



# Mountain Creek State High School

Lady Musgrave Drive  
Mountain Creek Q 4557

# 2020

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# Leadership Plan 2020 - 2023

Including 2020 Annual Improvement Plan,  
Working Towards 2020 Action Plan and  
Parent and Community Engagement Strategy



Principal's signature:

Date:

P & C President's signature:

Date:

School Council President's Signature:

Date:

ARD/ADG Signature:

Date:

# 2020 ANNUAL IMPROVEMENT PLAN

## STRATEGIC DIRECTIONS (2020-2023)

Our Core Purpose is: **To inspire a love of learning**

Our Values are:

**To be an innovative and socially responsible school maximising student outcomes for young people in a safe, secure and well-ordered environment to prepare them for the productive future of active citizenship and employment in a global society.**

Our Motto is: **Quality, Opportunity and Excellence**

Our Goal is: **Individual success locally, nationally and internationally for all students.**

Therefore we will be focused on:

- **Providing high quality educational leadership.**  
Through our **Leadership Plan** we aim to ensure that we are all learners and that we inspire leadership at all levels in the school. We aim to explore best-practice leadership and management and build leadership capacity across the school
- **Providing diverse curriculum pathways.** Through our **Curriculum Plan** we will maintain a high quality, diverse, global and differentiated curriculum ensuring future employment options in a rapidly changing workplace. We recognise and respond to individual learning needs within the learning culture of the school and the community
- **Positive relationships around learning whilst promoting excellence in behaviour and performance in our community.**  
Through our **Student Services Planning** we work to ensure relationships between staff, students and parents demonstrate care, safety, discipline and happiness. Calm, open and positive communication will underpin all relationships. Establishing a proud, respectful and diverse culture that values and accepts excellence through pursuing high performance by staff and students and fosters learning partnerships with the community
- **Delivery of high quality classroom practices integrating current technology.**  
Through our **E-Learning Plan** we aim to implement high quality classroom digital learning practices seamlessly integrating modern technologies into student learning behaviours
- **Excellent Facilities and grounds.**  
Through our **Facilities Plan** we aim to create 21<sup>st</sup> Century learning spaces facilitating 21<sup>st</sup> Century skills whilst maintaining an environmentally sustainable design and pleasant ambience throughout the school
- **High quality teaching and learning.**  
Through our **Effective Teaching and Learning Plan** we will build teacher capacity to cater for the diverse learning needs of all our students. We will develop school-wide pedagogical practices that provide a platform for professional learning and engagement
- **Workforce development, selection and recruitment.**  
Through our **Workforce Plan** we will build the capacity of all staff to perform their roles and responsibilities in a constantly changing work environment and ensure they are well equipped to support student learning.

## 2020 PRIORITIES:

1. Collins Writing
2. Performance of Boys
3. Marzano's Art and Science of Teaching (with a focus on Design Questions 4 and 5/Higher Order Thinking/Inquiry based learning)
4. Lifting the performance of U2B/U4B students
5. Excellence in student behaviour/engagement and well-being
6. Senior Assessment and Tertiary Entrance/ACARA

## Successful Learners

1. **Improve Student Performance Data with a specific focus on:**
  - Improving student writing performance utilising **Collins Writing** across the school.
  - Supporting **all** students in all subjects achieve C or better with a focus on boys.
  - Increasing the relative gain performance data in Yr 7-9 students across Reading, G and P & Writing; the sharpest focus will be on the relative gain for **high performing students**.
  - Improve the performance of high performing students on **Higher Order Thinking** questions on standardised testing.
  - Lifting the performance of **U2B/U4B** students

## High Standards

2. **Positive relationships around learning whilst promoting excellence in behaviour and performance in our community, with a specific focus on:**
  - **Students Behaviour/Engagement and Well-being**
  - **Performance of Boys**
  - **Improved Attendance**

## Great People-Teaching Quality

3. **Improve Teacher Quality (Investing for Success) through:**
  - The consolidation of **Marzano's Art and Science of Teaching** as the school-wide pedagogical Framework with a focus on Design Questions 3 and 4.
  - Improving teacher capacity to teaching **Higher Order Thinking & develop H.O.T. skills in high performing students**.
  - Improve teacher capacity to plan and deliver **inclusive teaching and learning practices** in all classes.
4. Undertake whole school Curriculum Review to align our curriculum framework to ACARA and changes in State & National and International curriculum, assessment and reporting requirements. Specifically focusing on **Senior Assessment & Tertiary Entrance (SATE)** and the latest versions of **ACARA**

## School-wide Key Targets for 2020 – High Standards

- 100%** of Year 12s achieving QCE or IB
- A minimum of 90%** of students achieving A, B or C in all subjects
- A minimum of 30%** of Year 7 and Year 9 students in Upper 2 Bands in NAPLAN Writing/Reading/G and P
- A 10% reduction** across the school for incidents of disruption to learning and a 30% reduction in incidents involving boys
- 50%** of applicants for student leadership positions are male
- A minimum of 30%** of OP eligible students with an OP 1-5
- A minimum of 90%** of OP eligible students with an OP 1-15

