Mount Gravatt State High School: Annual Implementation Plan 2022

2022 EXPLICIT IMPROVEMENT AGENDA: "GOOD to GREAT"

	Strengthening Learning Transfer	
Our Focus	**Our Strategies**	**Our Success Criteria**
• Learning progression for all students • Consistent approach to pedagogy to reduce variance in impact • Strengthening high performance in Senior Outcomes • Strengthen Staff and Student Well Being	• Embed the MGH Approach to Pedagogy: know the student, curriculum, next steps and strategies. • Implement the MGH Curriculum Planning Process. • Implement a Cycle of Inquiry to support differentiation. • Strengthen Faces on the data approach to student learning progression and identification of the next steps for student learning. • Implement teaching and learning strategies that respond to the literacy, numeracy and cognitive demands of the curriculum and student learning needs. • A challenge of practice approach to teacher professional growth. • Collaborative empowerment of teachers through collaborative professional growth driven by student data, facilitated by PLTs supported by the Success Team. • Measurement of impact and consistent school wide moderation practices. • APDP alignment with EIA supported by growth coaching. • Implement the MGH Student and Staff Well Being Frameworks.	• 95% A to C or better academic performance • 75% B or better = 35% A's and 40% B's • 100% QCE Attainment • 85 % above ATAR 62.5 • 100% tertiary eligible students achieving tertiary entrance • NAPLAN above the nation in all components of the testing • Staff and Student Data similar to or above like schools

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School Improvement Priorities 2022

Improvement priority: Successful Learners; Reading, Writing, Numeracy and Cognitions [Creative and Critical Thinking] Proficiency across the Australian and QCE Curriculum

Strategy: Implement agreed writing, reading, numeracy and cognitions strategies relative to student needs and curriculum demands

Actions	Targets	Time Lines	Responsible Officer
Implement the MGH Approach to Pedagogy and the Curriculum Planning Process with a focus on: 1. Knowing the literacy, numeracy and cognitive demands of the curriculum 2. Knowing the students and their next steps to support their learning progression 3. Knowing the strategies to support learning progression 4. Embedding the MGH Literacy Plan 5. Embedding the MGH Numeracy Plan 6. Continuing the practice of Faculty Literacy Influencers [Leaders] a Literacy Community of Practice [COP] facilitated by the Success Team and strategically led by the SLT 7. Expand the COP for Faculty Cognitive Influencers facilitated by the Success Team and strategically led by the SLT to include all faculties with aim of strengthening student capacity to transfer cognitive skills 8. Initiating a COP for Faculty Numeracy Influencers by the Success Team and strategically led by the SLT **9.** Initiate COP for Faculty IT Influencers by the Success Team and strategically led by the SLT 10. Sharing progress and successes within faculties on a regular basis and once a term with the whole school	Influencers and community of practices initiated and embedded into Success Team and Faculty Practices MGH Curriculum Planning Process embedded in teaching practices NAPLAN Reading: U2B, Mean and NMS above the nation Writing: U2B, Mean and NMS above the nation Numeracy: U2B, Mean, NMS above the nation Eng, Maths, Sci, Hum: 95% C or better Years 7 to 10	Feb 2022 initiated Dec 2022 embedded in practice End of Term 1 2022 July 2022 July and Dec 2022	DP Middle School, T and L HOD, Success Team, SLT Lead from the Middle Group, HODs Teachers Teachers Teachers

Improvement priority: Successful Learners: Strengthen Senior Pathways, Outcomes and Transition

Strategy: *Continue to implement and strengthen alignment with The Australian Curriculum and The New QCE*

