



Our Plan in 2018 – Collaborative Expertise

Guiding Principles

- Purpose
- Mastery
- Autonomy

Successful Learners

Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.

	What we want to achieve <i>Our goal is students simply doing "better"</i>	Strategies and actions to continue or adopt <i>Agreement and alignment</i>	Resources <i>People, Tools, Programs, Finance</i>	Measures & Targets <i>Benchmarks of reference, absolute and comparable</i>
	<ul style="list-style-type: none"> • Learning growth for every student and outcomes continue trending up. 	<ul style="list-style-type: none"> • A collaborative & collective commitment, aspiration & accountability 	<ul style="list-style-type: none"> • Targeted to priorities and applied for return on investment 	<ul style="list-style-type: none"> • Causation, impact & reflection and indicating relative performance
	<ul style="list-style-type: none"> • Learning continuity through very high rates of student attendance and engagement at/above like schools • Differentiation for 100% of learners • Higher rates of student Attainment A-C • Improvements in Literacy & Numeracy proficiency NAPLAN 	<ul style="list-style-type: none"> • Reducing teaching and learning variability and variance in impact across classrooms <ul style="list-style-type: none"> ○ An agreed vision of teaching & learning at MGH ○ Agreed reading & writing strategies in every subject department and across the school ○ Clearly articulated learning goals for students ○ Quality feedback to students of and for learning ○ Communicating high expectations, parent engagement, accuracy • Design, Implement, Evaluate our 'problem of practice' approach to improvement <ul style="list-style-type: none"> ○ Data informed teaching and learning, targeted intervention and extension ○ Explicit cycles to plan, enact, evaluate, reflect using Standards of Evidence • Clear3 dimensional Case Management <ul style="list-style-type: none"> ○ Faces on the data cohort/class/individual • Develop systems of supporting beneficial change, wellbeing and celebrating success <ul style="list-style-type: none"> ○ Detailed ICPs for identified students ○ Inclusive practice is explicit, collaborative and pro-active ○ Extension and co-curricular opportunities for students for engaged learners • Learning & Well-being Plan to promote culture for learning, inclusion, resilience and good mental health 	<ul style="list-style-type: none"> • Marzano ASoT DSQs as pedagogical frame of reference • Tactical Teaching Team <ul style="list-style-type: none"> ○ HOD (T/L) ○ Master Teacher ○ STLN x 4 • HOSES <ul style="list-style-type: none"> ○ ICPs and EAPs ○ ESD Case Managers • DP (Teaching & Learning) Heads of Department (Curriculum), Deputy Principals • Key Teacher iRRC • Attendance & engagement tracking <ul style="list-style-type: none"> ○ ID Attend, Attendance Officer, ○ Student Support GOs, Deans, SHN, • I4S <ul style="list-style-type: none"> ○ Additional HR to school learning priorities and target groups – EALD, Indigenous, SWD ○ Programs support/enhance pedagogy eg Maths Pathways • Co-curricular programs <ul style="list-style-type: none"> ○ High Resolves, Y Lead, OECs, Extra-curricular 	<ul style="list-style-type: none"> • A 1% trajectory year on year of annual improvement to headline indicators. For 2018: <ul style="list-style-type: none"> ○ >93% attendance and above Like Schools ○ 100% students >NMS in NAPLAN literacy and numeracy ○ >25% USB in NAPLAN Writing ○ >32% U2B in remaining domains of NAPLAN ○ >93% A-C achievement ○ >96% school leavers in positive pathways – Next Steps