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# 2018 Headline Indicator Report

Mountain Creek State High School









(2190)

North Coast  
Secondary

Year 7 - Year 12

		Calendar Year			
		2015	2016	2017	2018
<b>Contextual Information</b>	Enrolment (full-time students)	2109			
	Indigenous students	3%			
	Students with disability (EAP)	4%			
	Students with disability (NCCD)	11%			
	Enrolment Management Plan	Yes			
	NAPLAN participation absent/withdrawn	13%			
	OP/IBD students	42%			
	School Audit Report	3/05/2018			
	School Review	2015			
	Bank balance per Student FTE	\$1,271.26			
<b>State School Priorities</b>	ICSEA	1039			
	National Decile	7			
	State Schools Decile	9			
	Improve academic achievement for all students.				
	Lift the performance of our top students.				
	Improve reading and writing for all students.				
	Improve Year 12 certification rates.				
	Close the gap for Aboriginal and Torres Strait Islander students.				
	Improve the participation and achievement of students with disability.				
	Prepare to implement the new Queensland Certificate of Education.				
Enhance the learning opportunities of rural and remote students.					
<b>Achievement and Improvement</b>	<b>English</b>				
	% A or B		↑	→	→
	% C or better		→	→	→
	<b>Maths</b>				
	% A or B		→	→	↓
	% C or better		→	→	↓
	<b>Science</b>				
	% A or B		↑	↑	→
	% C or better		→	→	→
	<b>Literacy &amp; Numeracy</b>				
% NMS		→	→	→	
% U2B		↑	↓	→	
% U2B SQSS					
Mean Scale Score SQSS					
Relative Gain SQSS					
<b>Engagement</b>	<b>Year 12 Attainment</b>				
	% OP 1-15 / IBD				
	% QCE, VET, IBD, QCIA				
	% QCE or QCIA				
	% Cert III+				
	% Cert III+ Non OP 1-15				
	<b>Enrolment</b>				
	4-year trend				
	<b>Attendance</b>				
	Attendance				
Attendance <85%					
<b>Behaviour</b>					
Short Suspensions					
Exclusions					
Cancellations					
<b>Confidence</b>	<b>Satisfaction</b>				
	Overall rating (parent, staff, student)				
	<b>Post School Destinations</b>				
	Students in education, training or employment				

**Legend:**

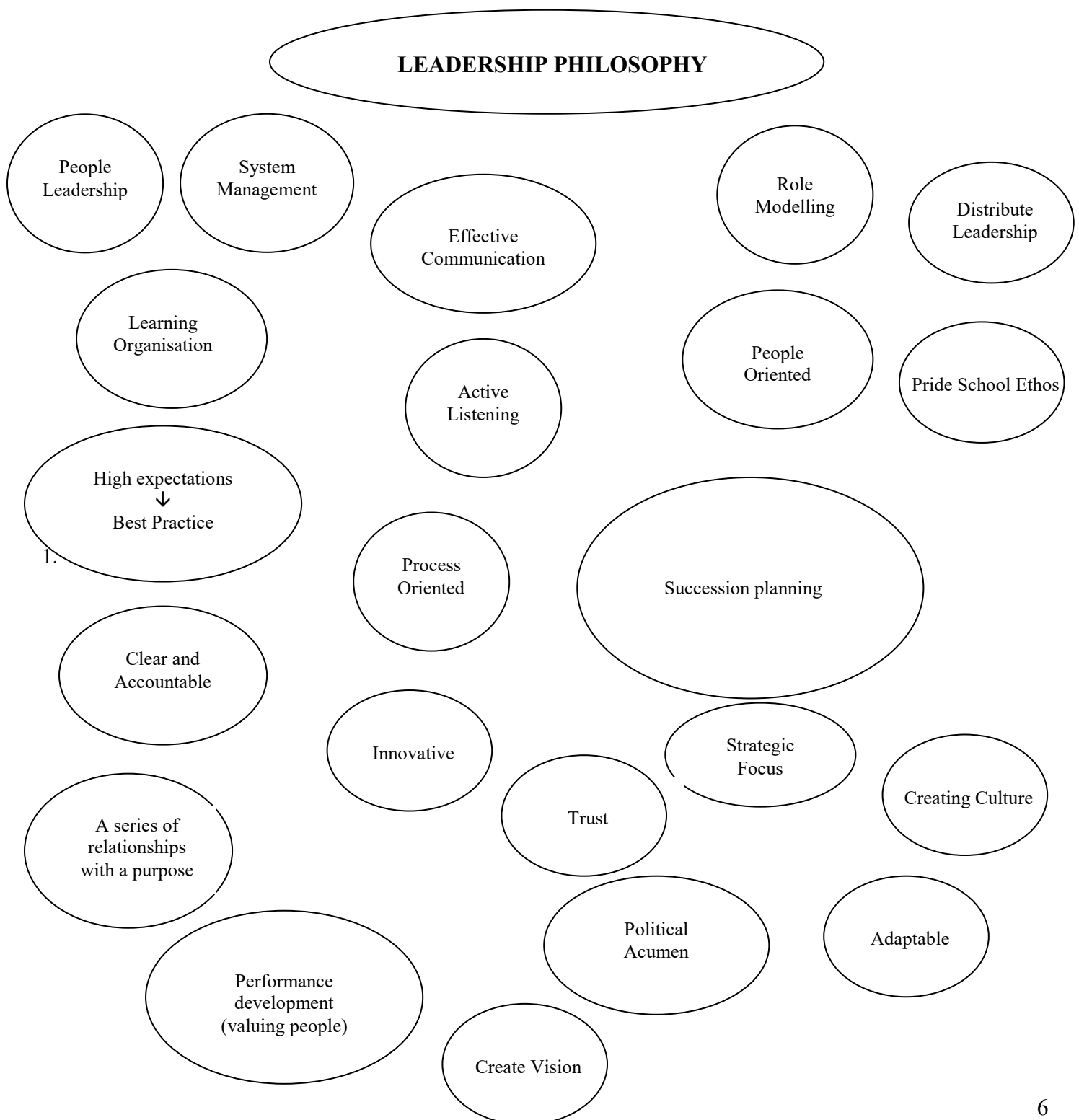
-  Highest category (formerly green).
-  Middle category (formerly orange).
-  Lowest category (formerly red).
-  Data available in future.
-  Data not available.
-  Arrows represent the nature of change in the underlying data from the previous year.
-  These indicators are relative. Because results are relative to another measure there will always be schools in each threshold category.
-  Cannot be compared with later results due to changes in methodology or collection.

