



Mount Gravatt State High School

Annual Implementation Plan 2024

2024 EXPLICIT IMPROVEMENT AGENDA: GOOD to GREAT to **BETTER**



School Priority 1 - Educational achievement – Continue to build capacity of staff in curriculum enactment and effective teaching strategies

What	Why	How	Review/Monitor	Who	When	Targets
1.1: Implement processes to support teaching staff to fully execute the four phases of the moderation process with fidelity.	Aligned Curriculum We believe in quality aligned curriculum taught with rigour and intent supports student learning progression.	Fully embed the MGH Moderation Process into teacher practice through: -SLT Lead from the Middle Project Team - Using PLT and Faculty Meetings -Alignment of phases with Faculty and PLT meetings.	PLT meetings SLT meetings Line Management meetings Term 1,2 and 3 SLT Planning Day Learning Walks and Talks	Teachers HoDs DPs Principal	Ongoing and Monitoring progress End of Term 2 and Term 4.	Academic performance: Whole School 95% A to C academic performance (inc English, Maths, First Nations & NCCD) 70% B or better = 30% As & 40% Bs Yr 7 - 95%, 30%, 40% Yr 8 - 97%, 35%, 45% Yr 9 - 95%, 30%, 40% Yr 10 - 95%, 35%, 40% Yr 11 - 90%, 30%, 40% Yr 12 -100%, 25%, 45% 100% QCE attainment 100% QCIA attainment 85% above ATAR 62.5 Student Learning Progression
1.2: Quality assure the enactment of the intended curriculum in Years 7-12 and prepare for implementation of V9 AC and updated versions of QCE Syllabuses and		-Implement the 2023 MGH AC and QCE Roadmap actions [See 2024 EIA and PD Plan]	PLT meetings SLT meetings Line Management meetings Quarterly SLT Planning Day	Teachers HoDs DPs Principal	Continued familiarisation of AC V9.0 Applied syllabus implementation Essential & General planning & implementation	
1.3: Review the data sets currently collected and determine their applicability, accessibility, and usefulness.	Growth Mindset We believe that students need to set goals and reflect on their progress to learn and grow, and therefore be able to celebrate successes.	Revise, re-develop and review progress of the MGH Data Plan (RP)	Quarterly SLT Planning Day Quarterly ELT Planning Day	LCC HoDs DPs Principal	Plan Developed by End of Term 1	
1.4: Maintain and regularly update the MGH Curriculum Assessment and Reporting Framework [CARF]		Review the MGH CARF to ensure alignment, rigour, intent and relevance.	Term 3 SLT Planning Day	T&L HoD DP Middle Principal	Update Term 4	
1.5: Evaluate the impact of resource allocations on improving the academic achievement of all students.		-Provide PD to build staff capability to triangulate and disaggregate data to measure teaching and learning impact. -Use outcomes data to review the impact of resource allocation on improving learning outcomes, Including	Line Management meetings Faculty Performance Conversations	Success Team Teachers HoDs DPs	Ongoing: Impact on Learning progress Term 3: Programs allocations	
	Safe and supportive environments We believe that actively valuing diversity and striving for an environment that encourages					