Actions	Targets	Time Lines	Responsible Officer
Implement the revised MGH's Curriculum Plan with a focus on rigour and fidelity by: 1. Monitoring the impact of timetable structures [Senior Prep, time allocations, electives] on student outcomes and delivery of the AC and QCE 2. In line management meetings Monitoring the alignment of year level and band plans, unit design, teaching strategies and assessment practices in the delivery of the AC **3.** Implementing and monitoring the effectiveness of MGH Moderation Model that includes Endorsement, Confirmation and a system of student to teacher feedback 4. Adjusting Senior Teaching and Learning programs in response to QCAA 2021 Subject Reports	Revised plan developed and implemented. SLT Satisfaction with impact Alignment monitored and adjustments made MGH Moderation Model implemented consistently and embedded in practice 95% confirmation agreement	Feb 2022 Dec 2022 Ongoing Dec 2022 Nov 2022	DPs, HODs, T and L HOD, Teachers SLT DPs and HODs DPs and HODs Snr School DP, HODs, Teachers

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Actions	Targets	Time Lines	Responsible Officer
5. Supporting staff engagement in QCAA roles [Endorsers, Markers, and Confirmers etc.] and encourage input into Senior School Teaching and Learning Programs based on knowledge gained from these roles 6. Maintaining and developing Year Level Meetings, Senior Mentoring Programs and refinement of the External Exam Preparation Program to support student skills, enhanced performance and confidence	100% of IA's endorsed Growth QCAA roles 90% student satisfaction with YLM Content	Ongoing Oct 2022	Snr School DP, HODs, Teachers Snr School DP, Middle and Snr School HODs, Senior Deans and Teachers

Strategy: Careers and Flexible Pathways Planning			
Actions	**Targets**	**Time Lines**	**Responsible Officer**
Implement the QCE Attainment Plan with a focus on: 1. Continuing to refine the SET Planning procedures 2. Monitoring of QCE attainment progress supported by Track Ed program, intervention plans for at risk, flexible pathway, accessing regional support, HOD and Teacher responses etc 3. Maintain Year 12 post school pathways through Guidance Officer support. 4. Promotion of alternative Senior School pathways e.g. SATs, Work Experience, RTO Certificate II or III courses etc. 5. Investigate the development of an Internal Transition Officer role 6. Implementing literacy and numeracy short courses in Semester 2 Year 10 in for identified at risk students	85% above ATAR 65 100% tertiary eligible students achieving a tertiary entrance 100% QCE attainment 100% attainment of 10 QCE points end Semester One Year 11 Post School Pathway: 95% engaged in Education, Training or Employment Next Steps	Term 2 Ongoing Ongoing Ongoing Term 1 Term 2	Snr School DP, Snr and Middle School HODs, Guidance Officers, Transition Officer, Senior Deans and Teachers

Improvement priority: Leadership and Performance Enhancement: Building Leadership density and capacity

Strategy: Strengthen leadership capacity of all leaders to drive school improvement and student performance			
Actions	**Targets**	**Time Lines**	**Responsible Officer**
Establish agreed processes for change management and accountability by: 1. During all planning processes build ownership of and alignment with whole school change agenda, agreed strategies to advance this agenda and MGH values and beliefs 2. Develop and implement an accountability flow chart for outcomes aligned to school improvement agenda 3. Enact the MGH Change model	Flow chart published Evidence of ownership and alignment MGH Change Model embedded in practice	Term 1 2022 Jan 2022 Term 4 2022	DPs, HODs and specific working party
Maintain focus on growing the leadership skills of all leaders by: 1. Continuing to engage in relevant professional learning [SENTIS] 2. Maintaining the leadership lounge section of SLT meetings and planning days 3. Building coaching and mentoring skills through a model of; modelling, observation and feedback, faculty curriculum influencers and sharing of practice	Professional Learning Provided	Term 2 2022 Ongoing	Principal, DPs SLT

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4. Developing a leadership proficiency scale for HODs 5. Maintaining the SLT Lead from the Middle Strategy	Leadership Lounge is considered effective by HODs Leadership proficiency scale developed	Term 2 2022	Principal, DPs
Maintain line management practices: meeting template, coaching component, ongoing reflection on staff performance, improvement agenda progress etc	Line Management occurring	Ongoing	Principal, DPs
Strengthen the APDP process for staff by: 1. Implementing the leading from the middle APDP process 2. Maintaining the: PDP proficiency scale, identification of areas for growth, use of online templates, alignment with school priorities, progress reviews focused on class performance data, challenge of practices, T and L response and engagement in professional learning, Publishing an annual PDP timeline	Proficiency scale used Growth areas identified Timeline published APDPs completed Cycle of review completed	Ongoing	Principal, DPs, HODs and Teachers, non-teaching staff