# Leadership Plan-2020 (2020-2023)

**Vision:** World-class leadership across the school.

**Introduction:** This Leadership Plan is developed by the Executive Leadership Team of the school with the School Council to outline our intended strategic leadership of the school and to document the current and future leadership behaviours. This plan will provide direction and scheduling for the leadership behaviours that underpin our school's vision. The organizational structure for this plan is based on the IDEAS Framework for school renewal.

## **Rational/Philosophical Underpinning:**



At Mountain Creek High, all leaders align their personal leadership behaviours to include these agreed school wide leadership values. Leaders at Mountain Creek promote:

1. Strategic Focus
2. People Leadership
3. Clear and Accountable
4. Effective Communication
5. High Expectations / Best Practice
6. Innovative
7. Learning Organisation / Culture
8. Performance Development
9. Distribute Leadership
10. Role Modelling

**Organisational goals:-**

### **Strategic Foundations:**

**Goal: To establish clear and accountable documentation for Strategic Planning across the school.**

Strategies:

- To embed the strategic priorities from QSR/School Reviews (EQ, ASSA, EQI, IB) and to develop this School Strategic/Leadership Plan reflecting school, School Council, community, IB and EQ priorities. Ensure alignment of planning documentation with Strategic Goals. Clearly identify targets and strategies to address our school goal.
- Annually develop Improvement Plan and maintain process of quarterly reporting on SAR/AIP to develop School Annual Report
- Establish Key Strategic Planning Area of Leadership, Teaching and Learning, Curriculum, Workforce, Student Services, e-Learning and Facilities to outline school strategic priorities.
- **Develop Embed** an AIP structure for HOD role.
- Embed the Strategic planning for Parent and Community Engagement into the Leadership Key Strategic Plan
- Maintain and annually review Key Strategic Plans
- Maintain a decision-making process that is inclusive of all stakeholders, establish “scoping document” protocols for proposal development
- Establish Reference groups around Key Strategic Plans to progress consultation and decision making.
- **Establish a Success Team led by HOD Junior Secondary (Principal-Junior Secondary, Deputy Principal Junior Secondary, HOSES, School Coaches in Writing/HOT, 3 x Junior Secondary Teachers, 3x Junior Secondary Parents) to lead Literacy (Writing, Spelling, G and P, Reading) and Numeracy and Higher Order Thinking priorities. These leaders to become expert in data analysis, synthesis and design of strategies for improvement.**

**Goal: To maintain an agreed and shared Vision for the school.**

Strategies:

- Regularly revisit the School Purpose and Values seeking staff personal alignment.
- Develop and regularly review our School Goal to guide strategic planning and staff personal alignment.
- Publish and promote Purpose, Values and Goal in: all classrooms; in school planner; at parent evenings; in promotional material; at all assemblies; at presentation evening; Professional Development Day presentations.
- Review School Assembly structures to allow for greater Year level and whole school assemblies.
- Review school goals as part of School Council Quadrennial agenda and as part of our Quadrennial School Review.
- Positively promote our school goal.

## **Goal: To achieve continuous improvement in student outcomes and AIP Targets.**

### Strategies:

- To monitor and review AIP performance by all program managers and to set strategic priorities and budget allocation to achieve improved student outcomes.
- Establish a Success Teams role across the school. Including the development of an “Intelligent Data Systems” to monitor student progress and provide intervention for students at risk of not showing adequate annual improvement. Continue to develop particular strategies to monitor progress towards QCE and VET qualifications
- Establish strategies to improve performance of QCAA/ATRA eligible students particularly with high performing students and their capacity around Higher Order Thinking problems.
- All teachers to develop a class specific Literacy/Numeracy Action Plan for each of their classes.
- Program Managers to report on student progress in their faculty in AIP/School Annual Review/line management meetings. **Maintain 1/term HOD meeting with Executive Principal.**
- To include NAPLAN performance data and performance improvement targets and strategies in School Literacy and Numeracy Plans.