	progress creates a community in which we all thrive.	PLT's, Success Team, HODs, Student Support Services, STEAM Co-ordinator, Deans etc	Quarterly SLT Planning Day Quarterly ELT Planning Day Learning Walks and Talks	Principal		
1.6 Further extend inquiry, innovation and critical and creative thinking skills of students.	Personal and professional growth -We believe that having a growth mindset leads to being accountable and innovative educators.	-Implement the 2024 Inquiry and STEAM Plans. -Maintain and develop the Edge and STEAM school-based coordinator roles. -Develop further the Creative and Critical Thinking COP role and influence.	Line Management meetings Faculty Performance Conversations	Coordinator HoD Science HoD DP Jun. DP Mid.	Term 1,2 and 3: Monitor Progress' Term 4: Review and programs	
1.7 Strengthen the development and implementation of high yield literacy, numeracy and cognitive teaching strategies: Consolidating and embedding the MGH Approach to Pedagogy and MGH Curriculum Planning Process.		- Enhance the instructional capability of staff to implement high yield strategies focusing on developing a culture of reflection [See 2024 EIA and PD Plan]	Staff meetings Line Management meetings Faculty Performance Conversations Quarterly SLT Planning Day Quarterly ELT Planning Day Learning Walks and Talks	Success Team Teachers HoDs DPs Principal	Term 1 and 2 : PD provided and monitoring progress, Term 3 and 4 Adjustments and monitoring progress	
1.8 Embedding future focussed learning practices in the delivery of teaching and learning.		-Build the capability and confidence of teachers in QLearn to enhance teaching and learning. - Build the capability and confidence of Teachers to enhance their willingness to engage in with inquiry and other pedagogical practices through TeachMEETs.	Staff meetings Faculty meetings PLT meetings SLT meetings	IT HOD and IT Influencers All staff	70% of staff engaged using QLearn by the end of Term 4. Continue TeachMEET opportunities throughout 2024.	



School Priority 2 - Wellbeing and engagement – Support all students and staff through productive relationships

What	Why	How	Review/Monitor	Who	When	Target
2.1 Create healthy, self-advocating, confident and resilient MGH students with a sense of belonging, purpose and self-efficacy.	Intentional collaboration and positive relationships -We believe individual life experience creates opportunities for collaborative engagement.	-Fully develop and implement the MGH Student and Learning Wellbeing Framework. [SLWF] - Strengthen current practices and structures that support student voice and identify additional opportunities, e.g. SRC, SAC, student feedback, student self-reflection. -Implement Year 7–9 SWT program for implementation in 2024. -Conduct annual review the MGH SWT program.	Faculty and PLT meetings Weekly Student Support Services (SSST) meetings, Weekly sub-school meetings	Teachers HoDs SSST Sub School Teams Deans	Term 1: SLWF Completed PD, Year 7 to 9 SWT Options, Student Voice review. Term 2: SWT Program and timetabling, Monitoring progress,	Academic Targets: ss per above. Staff Morale SOS items: improved by