Improvement priority: School Performance: Every student succeeding

Strategy: *Building student learning progression through differentiated teaching and learning to achieve a year's growth for one year's learning*			
Actions	*Targets*	*Time Lines*	*Responsible Officer*
Strengthen the implementation of the inquiry cycle by: 1. Identifying challenges in its practice at a faculty level 2. Developing strategies to address the challenges at a faculty level 3. Sharing best and successful practices of the cycle in SLT Meetings 4. Develop short-term data cycles to measure impact with the length and measure determined by the PLT	Inquiry cycle embedded in faculty practice	Term 1 2021	DP, T and L HOD, HODs, Success Team, Teachers
Strengthen the practices of differentiated teaching and learning by: 1. Rigorous and accountable implementation of the inquiry cycle monitored through line management meetings 2. Providing teachers with explicit examples of best practice differentiation through PLT's 3. Implementing the MGH Curriculum Planning Process 4. Whole school sharing of differentiation best practice and leadership in SLT and Staff Meetings	A-C 95% or better	Ongoing	DPs, HODS and Teachers
Consolidate the embedding of the learning support [LS] model in school operations by: 1. Maintaining the documented MGH LS processes and procedures: case management, teacher aide support, teacher capacity building, development and implementation of Personalised Learning Plans and ICP's, school community communication, measurement of impact 2. Establishing a review and evaluation cycle that measures impact, identifies challenges of practice with progress regularly shared with the school community	0% Year 7 and 9 below NMS and D/E Achievement Year 7 to 12 Learning Progression tracked LS program progress shared	Ongoing Each Semester Term 1,2,3,4	T and L HOD, LS Teachers HODs and Teachers

Develop and implement extension and enrichment activities by: 1. Implementing the Year 7 to 9 MGH Edge Plan: Revised academic program, LOTE and the Music program 2. Maintaining the STEM program and seek to embed STEM experiences into curriculum programs 3. Maintaining extra and co-curricular academic enrichment and extension opportunities: ICAS and Readers' Cup competitions, Writers' Workshops, Robotics etc.	Edge plan implemented and 2022 success criteria achieved. STEM opportunities provided Student participation in Academic Competitions	Ongoing Term 4 2022	DP Junior, HOD Junior Sec, HOD Arts, STEM Co-Ordinator, HODs, Teachers
Continue to develop and implement the Year 7 to 12 EALD program by: 1. Supporting teacher EAL professional growth for all staff 2. Sustaining smaller sized class groups 3. Developing a process for identification of EALD students, measuring and sharing impact of the program.	A to C 80% or better	Each Semester	EAL Teachers and HOD English
Continue to develop and implement ICP's by: 1. Building staff capacity around all ICP processes with a focus on the alignment of assessment to the ICP 2. Maintain a cycle of review and adjustment of all ICPs	ICP process reviewed, changes documented	Term 1	HOSE, T and L HODs, LS Teachers and Teachers
Implement the Indigenous Education Plan with a focus on: 1. Supporting student learning progression that includes well-being, academic support, engagement in cultural activities and transition to post school pathways 2. Building staff capacity in cultural awareness of and embedding of indigenous perspectives in the curriculum	0% gap in performance between indigenous and non-indigenous students	Ongoing	CEC, Indigenous Education reference group, DP and HODs

Improvement priority: Collaborative Empowerment. Reducing teacher variability and impact