## **Goal: To effectively utilize data to inform Leadership Planning, Curriculum Planning, Effective Teaching and Learning Planning, Workforce Planning, ICT Planning, Student Services Planning and Facilities Planning.**

### Strategies:

- To ensure data literacy skills in all teaching and non-teaching staff and that the Triple R Program ensures knowledge of learners and differentiation requirements for all learners.
- Continue to develop “Intelligent data systems” to measure and record individual student progress and improvement and for staff to report on student improvements.
- Ensure whole school data profiles are utilized by Reference Groups to assist strategic planning and utilize Whole School Data Plan to inform Reference Groups of relevant data sets.
- Maintain School Performance Data profiles for each year.

## **Goal: To build the culture of differentiated opportunities for learning across Mountain Creek State High School.**

### Strategies: Define the distinctiveness that differentiates MC.S.H.S.

- Establish a strong Academic Culture for Senior Secondary IB/ATAR and access to extended learning opportunities to support these curriculum programs.
- Maintain ASSA/IB EQI/IPS accreditation
- Expand the STEM Philosophy across the school curriculum and plan for a STEM Academy within our new **building facility Leading Edge – STEM Centre.**
- Develop the Creativity, Activity and Service aspect of the IB curriculum across MCSHS
- Develop access to Theory of Knowledge learning for all Senior Students (Focus initially on QCAA-ATAR students)
- Review the structure for the Junior Secondary differentiated curriculum to explore STEM Extension and IB Extension.
- To develop more formal partnerships with industry/ TAFE and the Trade Training Centre in Schools-explore the possibility of establishing MCTTCiS with East Coast TAFE.
- To develop more formal partnerships with East Coast TAFE to deliver vocational industry experience and training opportunities.
- To develop greater formal partnerships with Sunshine Coast University to deliver tertiary qualifications for all learners.
- Explore the establishment of a Music Excellence Centre at Mountain Creek SHS in partnership with USC
- To develop formal partnerships with local government to provide education and training opportunities and explore Sponsorship for the IB Program to support attraction and recruitment of international employees.
- To develop/expand our e-learning capacity across the school specifically with our BYOd Program



- To develop MC.S.H.S. facility usage for community learning. Looking toward 24/7 usage
- Work towards sustainability of our Creative Industries Excellence Program
- Review the Junior Secondary Precinct model around G4-Block to provide transitional support for Year 7 students.

## Infrastructural Design:

**Goal: To ensure organizational structure best reflects the needs of the school community. To plan strategically to enhance Parent and Community Engagement.**

Strategies:

- ~~To establish a~~ Review the 2020 Action Plan to review planning strategically for the predicted growth in the student population towards 2020.
- Utilise the School Council and school stakeholders to annually review the Organizational Structure of the school, specifically addressing the leadership structure in the school as the school continues to grow.
- ~~Establish a~~ Review the plan within the Leadership Key Planning document that articulates the current MCSHS approach to building parent and community engagement and improvement strategies.
- Annually review the Strategic Leadership Roles and Responsibilities (including Head of Department responsibilities, and review portfolio responsibilities and implement recommendations from school reviews
- Maintain and expand Coaching and Mentoring roles and Heads of Curriculum support across the school
- Annually review and refine the devolution of managing student behavior management and school disciplinary absences based on 2019 SOS data
- Annually review the School Leadership Roles and Co-coordinator Time Allocations.
- Annually establish the current and future parameters affecting student learning organization (timetabling structures)
- Annually review effectiveness of PGD

**Goal: To establish excellent Financial, Technological and Resource Management across the school**

Strategies:

- Develop knowledge base on financial management for all school leaders through professional development.
- Develop HR management practices and familiarity with MyHR in all leaders through professional development.
- Ensure budget aligns to AIP strategic priorities.
- Maintain budget guidelines for school budget processes.

**Goal: To ensure a safe and healthy workplace**

Strategies:

- To maintain a Workplace Health and Safety Committee and Officer within our Facilities/Sustainability Reference.
- Maintain Curriculum Area Risk Assessment and Excursion policy and tighten quality assurance and approval processes.
- To support Staff welfare strategies
- Specifically investigate non-teaching staff morale and well-being SOS data and implement improvement strategies.
- Implement Creating Healthier Workplaces key actions
- Monitor Smart Choices strategies across the school