	-We believe that prioritising positive connections has a positive impact creating an inclusive and productive environment.	-Build staff knowledge, understanding and teaching capability for students with complex social/emotional needs, e.g. trauma, depression, anxiety	Annual Deans Day Quarterly SLT Planning Day Quarterly ELT Planning Day		Term 3: SWT Agreement Term 4: SWT Review and timetabled.	20% based on 2022 SOS data
2.2 Collaboratively develop clear processes and procedures involving student engagement and management.	Personal and professional growth -We believe that self-reflection and life-long learning leads to personal and professional growth. -We believe that having a growth mindset leads to being accountable and innovative educators. Growth Mindset -We believe that student's social and emotional well-being is critical to positive academic and behavioural outcomes, and helps them to willingly approach new situations, people or experiences with confidence. -When students are challenged and engaged, We believe that they will learn from their mistakes and grow. -We believe that students need to set goals and reflect on their progress to learn and grow, and therefore be able to celebrate successes.	-Maintain engagement of staff with the roles and responsibilities to support the implementation of the MGH Code of Conduct (CoC). -Continue MGH Professional Learning Model to build staff capability focusing on student engagement and management, e.g., ESCMs, CoC. -Maintain working party to support ongoing implementation of the MTSS to enhance staff engaging in student engagement and management.	Line Management meetings Faculty Performance Conversations Quarterly SLT Planning Day Quarterly ELT Planning Day Learning Walks and Talks	Teachers HoDs DPs Principal	SFD: Build staff capacity ESCMs and CoC roles and responsibilities Ongoing: Monitoring and adjustment by Co-design Working Party	Management of Behaviour SOS Items: improved by 10% for students and staff based on 2022 SOS data Student Voice SOS Items: Improved by 20% based on 2022 SOS Data
2.3 Build student wellbeing and engagement through the recognition of excellence.		-Maintain the quality of and promote to the school community the current MGH recognition of excellence practices. -Maintain and promote current practices of Worthies, Notables, Seekers and additional ways to celebrate learning progression, e.g., non-ATAR.	Weekly sub-school meetings Annual Deans Day	Sub School Teams Deans	Term 1/Ongoing: Promotion and maintenance Term 2: Investigate and expand Term 3: implement as needed	
2.4 Review, refine and enact communication, consultation and collaboration protocols that recognise the differential needs of staff, and build trust and privilege while maintaining professional standards.		-Promote and build staff understanding of current protocols regarding communication, consultation, collaboration and conflict resolution, e.g. MGH Internal and External Communication, and Conflict Resolution, MGH Change Model, MGH PD Model, Role of Success Team, Making Learning Adjustments, Culture of Inclusion, differential professional learning, MGH Decision making processes	Staff meetings HOD led PLTs Quarterly SLT Planning Day Quarterly ELT Planning Day	Teachers HoDs DPs Principal	Term 1: Communication and Conflict resolution, Change and PD Model, Role of Success Team Term 2: Culture of inclusion, learning adjustments, differential professional learning, decision making.	
2.5 Foster a safe and supportive working environment built on intentional collaboration and positive relationships leading to personal and professional growth.		-Continue implementation of the MGH Staff Wellbeing Framework. [SWF] -Refine, clarify, and succinctly communicate the EIA -Promote opportunities for professional development and personal growth, e.g. PLTs, APDP, Success Team roles, Pedagogical Influencer roles, Communities of Practice, Aspirant Program, Support staff professional learning and APDP.	Staff meetings Faculty meetings PLT meetings SLT meetings ELT meetings Quarterly SLT Planning Day Quarterly ELT Planning Day Learning Walks and Talks	Teachers HoDs DPs Principal	Term 1: SWF communicated and enacted Ongoing: SWF enactment, Instructional leadership capability, promotion of personal growth opportunities	





School Priority 3 - Culture and inclusion – Enhance instructional leadership to deliver our intended culture