Strategy: *Reduce teaching and impact variance through intentional collaboration employing high quality, evidence-based practices*			
Actions	*Targets*	*Time Lines*	*Responsible Officer*
Further strengthen the Professional Learning Teams through: 1. Continuing to build faculty processes that support collaborative planning with a focus on reducing workload 2. Revise the MGH PLT proficiency scale and continue to us it to measure the effectiveness of PLTs 3. Identifying PLT challenges of practice and actioning strategies to address areas requiring growth 4. Adopt the MGH Professional Learning Model [Common Language, Interaction, Modelling of an expert, observation and feedback as an approach to strengthening PLT's] 5. Maintaining the sharing of teaching and learning best practices and the embedding professional learning at staff meetings	Increased confidence 100% of staff participating 100% of HODs expressing confidence in their PLT leadership skills	Ongoing	DP and HODs

Maintain and strengthen the capacity of the Success Team to support HOD and teacher response to challenges of practice: 1. Continue to use I for S funding to fund Success Team Staffing 2. Develop and implement an annual action plan 3. Grow the skills of the Success Team: Reading, Writing, Numeracy and Cognitions in the Australian and QCE Curriculum, MGH Approach to Pedagogy NASOT, Learning support, Coaching: Instructional rounds, Observation and feedback, Leading Change 4. Support the growth of Faculty Curriculum Influencers and publish a revised engagement process for the Success Team 5. Establish regular cycles of planning and feedback with and from HODs and teachers: Focus on why and benefits, measuring impact and communicating with the school community	100% of Success Team engaged with faculties and high levels of satisfaction 100% of Success Team reporting high levels of confidence in their skills HODS reporting high level of satisfaction with Success Team Support. Faculty Influencers reporting high levels of confidence in their skills.	Ongoing	Success Team, HODs and T and L HOD

Improvement priority: Teacher Quality: Building individual staff capacity to provide differentiated teaching

Strategy: Implement a consistent teaching and learning framework that provides differentiated teaching and learning			
Actions	*Targets*	*Time Lines*	*Responsible Officer*
Implement the MGH approach to Pedagogy [New Art and Science of Teaching and Learning] by: 1. Maintaining a plan for the implementation of the MGH Approach to Pedagogy and Curriculum Planning Process that incorporates the MGH Professional Learning Model 2. Expanding the number and roles of Faculty Curriculum Influencers 3. Growing the strategies toolkit 4. Embedding sharing of practice into all PLT's, Staff meetings and SLT Meetings 5. Building staff capacity to provide effective feedback to support student growth as independent learners through tracking learning goals and using proficiency scales. 6. Develop the values of inquiry as a proficiency scale to support feedback on student thinking 7. Continuing sharing of quality ICT resources and teaching strategies that support the MGH Approach to Pedagogy and Curriculum Planning Process 8. Supporting staff ICT professional growth via a network of faculty-based ICT Influencers	100% of staff implementing and embedding the MGH Approach to Pedagogy and Curriculum Planning Process into their practices. Influencers actively supporting faculty programs 100% of staff making extensive use of ICT resources to support collaboration, teaching and learning, differentiation	Implementing Term 1 2022 Embedding Term 4 2022 Term 4 2022 Term 4 2022	DP, T and L HOD, HODs, Success Team, Teachers DPs, HOD T and L, Success Team and HODs IT HOD and Teachers

Improvement priority: Local Decision Making: Partnerships

Strategy: Continue to grow MGH learning partnerships			
Actions	*Targets*	*Time Lines*	*Responsible Officer*
Grow the effectiveness and relevance of the MGH learning partnerships by:	Programs in place student participating	Ongoing	HOD Snr Schooling, HODs

1. Maintaining current collaborations with tertiary institutions, industry and the community: TAFE, Private RTO's for Cert 3's and Diplomas, Work Experience, SATs, etc. 2. Mapping our current partnership and their role in student learning 3. Assessing the relevance and effectiveness of the partnership 4. Identifying the gaps and acting to establish relevant partnerships with a focus on supporting the Edge Program, professional networks, engagement local school cluster 5. Maintain a process to annually review our learning partnerships regarding their relevance and impact on student outcomes 6. Strengthening our engagement with Parents: P and C, Celebration Parades, Newsletter, Parent/Teacher interviews, social media, Community Planning Day, Subject Selection and Parent Information nights 7. Increasing the promotion and celebration of Faculty achievements in the community by establishing a rotation of faculty contributions to the newsletter and foyer displays	Partnerships Mapped New Partnerships Established: EDGE, Prof Networks, School Clusters. Newsletter contributions and displays completed Review completed	Term 4 2021 Term 1 and 2 2022 Term 4 2022 Term 4 2022	HOD Snr /Jnr/Middle Schooling P, DPs and HODs HODS Snr/Jnr/ Middle Schooling HODs