## School-wide Pedagogy:

### Goal: To maintain an agreed approach to Teaching and Learning at Mountain Creek SHS

#### Strategies:

- Utilise the Investing 4 Success funding for sustainable improving teacher quality programs.
- Establish Professional Learning Teams into our current meeting structures
- Re-invigorate Professional Learning Circles/Book Club.
- Review our ASOT/NASOT School-wide Pedagogy to incorporate an agreed pedagogical approach to STEM Inquiry-based learning.
- Success Team to develop school-wide, agreed strategies for the explicit teaching of Writing, Reading, Spelling, Grammar and Punctuation and Numeracy at Mountain Creek to be utilised by ALL teachers.
- Maintain school-wide mechanisms for all teaching staff to have ready access to QCARE/ACARA/IB Unit Plans, Knowledge of Learners Profiles/Differentiation Surfboards, Literacy/Numeracy Action Plans for all classes and mechanisms for recording adjustments for learners.
- Develop an “Intelligent data system” to monitor student improvement in targeted areas every 5 weeks/regularly.
- Focus on High Expectations through: the development of Mountain Creek High School’s “Good Standing” policy across the school; Maintain support of a Alternative Learning options for “At Risk” students with Learning Enhancement Alternative Program- within the grounds.
- Review the impacts of the changed Behaviour Management Processes introduced with Dean of Student role
- Induction Programs have an online access to agreed pedagogical practices and expectations.
- Articulate and promote the pathway options within the school with particular attention to access to alternate pathway programs to cater for the full range of learners (IB, QCAA/ATAR/VET/Shared University/TAFE subjects.....)

### Goal: To maintain a focus on Professional Learning as a key to school renewal and improvement.

#### Strategies:

- Maintain the Developing Performance Framework as part of faculty AIP (raise the quality of discussion around these indicators)
- To develop regular and timetabled Teacher Professional Learning Program aligned to the Professional Standards for Teachers, School-wide Pedagogical Framework, School and System Priorities.
- All teaching staff to have Leading Edge - Digital Certificate and 10% of staff to be working towards Digital Licenses or higher through Workforce Plan ??????
- Enhance Individual Development planning for all staff to inform professional learning needs based around the Professional Standards for Teachers and the Developing Performance Framework
- Develop a school-wide understanding of the Australian Professional Standards for Teachers and begin utilizing the standards for Developing Performance Planning.
- Establish the use of Critical Friend and Supervisor Protocols to be used for all teaching staff’s PDP
- Develop a model where all Administration are coaching allocated staff.
- Maintain a focus on classrooms as disciplined learning environments; raise expectations for learning within classrooms.
- Develop aspiring leaders through School and District Professional Learning opportunities.
- Continue to offer staff performance development strategies/opportunities i.e. 360° feed back
- Update Classified Officer’s IDP based on Professional Standards for Principals using MyHr Web-based tools.

## Cohesive Community

**Goal: To develop a Safe, Secure and Well-Ordered school climate where all students, staff and parents feel happy, supported and connected with the school.**

Strategies:

- Ensure parent, staff and student representation on all Key Strategic Planning groups
- Ensure parent and community engagement with next Quadrennial School Review, utilize technology to reach more parents
- Maintain regular scheduled forums for student, staff and parents to express opinions and be actively involved with decision making i.e. School Council meetings, P and C meetings, Student Leader meetings, Staff meetings, **Indigenous Parent Group.**
- Explore "Captains Table" morning teas to broaden communication.
- Developed mechanisms to better record Positive School-wide behaviours onto OneSchool
- Review and publish the Learning and Well-being Program and audit Cyber-bullying/Bullying programs
- Expand the strategies used to recognize Positive School-Wide behavior and "Good Standing"
- Develop formal lessons to explicitly teach the positive school-wide behaviours required in the school
- Publish Safe, Secure and Well-Ordered in all classrooms.
- Develop a wider range of privileges for students of "Good Standing"
- Embed positive school wide behaviour strategies within the school.
- **Embed the role of local Indigenous Elder role within the school**
- **Formally establish an Indigenous Parent Support Group.**
- Maintain a role within the broader community through Chamber of Commerce/Council.
- "Internationalise" the presentational/marketing material of the school

**Goal: To provide educational leadership to the wider Mountain Creek education community.**

Strategies:

- Encourage all classified officers to join professional associations.
- **Establish a lead role for MCSHS with the Mountain Creek Cluster of State Schools.**
- Establish learning partnerships with Chancellor State College.
- Maintain an active association with QSPA, QCAA, QTU, United Voice.
- Develop leadership role within North Coast Regional Leadership Team and through Mentoring of First Time Principals, Coaching of Experienced Principals and Inclusive Education Mentoring of Principals.

**Goal: To develop world-class leadership behaviours in the range of leaders within the school (Distributive Leadership).**

Strategies:

- Encourage aspiring future leaders to undertake leadership training.
- Operate a succession planning model of aspirant leadership development.
- Ensure Development Plans are completed for all classified officers through self-reflective learning
- Maintain regular line management meetings for all program managers by the Principals and Deputy Principals aligned to Admin Key Planning responsibilities.
- Annually review **HOD/Staff Review Meeting/Strategic Planning Day Meeting/Professional Development Day/Faculty Meeting** structure and function
- Annually review Executive Admin structure and function

## Student Outcomes

**Goal: To ensure a relevant and connected curriculum is delivered that meets student's future needs.**

Strategies:

- **Plan for Implement the** new Senior Assessment and Tertiary Entrance SATE **to begin in 2019**