What	Why	How	Review/Monitor	Who	When	Target
3.1 Develop a school-wide understanding of, and commitment to, inclusive practices.	Safe and supportive environments -We believe that actively valuing diversity and striving for an environment that encourages progress creates a community in which we all thrive.	-Develop and implement an Inclusive Education Framework for MGH. -Maintain the current co-teaching model developed and rolled out to staff to support targeted reasonable adjustments. -Continue to support developed T and L models, accountability measures and ways to document reasonable adjustments that meet the needs of all students. -Develop school-wide processes for disaggregating and tracking data -Review PLP processes.	Staff meetings Faculty meetings PLT meetings SLT meetings ELT meetings Quarterly SLT Planning Day Quarterly ELT Planning Day Learning Walks and Talks	Teachers HoDs DPs Principal HOSE T and L HOD	Term 1: Faculty established Term 2: Framework, data tracking Term 3: PLP processes	Academic Targets: ss per above. Staff Professional Development SOS Items: Improved by 20% based on 2022 SOS data
3.2 Further enhance the instructional leadership capabilities of all members of the Senior Leadership Team.	-We believe that upholding high expectations is supported by giving and receiving respectful feedback.	- Continue to implement the 2023 MGH HOD Instructional Leadership Role Statement -Monitor the effectiveness of the SLT instructional leadership through line management meetings and provide targeted professional learning where needed through Lead from the Middle Projects, 360 feedback, Leadership readings, Instructional leadership PD, Leadership Lounge etc - Enhance the data literacy capabilities of all members of the SLT	Line Management meetings SLT meetings Faculty Performance Conversations Quarterly SLT Planning Day Quarterly ELT Planning Day	T and L HOD HODs, DPs Principal	Term 1: Implement and PD needs Term 2,3,4: SLT PD	Parent Engagement in school decision making and listening to concerns SOS Items: Improved by 20% based on 2022 data
3.3 Fully embed the MGH Approach to Pedagogy: effective application of instructional strategies leading to specific mental states and processes to enhance student learning.	Intentional collaboration and positive relationships -We believe that prioritising positive connections impacts an inclusive and productive environment.	- Fully enact the MGH Professional Learning Model [Common language, interaction: PLTs , Observation of an expert: instructional rounds, and Monitoring for effectiveness: observation and feedback] to enhance teacher capability in enacting MGH Approach to Pedagogy and the role of the CPP in enacting this model. -Further develop the capability of teachers to know the curriculum, know the students, know the next steps and know the strategies through reflection and feedback. -Further develop the capability of teachers to understand and analyse data to inform differentiation. -Support teachers to provide regular, detailed and timely feedback to students to enhance self-reflection leading to self-efficacy. [See 2024 EIA and PD Plan]	Staff meetings Faculty meetings PLT meetings SLT meetings ELT meetings Quarterly SLT Planning Day Quarterly ELT Planning Day Learning Walks and Talks	Teachers HoDs DPs Principal Success Team Ped Influencers	Term 1: Revision of MGH AP and CPP, Data Literacy PD, Term 2,3,4 Instructional rounds, observation and feedback	Parental SOS General Items: match or exceed like schools
3.4 Develop and enact protocols and processes to promote, clarify and build commitment to all elements of the school's approach to professional learning.	Personal and professional growth -We believe that self-reflection and life-long learning leads to	-Build teacher knowledge and understanding of the MGH Professional Learning model and the connection to the APDP process, e.g. high-quality professional learning cycle, expert teacher role. -Continue to develop and sustain practices of intentional collaboration: PLTs, collegial engagement [See 2024	APDP meetings Staff meetings Faculty meetings PLT meetings SLT meetings ELT meetings	Teacher Aides Non-teaching staff Teachers HoDs DPs	Term 1: Enact APDP process, increasing knowledge and understanding,	Not Rated Results: Reduced to no more than 1% per



	personal and professional growth. -We believe that -having a growth mindset leads to being accountable and innovative educators.	Collegial Engagement Plan], coaching and mentoring to support the ongoing capability development. -Further strengthen the current professional learning practices through full staff participation and growing staff understanding of the role and purpose of each practice -Maintain opportunities for teacher aides and other non-teaching members of staff to access APDP processes and relevant professional learning.	Quarterly SLT Planning Day Quarterly ELT Planning Day Learning Walks and Talks	Principal Success Team Ped Influencers BM and HR Manager HOSE	identification of reluctant participants. Term 2,3,4: Enact model	year level per reporting period. QCE Attainment: 100% VET: 25% of students completing Cert III or above QTAC: 100% of applications receiving first preference.
3.5 Further enhance the MGH high expectations learning culture.		- Implement One Induction for all roles for new and beginning teachers and support staff for 2024. -Develop team of cultural champions to support the delivery of the program and to promote the MGH Staff Values and Beliefs: Train Mentors -Develop artefacts to promote high expectations, school values and beliefs and school routines for display in classrooms and staffrooms.	Staff meetings Faculty meetings PLT meetings SLT meetings ELT meetings	HoDs DPs Principal	End of Term 1: Artefacts End of Term 2: Review and develop cultural champions and program	
3.6 Further strengthen MGH's links to and collaboration with the community.		-Promote opportunities for parent participation in school decision making -Continue to further engage parents in supporting student learning and build teacher capability in parent communication. - Continue to collaborate with MGSS in strengthening student participation in Japanese and with the Year 8 Interdisciplinary Program. -Identify opportunities for community sponsorships and enact strategies to secure one sponsorship. -Implement the capacity to fund a community liaison officer. [CLO]	SAC meetings P&C meetings Community Planning Days Staff meetings SLT meetings ELT meetings Quarterly SLT Planning Day Quarterly ELT Planning Day	Teachers Parents HoDs DPs Principals	Ongoing: Promotion Term 1: Parent communication. 2024: MGSS Japanese & Interdisciplinary collaboration Term3: Parent further engagement Term 3: CLO Term 4: Sponsorship	
3.7 Further enhance MGH's reputation as a culturally diverse school community that is welcoming, inclusive and accessible for all students.		-Develop and implement a first nations advisory group. Further develop and review the MGH Reconciliation Action Plan. -Investigate the development of an MGH ATSI Equity and Excellence plan. -Investigate a leadership pathway from year 7-12 for ATSI students. -Support the recognition of the cultural diversity by developing relationships with key community personnel and participating in recognition days e.g. Elders to integrate cultural knowledge, National and International days, Sub-School Events, Cultural Market days.	Line Management meetings Weekly Student Support Services (SSST) meetings Weekly sub-school meetings Quarterly SLT Planning Day Quarterly ELT Planning Day	Teachers Parents SSST HoDs DPs Principals	Term 1: Develop Reconciliation Plan and ATSI E and E Plan, Calendar of cultural events Term 2 and 4: Cultural Event Term 3 Cultural Event, ATSI Leadership	
3.8 Supporting all students to realise their full learning potential.		-Maintain and promote to staff all early intervention, support and monitoring processes for all at risk students. -Maintain the provision of Short Course Literacy and Numeracy courses in Semester Two, Year 10.	Weekly Student Support Services (SSST) meetings Weekly sub-school meetings	Teachers SSST Sub-School, HoDs DPs, Principal	Ongoing: At Risk Term 3: Short Course	