Improvement priority: Local Decision Making: Supportive and disciplined learning environment

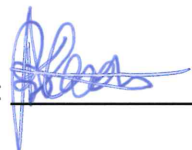| **Strategy: Maintaining high standards, strengthening workplace safety, growing student voice and enhancing student and staff well-being**			
Actions	*Targets*	*Time Lines*	*Responsible Officer*
Continue to support student well-being through: 1. Implement the revised Junior, Middle and Senior sub-school visions to build Sub-School purpose, identity and connectedness 2. Maintaining positive mental health through Sub-School Assemblies and SWT 3. Maintaining the Student Wellbeing Committee consisting of SBYN, CEC, YSC, GO, DP, Student Support HOD, LS Teacher 4. Revising the MGH Well-Being and Learning Plan 5. Continued development of the school's four pillars and recognition of student success e.g. Celebration Parades, Junior school BBQ, Presentation Night, Sports Breakfast, etc 6. Identifying and actioning culturally appropriate ways of celebrating the diverse cultures of our students 7. Annually reviewing the student code of conduct with the school community	Student satisfaction in SOS > 85% Wellbeing Plan published Wellbeing Committee is meeting Celebrations are held MGH Student Code of Conduct 2022 Reviewed and revised code published for 2023	Ongoing Term 1 2022 Ongoing Ongoing Term 4 2022	Deans, DPs, Jnr and Snr School HODs Learning Support Teacher GOs, YSC, SBYN, CEC
Continue to grow student voice 1. Through Junior and Senior Student Council Reps, Principal/Leaders' morning teas, participation in School Advisory Council, student feedback to teachers 2. Maintain quarterly SAC meetings, continue to grow parent and student involvement	Student SOS Data > 85% my opinions are taken seriously	Ongoing	Principal, DPs, Jnr and Snr School HODs, Deans of Students
Strengthening workplace safety by: 1. Implementing the Annual Safety Assessment Action Plan 2. Maintaining the HSW Committee and developing the role of the HSW and RTW Support Officer in facilitating and supporting its work	100% performance across all areas of the Annual Safety Assessment	Ongoing	Principal, HSW and WB Committee, All staff, HSW and RTW

3. Continuing to strengthen where required HSW practices in the high-risk areas 4. Building staff capacity in curriculum risk assessments			Support Officer, HOD ITD and HSW
Enhance staff well-being by: 1. Maintaining a Staff Wellbeing working party 2. Continuing Staff Wellbeing newsletter, Shout-outs to staff, and activate the Social Club 3. Reviewing [2021 program], revising where needed and implementing a 2022 Staff Wellbeing Framework (aligned to DOE SW 5 Dimensions) 4. Define 'Lead from the Middle' (HOD's) roles in Staff Wellbeing. 5. Identifying challenges in faculties and develop strategies to address the challenges at a faculty level 6. Supporting staff wellbeing professional growth via faculty-based and whole school, wellbeing workshops and access to wellbeing resources. 7. Increasing the promotion and celebration of Faculty wellbeing in the school community by establishing a rotation of faculty/whole school wellbeing event/activities - term-based campaigns. 8. Defining and identifying cultural champions to participate in the New and Beginning Teacher Induction Program. 9. Re-publishing and sharing the MGH Communication and Conflict Management Policy	Improvement of SOS Staff data to a level that matches or is above like schools. Staff Retention		Principal, DPs, HODs, Teachers and HSW and WB Committee

Endorsement

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

Principal: _____ P and C / School Council: _____ Assistant Regional Director: _____

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