- Implement and monitor an attendance monitoring process.
- Investigate Implement “Boys in Education” strategies to address academic and leadership performance of boys at Mountain Creek State High School.
- Review and update the planning of the Junior Secondary School curriculum to ensure QCARF and/or ACARA compliance.
- Review and update the planning of the Senior Secondary School curriculum to ensure ACARA compliance.
- Implementation of National Curriculum (latest version).
- Monitor subject change data and subject performance data for Year 11/Year 12 in new QCE.
- Implement a compulsory OP ATAR program to target student QCS ATAR preparation using a three tiered differential model based on Academic Results.-HOD –SS/Ped Coach-HOT
- Implement School to Work Transition Program for Non-OP NATAR students and OP-ATAR students who are not enrolled in Tertiary programs on exit from Year 12. (Future priority)
- Expand Vocational Training options to provide greater learning pathways and increase numbers of students accessing Cert III or above qualifications.
- Expand Traineeship and Apprenticeship options to provide greater student access and develop strategies to motivate students into SAT’s.
- Expand the e-learning capacity of the school with the implementation of our BYOd Program into Year 8 in 2019 and Year 7 in 2020.
- Maintain a Learning Enhancement Alternate Program for at “Risk Students” but undertake a curriculum re-design to provide for greater access to qualifications.

**Goal: To develop a feeling of Pride in the school through a focus on quality.**

Strategies:

- Expand the role of a school marketing officer position and a school marketing plan; establish a close relationship with media personnel
- Update all school marketing materials with a focus on Quality, Opportunity and Excellence being portrayed electronically and in print media. Specically raise the quality of digital marketing
- Review and document the mechanisms for celebrating achievements within the school and explore mechanisms to improve recording and publication. Specifically explore contemporary digital marketing
- Explore a “Care, Compassion and Celebration” Week promotion to include current social justice priorities.
- Promote/publicise quality performances of staff and students at all assemblies and community forums and through electronic media
- Review the number and range of quality products for publication; particular attention needs to be paid to school handouts/notices/memorandum/Magazines/Social Media
- Improve physical appearance of the school with particular attention to front of school landscaping
- Promote school representation with strict eligibility prerequisites but with improved reward and recognition.
- To promote high expectations of student performance; presentation and behaviour.

**Goal: Actively recruit quality students to enroll at Mountain Creek SHS**

Strategies:

- Maintain Year 6 into 7 Scholarship Programs and Year 10 into 11 IB Scholarship Program. Explore the need to include a wider range of “Excellence” specifically targeting IM Excellence Programs.
- Develop and badge “Excellence” Programs and explore establishing “Academies” to develop educational excellence pathways for the full range of learners.
- Expand the educational footprint of the Leading Edge - STEM Academy
- Maintain International Student Program for long stay students.
- Review the Mountain State High Junior Secondary School Transition Program. Explore alignment with neighboring schools’ programs to have Junior Secondary students more connected with Mountain Creek on more occasions.

- Improve and digitalise our marketing and enrolment information to parents.

**Goal: Innovative Leadership Behaviours within the school are supported:**

Strategies:

- Promote Innovations through submissions and budget allocations.
- Develop a culture which allows “risk taking” and sees mistakes as learnings.

## 2020 Action Plan

Strategy	Timeline	By whom
<b>Term One</b>		
I4S-Implement strategies for school priorities	Week 1	Whole School
Review 2019 School Performance Data	PDD	Principal
Present School Performance Data	PDD	Principal
Provide all staff with Knowledge of Learner Profile/Class Dashboard	PDD	HODs
Review and set dates for Calendar	Week 2	Admin
Re-conceptualise our Professional Learning Circles/Book Club	Week 2	P/DP-T and L
Complete review of Key Strategic Plans	By week 5,	Program leaders
2020 Key Strategic Plans finalised (for future)	By week 5,	Reference Groups
Finalise AIP 2020	By week 5	Admin
Present Draft 2020 Key Strategic Plans to P & C and School Council	February/March	Principal
Complete 2019 SAR	Week 10	HODs/ Admin
Develop a Boys in Education Action Plan	Week 5	“Dean of Students
Review and set dates for Year 6-7 Transition Program	Week 5	Principal/DP-JS
Draft Individual Development Plans (IDP)	Week 9	Principal/DPs/HODs/teachers
IEP’s developed/updated for Indigenous, LS LaN, International, SWD	Week 3	HOD – SS/HOD-INT/DP-HOSES
Complete Budget 2020	Week 5	Principal/BSM
Review Year 12 progress towards ATAR	Week 4	P/DP-SS, HOD-SS
<b>Term Two</b>		
Marketing Plan-Engage outside support	Week 4	Principal/PA
Monitor engagement with Lit/Num planning and pre-testing/ Intensive intervention for below NMS.	Week 5	Whole School
Nomination and election of School Council Members	Week 7/9	School Council Chair
Nomination and election of Student Leaders	Week 7/9	Principal-SS
Publish 2019 SAR	End of June	