Strategic Support: Investing in Success

Whole school focus on student learning progression and differentiated teaching through: -Practicing the 4 knows, Know the curriculum, know the students, know the next steps and know the strategies through the MGH Curriculum Planning Process. -Building teacher capacity in practicing the 4 knows focused on building student efficacy. -Development of the Success Team in its role of supporting teacher professional growth. -Maintenance of student achievement and performance enhancement monitoring -Ongoing development of the Reading and Research Centre promoting and assisting in the development of rigorous reading and research skills.	As per above	-Engagement of additional 3 Teacher FTE to support the ongoing resourcing of the MGH Success Team and RIRC. [\$273,663] - Additional fractional Guidance Officer FTE resourcing to support academic intervention. [\$59,896] - Additional in class Teacher Aide resourcing to support students requiring adjustments to learning. [\$96,805] - Allocation of additional resourcing to support teacher and support staff of professional learning. [\$70,000] -Faculty based Professional Learning Teams focused on enacting the inquiry cycle in partnership with the Success Team to build teacher capacity -Developing the Faculty Influencer Role beyond Pedagogy to include Writing and ICT supported by Success Team -Engagement of 0.2 FTE Speech Language Pathologists to identify and support EAL/D and below NMS students in literacy [25,323.67] -Engagement of additional office staff hours to support attendance monitoring and intervention strategies [56,523] -Engagement of a fractional CEC FTE to support Indigenous Student's learning progress [\$17,432]	ELT and SLT Meetings to assess impact of resourcing and progress	Principal Deputy Principals Heads of Department Success Team BM	Term 1 ELT and SLT Planning Days Term 2 ELT and SLT Planning Days Term 3 ELT and SLT Planning Days Term 4 ELT and SLT Planning Days	As per above
Enhanced student support wellbeing and learning engagement:		- Additional fractional Guidance Officer FTE resourcing to support student well-being and engagement.				
-Whole school enrichment & development of innovation and inquiry through: development of the EDGE academic extension program based around inquiry, engagement in academic competitions and afternoon mathematics tutorials.		-Additional resourcing to support Edge Teacher Professional Learning. - Additional resourcing to support competition entry fees and the afternoon mathematics tutorials.				

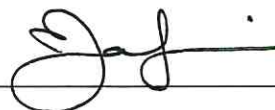
Endorsement

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

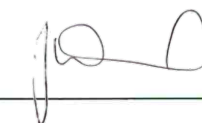
Principal:



P & C / School Council:



School Supervisor:



**Queensland
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