<p>Teaching Quality</p> <p>Teachers employing high quality, evidence-based practices focused on success for every student.</p>	<ul style="list-style-type: none"> • <i>Effective teaching teams</i> <ul style="list-style-type: none"> ○ <i>Individual and shared professional accountabilities</i> ○ <i>autonomy earned in sense of purpose and mastery</i> • <i>A professional culture of cyclical reflection, performance planning and improvement against AITSL standards</i> <ul style="list-style-type: none"> ○ <i>Self-directed personal professional improvement</i> ○ <i>Happy and valued work force</i> • <i>Consistently ethical practices and professional standards</i> 	<ul style="list-style-type: none"> • <i>Review, update, prepare PDPs/LT/HAT</i> <ul style="list-style-type: none"> ○ <i>Learning goals for teachers that are aligned to the explicit improvement agenda of the school</i> ○ <i>Dedicated PDP time in SFDs</i> ○ <i>Continued allocation of school time subject to budget capacity to pursue professional development</i> ○ <i>PLT Cycles of professional learning, information sharing and feedback via Staff Forums</i> ○ <i>Bank/Reflect PD against QCOT/AITSL Standards</i> • <i>Promote professionalism</i> <ul style="list-style-type: none"> ○ <i>Articulate and expect high standards of professional conduct and Student Protection awareness</i> ○ <i>Induction, and Aspiring Leaders programs</i> • <i>Seek feedback across all levels of school community to build trust, credibility and collective purpose & commitment</i> 	<ul style="list-style-type: none"> • <i>Action Research</i> <ul style="list-style-type: none"> ○ <i>At My Best</i> ○ <i>PLTs</i> ○ <i>Master Teacher Coaching</i> • <i>HODs</i> <ul style="list-style-type: none"> ○ <i>Leading Teaching & Learning</i> • <i>Regional Capability programs</i> • <i>Induction, development and Leadership in-service</i> • <i>CoC and SP Training packages</i> 	<ul style="list-style-type: none"> • <i>SOS >96% staff satisfied with PD</i> • <i>0 Code of Conduct and Grievance matters</i> • <i>Staff attendance rates >State and Like Schools</i> • <i>WPH&S claims below State and Like Schools</i> • <i>80% of aspirants achieve promotion</i>
<p>Principal leadership and performance</p> <p>Driving school improvement and student achievement</p>	<ul style="list-style-type: none"> • <i>Meet/surpass aspirational goals and targets for student performance</i> <ul style="list-style-type: none"> ○ <i>Clarity of purpose and priorities of our EIA</i> ○ <i>Curriculum with rigour – guaranteed & viable</i> ○ <i>Effective teaching teams</i> ○ <i>Optimal use of school resources and facilities to impact on learning</i> 	<ul style="list-style-type: none"> • <i>A sharp and narrow focus to the school's EIA and priorities in/for learning – Literacy, STEM, Senior Outcomes</i> <ul style="list-style-type: none"> ○ <i>Instructional leadership that creates challenge and capacity in the broader team</i> ○ <i>Coach and mentor HODs to effect student performance improvement</i> ○ <i>Promoting and supporting innovation and best research based practice</i> ○ <i>Provide opportunity for collaborative work and building leadership density</i> • <i>Teaching & Learning leadership</i> <ul style="list-style-type: none"> ○ <i>Commit to ASoT as guiding reference to pedagogy</i> ○ <i>Model professional commitment to reflection and improvement</i> ○ <i>Monitor, track and be accountability for student performance improvement in their faculties</i> 	<ul style="list-style-type: none"> • <i>360 degree feedback driven performance plans for Principal and leadership team, HODs</i> • <i>School Opinion Surveys</i> 	<ul style="list-style-type: none"> • <i>100% of teachers can identify priorities for learning and performance in curriculum, teaching planning and practice</i> • <i>100% of staff actively participant in PLTs to give effect to targeted teaching</i>

<p>School Performance</p> <p><i>Schools achieving success through an intentional approach to improving the progress of every student.</i></p>	<ul style="list-style-type: none"> • EVERY student successful <ul style="list-style-type: none"> ○ Maintain and improve every student's achievement ○ Maintaining an exceptional culture for learning: Respectful, disciplined and engaged students 	<ul style="list-style-type: none"> • Line of sight – professional practice of teaching to extend learning growth <ul style="list-style-type: none"> ○ Data walls and 'faces' on the data to know every child and to inform teaching & learning progress ○ Devise means for students to own personal performance and progress ○ Regularly analyse student performance and communicate/report to students, parents and system ○ 'Front end' assessment and teaching for mastery • Measuring teaching impact <ul style="list-style-type: none"> ○ through effect (progression) and achievement (A-E) • Maintain a learning culture of 4 Pillars of Learning at MGH <ul style="list-style-type: none"> ○ Consistently Implement the school's policies of academic engagement, co and extra-curricular activities ○ Consistently Implement the school's Responsible Behaviour Plan for Students • Communications with parents/carers 	<ul style="list-style-type: none"> • Data <ul style="list-style-type: none"> ○ An authentic school data plan and data cycles ○ Effect size calculator • PL Time • Deans, HODs, DPs and Principal 	<ul style="list-style-type: none"> • 100% QCE • >85% OP students receive OP1-15 • 90% A-C achievement • >30% U2B of NAPLAN Yr 7 & 9 • >97% Yr 9 at/above NMS in NAPLAN • 100% student assessment submission (0% Not Rated) • Suspensions <50% of State-wide rate per thousand • SOS >96% students say this is a safe school, teachers listen, and are happy at this school
<p>Local decision-making</p> <p><i>Schools ensuring community needs are central to decision making processes, autonomy and accountability.</i></p>	<ul style="list-style-type: none"> • Strong partnerships <ul style="list-style-type: none"> ○ engagement of stakeholders; students, parent, staff, P&C 	<ul style="list-style-type: none"> • Focus the work of school Forums <ul style="list-style-type: none"> ○ A clear agenda with school goals and ethos ○ Promote inclusion and student voice 	<ul style="list-style-type: none"> • Co-ordinated Communications & Marketing • Forums • P&C • School Advisory Council 	<ul style="list-style-type: none"> • SOS >95% parents & students satisfaction that this is a good school, • SOS >95% parents and students would recommend this school, • SOS >95% parents say their child is happy with this school