**The School Plan**

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

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

**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 1600+ 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 high expectations of teaching & learning, behaviour and uniform.

**Address:**
2013

**Name of Executive Principal:**
7 - 12

**persistence, passion and**
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**Vision:**
Dare to Inspire… Make a Difference!

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

**Values:**
- **Passion**
- **Persistence**
- **Pride**

- The energy and enthusiasm to change, innovate, succeed and leave a positive legacy.
- The resilience to embrace and rise above all challenges.
- Building strong relationships through respect for self, others and the community.

**Research underpinning teaching practice:**
Introduction:
Teaching practice (the how) at Marsden SHS is sharply focused on the achievement of every student.

The school’s pedagogical framework (Marzano – The Art & Science of Teaching ASOT) builds the capacity of our teachers to demonstrate high quality teaching characterised by:
- high expectations of all students
- deep knowledge of learning areas and pedagogical practices
- targeted teaching in response to students’ specific needs and contexts
- continuous monitoring of student achievement and development of a self-reflective/focus feedback culture focused on improving classroom learning and changing practice.
- deliberate interventions to ensure we value add for every student
- a safe, supportive, inclusive and disciplined learning environment.

The Challenge:
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: "...student achievement in classes with highly skilled teachers is better than student achievement with less skilled teachers." Marzano

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.

The Research Model:
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.

In The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction, author Dr. Robert J. Marzano presents a model for ensuring quality teaching that balances the necessary research-based data with the equally vital need to understand the strengths and weaknesses of individual students.

He articulates his framework in the form of 10 design questions that represent a logical planning sequence for successful instructional design.

- Students who can identify what they are learning significantly outscore those who cannot." Marzano

The Framework:
- **Design Question 1:** What will I do to establish and communicate learning goals, track student progress and celebrate success?
- **Design Question 2:** What will I do to help students effectively interact with new knowledge?
- **Design Question 3:** What will I do to help students practice and deepen their understanding of new knowledge?
- **Design Question 4:** What will I do to help students generate and test hypotheses about new knowledge?
- **Design Question 5:** What will I do to engage students?
- **Design Question 6:** What will I do to establish or maintain classroom rules and procedures?
- **Design Question 7:** What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- **Design Question 8:** What will I do to establish and maintain effective relationships with students?
- **Design Question 9:** What will I do to communicate high expectations for all students?
- **Design Question 10:** What will I do to develop effective lessons organised into a cohesive unit?

**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
- United In Our Pursuit of Excellence
Key Priorities

**(Top Priority) Pedagogical Framework:**

- Leaders are teachers first – they must model ASOT in their own practices with adults and students.
- Continue the development of evidence-based teaching practices through the implementation of the Atlantic 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.

- Continue to develop ongoing professional learning of all staff members and the further development of a self-reflective culture focused on improving classroom teaching and changing classroom practice.

- Strong Instructional Leadership with an unrelenting focus on improvement:
  - 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.
  - 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:
    - leadership and high expectations
    - a commitment to the implementation of inquiry and action to improve student achievement
    - focused teaching for all students.

- (Top Priority) Differentiation:
  - Ensure 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.
  - School leadership teams ensure that:
    - a range of data is used to provide insights into each student’s achievements and learning needs
    - evidence-based strategies are selected to meet learning needs identified in the data
    - goals that promote high expectations for all students are established for individuals, identified groups, classes and the whole school
    - targets aligned to system and school priorities are established to meet these goals
    - student performance is continually monitored against the

### Priorities Strategies

**Implementation Year**

- **2014**
- **2015**
- **2016**
- **2017**

**Resourcing Approximations: People/Funds**

- **Sue Dalton – Deputy Principal and Teaching & Learning HOD**
- **Senior Schooling HOD & Teaching & Learning HOD**
- **Teaching & Learning HOD**
- **Sue Dalton – Deputy Principal**

**Key Performance Measures**

<table>
<thead>
<tr>
<th>Description:</th>
<th>Target:</th>
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<tbody>
<tr>
<td><strong>Subject Outcomes:</strong></td>
<td></td>
</tr>
<tr>
<td>85% of students achieving a “C” or better in every subject</td>
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<tr>
<td>15% of students achieving an “A” in every subject</td>
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<tr>
<td>&lt; 0.5% of students awarded an “N” rating in every subject</td>
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| Student Attendance & Retention: | |
| 92% student attendance (89% - 2013) | |
| 85% Apparent Retention from Year 10-12 | |

| Marzano’s School Leadership Evaluation Model Outcomes: | |
| 100% of Deputies and HODs profiled by end of 2015 | |

| Professional Learning Plan Outcomes: | |
| 100% of teachers and school leaders participate in at least 1x Professional Learning workshop per term | |

| New Line Management Structure Outcomes: | |
| All Marzano 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. | |

| ATSI Outcomes: | |
| 85% of ATSI students achieving a “C” or better | |
| 10% of ATSI students achieving an “A” | |
| < 1% of ATSI students awarded an “N” rating | |
| > 90% ATSI student attendance | |

| Parent & Student Satisfaction: | |
| 85% parents satisfied that their child is getting a good education at this school | |
| 85% parents satisfied with the school | |
| 85% students satisfied they are getting a good education at this school | |
| > 85% students state that their teachers provide useful feedback about their school work | |

| Behaviour Outcomes: | |
| Lowest exclusion rate per capita of any Logan District High School | |
| < 200 planning room referrals in a year | |
## Data Literacy Skills

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. 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.

