leading a learning place facilitated department course or community</li> <li>100% Staff to engage with and reflect using Digital Practice Guide as part of Marzano implementation</li> <li>30% of classroom strategies used to facilitate learning will incorporate the use of ICT's</li> </ul>
	<ul style="list-style-type: none"> <li>School leaders to role model the integration of ICTs into their daily practice with adults and students. Movement of ICT integration from HOD ICT to HOD T&amp;L.</li> </ul>					Teaching & Learning HOD		
	<ul style="list-style-type: none"> <li>Building the capacity of staff around evolution of practice – introduction to and reflection of their practices that could include ICTs to increase collaboration and enhance learning outcomes.</li> </ul>					Teaching & Learning HOD		
	<ul style="list-style-type: none"> <li>Increased number of teachers incorporating eLearning into their daily practice to engage students and provide individualised learning and skilling opportunities</li> </ul>					Teaching & Learning HOD		
	<ul style="list-style-type: none"> <li>Increased number of learners are supported by personalised contemporary eLearning environments tailored to their individual learning needs</li> </ul>					Teaching & Learning HOD		
	<ul style="list-style-type: none"> <li>Implementation of the BYOX program.</li> </ul>					Teaching & Learning HOD		

## Endorsement

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

16 January 2014:



Principal



P and C President



Assistant Regional Director