<b>Term Three</b>		
Undertake SAR Term Two review	Week 2	HOD'S/ Admin
Review Yr 11 and 12 progress towards ATAR	Week 2	P/DP/HOD-SS
Begin 2021AIP and Budget processes	Week 5	Principal/BSM
Review the subject changes data for review of Pre-Senior	Week 2	P/DP/HOD-SS and Shirley
Complete 2020 Developing Performance and 2021 Staffing requests	Week 6	DP
<b>Term Four</b>		
Undertake SAR Term Three review	Week 3	HODs/ Admin
AIP/Budget requests	Week 5	HODs/ Admin
Review Key Strategic Plans	Week 3	Program leaders
Review Organisational structure	Week 4	Admin
Draft 2020 Key Strategic Plans completed	Week 4	Program leaders
Review Strategic Leadership Roles and Responsibilities	End of week 6	Admin
Review School Leadership Roles and Responsibilities	End of week 6	Admin
Timetabling and staffing	All term	DP-T and L
End of Year QSA timelines ie.Verification/Reporting	End of week 5	P/DP/HOD-SS and Shirley
End of Year Alternate programs	End of week 5	HOSS's

## Mountain Creek State High School Data Plan

Key Planning Area	Strategic Planning Objective	Data Source & Storage	When	By whom	Expectations/Actions including tracking, monitoring & visibility
<b>Leadership Plan</b>					
	Safe, Secure and Well-ordered Learning Environment	SOS	Nov	Principal	Provide school community with feedback and analysis of SOS data to inform KPA annual reporting, strategic planning and yearly direction setting
	Academic Excellence	QCS, QTAC, NAPLAN/ A to E data	Dec	Principal/ DPSS	Provide school community with feedback and analysis of data to inform KPA annual reporting, strategic planning and yearly direction setting
	Local Decision Making	Data profiles/Headline Indicators	Feb July	Principal/ School Council	Analyse school performance data to inform future Strategic Priorities
<b>Curriculum Plan</b>					
	Improved Student Performance in literature and science	NAPLAN Data Profiles	Oct	DPJS	Provide school community with feedback and analysis of data to inform curriculum planning adjustments. Provide all teaching staff with Knowledge of Learners profiles Review Literacy and Numeracy Plan
	Close the Gap in Educational Outcomes for Indigenous students  Strengthen Educational Outcomes for SWD	Data Profiles: LOA, NAPLAN, Attendance etc	Each Term	HOD SS/ HOD's/ DPJS/ DPSS/ Teachers  DPSL	P/DP/HOD-JS and P/DP/HOD-SS utilise the TrackEd program to track student success and identify students at risk of failure. Data visible to Management team.
	Provide multiple pathways and increase Year 12 Attainment  Increase cert III or higher qualifications focusing particularly on Indigenous students  Improve completion rates particularly apprenticeships	Data Profile: Year 12 Outcomes Report			<ul style="list-style-type: none"> <li>OP Analyser used by HOD-SS to identify performance trends in Senior Authority subjects and inform analysis of school, subject and group performance. Data visible to Admin and HODs and shared with teachers on a needs basis.</li> <li>Attendance to ensure attainment of QCE in line with 100% completion targets</li> <li>Implement a compulsory OP program to target student QCS preparation using a three tiered differential model based on Academic Results.-HOD -SS</li> </ul>

					<ul style="list-style-type: none"> <li>Implement School to Work Transition Program for Non OP students and OP students who are not enrolled in Tertiary programs on exit from Year 12. (Future priority)</li> </ul>
Key Planning Area	Strategic Planning Objective	Data Source & Storage	When	By whom	Expectations/Actions including tracking, monitoring & visibility
Student Services Plan					
	<p>Close the Gap in Educational Outcomes for Indigenous students</p> <p>Implement strategies aimed at improving Student attendance rates.</p>	Data Profile: LOA, Attendance, etc. OneSchool Performance Dashboard	Every day	DP-HOSES/Indig.T/A, Office staff/Classroom teachers	Attendance monitoring and intervention occurs on a daily basis.
	Safe, Secure and Well-ordered Learning Environment	SDA, One School Incident Summary Report	Monthly	DP-HOSES, Student Service Reference Group	
	Support students holistic wellbeing	SOS (student opinion), Bullying surveys, Support services case management data, One School Behaviour Incident Reports,	Monthly	HOD, Student Services Reference Group	Regular review of case management of support services. Provide school community with feedback and analysis of data to inform KPA annual reporting, strategic planning and yearly direction setting
	Improve transitions between Primary and Secondary schools				
Workforce Plan					
	<p>Improve the quality of teaching across the school</p> <p>Professional Development to</p>	Data Profile: SOS, DPF, My HR data	Each term	DP-T&L/HR, Workforce Plan Reference Group	Monitor student and parent satisfaction with the quality of teaching across the school. Implement targeted PD identified in DPF audits.