Having high expectations and setting targets leads to improved student achievement when classroom teachers and school leaders work together to:
- analyse evidence about student performance, using school-based, state and national data
- develop a shared understanding of student data and the established targets for improvement
- develop strategies and processes to monitor progress
- regularly review and refine strategies, in response to student achievement
- provide teachers and students with the support and resources they need to meet established targets
- engage parents in supporting the school’s priorities, promoting shared expectations for student achievement, and celebrating success together

### Key Performance Measures

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<td>&lt; 450 student disciplinary absences in a full year</td>
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### Data Literacy Skills Outcomes:

- 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.
- 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 (QCE).
- 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:
  - standardised tests such as ACER’S PAT-R and PAT-M tests, Mighty Minds Testing competition results such as ICAS tests in English, Mathematics & Science - attendance data
  - other qualitative and quantitative data sources at enrolment and during student monitoring
  - Supporting the monitoring of this work will be the implementation from 2014 of two distinctively focused learning teams at school. The Junior Performance Team (Years 7 – 9) and Senior Performance Team (Years 10 – 12) oversee each of the phases of secondary schooling and the requisite tracking and monitoring of students within and across these phases.
### Priorities

<table>
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<tr>
<th>Strategies</th>
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<td>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.</td>
<td>2014</td>
<td>Heads of Department</td>
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<tr>
<td>Improved sharing of data and strategies, by STLas and HoD T &amp; L with school staff, to allow classroom teachers to know their students better and to therefore allow for better differentiation.</td>
<td>2015</td>
<td>English Head of Department</td>
<td>Target:</td>
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<td>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.</td>
<td>2016</td>
<td>Maths Head of Department</td>
<td>- Improvements in % above NMS: &gt;90% Numeracy</td>
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<td>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.</td>
<td>2017</td>
<td>Teaching &amp; Learning HOD</td>
<td>&gt;10% in upper 2 bands (9 &amp;10) in numeracy domain NAPLAN</td>
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<td>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 three times yearly for tracking purposes and for evaluating the effectiveness of programs and teaching practice in meeting student needs.</td>
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<td>All Australian &amp; Queensland Mean Scale Scores in numeracy improve (close the gap)</td>
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<td>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)</td>
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<td>All Y9 students improve on their Y7 NAPLAN results by one band or more in numeracy</td>
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<td>Continuation and expansion of the DARE (Dare to Achieve Reading Excellence) mentor program for reluctant and struggling readers.</td>
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<td>All eligible students reach State or Like Schools in numeracy</td>
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### Top Priority Numeracy:

**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.**

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<td>Implementation of a comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of AATSII students – continue implementation of the EMM program in Year 8 and 9.</td>
<td></td>
<td>&gt;10% in upper 2 bands (9 &amp;10) in numeracy domain NAPLAN</td>
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<td>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 your adolescent students.</td>
<td></td>
<td>All Australian &amp; Queensland Mean Scale Scores in numeracy improve (close the gap)</td>
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<td>Undertake a full review of the Junior Secondary Phase of Learning to determine the cause of poor academic performance. The formalisation of a Junior Performance Team (JPT) 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.</td>
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<td>All Y9 students improve on their Y7 NAPLAN results by one band or more in numeracy</td>
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<td>Develop a Junior Secondary Transition Working Party inclusive of all key stakeholders to ensure Junior Secondary Statement of Expectations are met and planning is based around the Junior Secondary: Planning &amp; Reflection Tool</td>
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<td>All eligible students reach State or Like Schools in numeracy</td>
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<td>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.</td>
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### Junior Secondary:

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<tr>
<td>Formalisation of JPT in Term 1 2014 – responsible for the requisite tracking and monitoring of students within and across Years 7 - 9.</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Improve attendance to 91% in the Junior secondary – currently 90%</td>
</tr>
<tr>
<td>Dec 2013/SF 2014 finalise a detailed timeline for 2014 preparation and transition of students for 2015</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Implementation of new Student Leadership Program by February 2014 which incorporates formal leadership opportunities for year 7 students.</td>
</tr>
<tr>
<td>Increasing 1:1 communication with parents through multi social media avenues eg (Junior Secondary Facebook Page)</td>
</tr>
<tr>
<td>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/spreads. Using rewards system for parental involvement – 5 hours = $50 discount off school fees</td>
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### Building strong community partnerships:

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<td>Full ASAA Accreditation achieved by June/July 2014 (International Accreditation).</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Expand Sports Excellence Sponsorship to $30 000 a year (6 x $5 000 sponsorship).</td>
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<td>75% of teachers appointed at Marsden are directly recruited from our practice teacher program.</td>
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**Strategies to achieve this priority should include:**

- 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.
- Improved sharing of data and strategies, by STLas and HoD T & L with school staff, to allow classroom teachers to know their students better and to therefore allow for better differentiation.
- 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.
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**TOP Priority Numeracy:**

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.

- 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.
- Implementation of a comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of AATSII students – continue implementation of the EMM program in Year 8 and 9.
- 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 your adolescent students.
- Undertake a full review of the Junior Secondary Phase of Learning to determine the cause of poor academic performance. The formalisation of a Junior Performance Team (JPT) 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.
- Develop a Junior Secondary Transition Working Party inclusive of all key stakeholders to ensure Junior Secondary Statement of Expectations are met and planning is based around the Junior Secondary: Planning & Reflection Tool.
- 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.

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**Key Performance Measures**

### Description:

- **Improvements in % above NMS:** >90% Numeracy
- >10% in upper 2 bands (9 &10) in numeracy domain NAPLAN
- All Australian & Queensland Mean Scale Scores in numeracy improve (close the gap)
Resourcing
Implementation
Key Performance Measures

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Implementing quality assessment:

- 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.

- 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 Melbourne Declaration's broad purposes of assessment.

- 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.

- Further develop teachers’ skills in the use of assessment to monitor student learning and provide feedback – a focus for teachers in how to provide specific feedback to guide and extend students learning.

Quality Curriculum Planning to Improve Learning:

- Embraze and empower the system generated Curriculum into the Classroom resources to leverage consistency and renewal for classroom practices and expectations in English, Maths, Science & History.

- Implementation of consistent Unit Planning processes across all faculties which clearly contain the elements from Roadmap for P-10 Curriculum, Teaching, Assessment and Reporting p. 6. Unit planning to embed the school’s core priorities of ASOT, literacy, numeracy and differentiation.

- Embrace and empower the system generated Curriculum into the Classroom which clearly contain the elements from Roadmap for P-10 Curriculum, Teaching, Assessment and Reporting p. 6. Unit planning to embed the school’s core priorities of ASOT, literacy, numeracy and differentiation.

- Full review of assessment program in Junior Secondary against the Melbourne Declaration’s broad purposes of assessment by the end of 2015.

Senior Secondary:

- 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.

- 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.

- Undertake a full review of the Senior Phase of Learning to determine the cause of poor academic performance. The formalisation of a Senior Performance Team (SPT) to monitor progress towards QCE, OP and VET, the use of SA1 and SA2 data, the preparation of students for the QCS test based on data, and attendance rates needs to be a particular focus.

- Senior Schooling Outcomes:
  - 90% awarded a QCE
  - 100% of students achieving their Literacy & Numeracy ‘tick’
  - 65% awarded OP 1-15
  - 100% of Year 12 students awarded at least one of the following: QCE, VET (including a SAT), IB
  - All QCS subject areas improve
  - 100% QTAC applicants receive an offer
  - QCS results – >10% A and >0% D/E

Facilities Management:

- Implementation of the school’s Facilities Plan to ensure the development of a world class teaching and learning environment.

- Use the thinking and feedback from the innovative Junior Secondary refurbishment to inform all future classroom purchases and designs across the school.

- Continue to source grants to drive the development of first class sporting facilities to support the Sports Excellence Programs.

- Facilities Management Outcomes:
  - 30% reduction in MAR maintenance issues annually
  - Implementation by end of 2016 of new sports ovals, courts and gymnasium through partnership with the Brisbane Broncos.

ICT:

- 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 Smart Classrooms initiative and Information and Knowledge Strategic Plan 2012–2016 to support strong ICT leadership to:
  - Use eLearning to bridge the engagement divide and enrich traditional delivery
  - Use ICT to support individualised learning and skilling
  - Provide safe and secure access to learning where and when appropriate
  - Use ICT to improve learning productivity where and when appropriate
  - Provide support for teachers to transform teaching and skilling practice

- 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&L

- 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.

- Increased number of teachers incorporating eLearning into their daily practice to engage students and provide individualised learning and skilling opportunities

- Increased number of learners supported by personalised contemporary eLearning environments tailored to their individual learning needs

- Implementation of the BYOx program

ICT Outcomes:

- 100% of Students with access to either a school take home device, personal internet capable device or loan device – BYOx implementation (final Year 8 2014; whole school implementation 2015)

- 100% of Students with access to either a school take home device, personal internet capable device or loan device – BYOx implementation (final Year 8 2014; whole school implementation 2015)

- 100% Staff to engage with and reflect using Digital Practice Guide as part of Marzano implementation

- 30% of classroom strategies used to facilitate learning to incorporate the use of ICT’s

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