	ensure staff capacity and capability and local context				
<b>Key Planning Area</b>	<b>Strategic Planning Objective</b>	<b>Data Source &amp; Storage</b>	<b>When</b>	<b>By whom</b>	<b>Expectations/Actions including tracking, monitoring &amp; visibility</b>
<b>Facilities Plan</b>					
	Reduce the school's environmental footprint	Data Profile: Environmental data, SOS, Budget	Yearly	BSM, Facilities Reference Group	Develop strategies to enhance environmental impact of the school. Monitor and report on energy usage across the school.
<b>ICT Plan</b>					
	Links to action plans that detail implementation of key initiatives	OneSchool ICT Dashboard, Data Profile: SOS	Yearly	IT HOD, e-learning Reference Group	Provide school community with feedback and analysis of data to inform KPA annual reporting, strategic planning and yearly direction setting
<b>Effective Teaching and Learning Plan</b>					
	Teachers have ACARA compliant unit plans available in classrooms  Teachers have Knowledge of Learners Profiles available in classrooms  Teachers have clearly articulated strategies to teach literacy and numeracy  Teachers have mechanisms in place to record adjustments to learning programs for targeted students  Teachers have strategies in place to	NAPLAN, Learning Support/Indigenous/SWD/Social Emotional PLP's	Ongoing  Ongoing  Ongoing  5 weekly data	All classroom teachers	<ul style="list-style-type: none"> <li>Teachers access student data profiles for students that they teach at the beginning of each year. Profiles should include traffic light information for NAPLAN data.</li> <li>Teachers are to interrogate data profiles (and drill down in OneSchool dashboard as necessary) to identify individual learning needs of all students and are to record adjustments to learning programs on either a unit or individual lesson basis, for those students identified as requiring learning adjustments.</li> <li>Teachers are to undertake a hazard identification process and risk assessment at either the unit and/or at an individual lesson planning level and record risk assessments and risk management procedures.</li> <li>Teachers complete data profiles and prepare records for selected senior subjects so as to effectively</li> </ul>

	record Curriculum Risk Assessment		cycles		record achievements as per Syllabus, Workprogram and QCAA result record requirements.
			Ongoing and semester data records		<ul style="list-style-type: none"> <li>Faculty heads and teachers analyse OneSchool Semester reporting data on a Year/subject and class basis to identify performance trends, needs and plan for differentiation, change and adjustments.</li> </ul>
			After Semester reporting		

Mountain Creek State High School



2020 Action Plan

Review for completion in 2020

## Leadership Plan:

- Need to develop a 2020 Workforce Plan that outlines future leadership roles and responsibilities. (HOD's Faculties)
- Need to establish a 5<sup>th</sup> Sub-School HOSES/Leadership Structure.
- Need to review Student Leadership model with 5<sup>th</sup> Sub-School.
- Review Sub-School officer roles across all five Sub-Schools.
- Review bus transport implications
- Communications strategy / Meeting structures

## Student Services Plan:

Identify 2018 students for future 5<sup>th</sup> Sub-School.

Engage these students in:

- Naming of Sub-School
- House colours / logo.

Enrol 2019 students into future 5<sup>th</sup> Sub-School.

Event organisation

Alternative support options to be expanded

Integrate Health / Mental Health services

## Workforce Plan:

Identify current staff for future 5<sup>th</sup> Sub-School

Utilise future 5<sup>th</sup> Sub-School staff to name Sub-School, design logo etc. and house colours

Recruit additional staff for 2020

Recruit additional cleaners/non-teaching staff

Review BSM Model

Review management structures / process / accountability procedures

## Facility Plan:

Utilise Facilities Reference Group to decide on final facility design and construction

Additional parking around school grounds

Third bike rack location

Cyber facility

Communication Technology

Safety / Traffic / D.M.R. review

Special Education

Pigeon holes

Tuckshops / Lunch spaces

Emergency Evacuation Plan updated

Update signage, brochures, marketing

Venues for Musicals etc?

Information Nights

New Library space? Textbox Storage | Extension 2 x Classrooms, use of Resource Centre for collaboration.

Storage – Uniforms

Canteen – May need extra register. Reconfiguration.

Communications: In rooms – between buildings

Flexibility of future teaching spaces

Room for future growth?

More Sports field space

Sustainability- Energy, water, transport.

Drop off zone (Kiss and Drive)

## ICT Plan:

Plan for utilisation of STEM floor by whole staff

Cyber facility in the new facilities

## Curriculum Plan:

External Examinations implication

Review 2020 Curriculum offerings / flexible delivery

## Leadership Plan:

Develop a 2020 Workforce Plan that outlines future leadership roles and responsibilities

Establish a 5<sup>th</sup> Sub-School HOSES / Leadership structure

Review Student Leadership Model with 5<sup>th</sup> Sub-School

Review Sub-School officer roles across 5 Sub-Schools.

Junior Leadership – Captains?

## Student Services Plan:

Identify 2018 students for future 5<sup>th</sup> Sub-School

Engage these students in:

- Naming of Sub-School
- House colours / logo

Enrol 2019 students into future 5<sup>th</sup> Sub-School.

Number of Guidance Officers? Student services staff scale up?

## Workforce Plan:

Identify current staff for future 5<sup>th</sup> Sub-School

Utilise future 5<sup>th</sup> Sub-School staff to name Sub-School, design logo etc and house colours.

Recruit additional staff for 2020

Recruit additional cleaners / non-teaching staff

## Facility Plan:

Utilise Facilities Reference Group to decide on final facility design and construction.

## ICT Plan:

Plan for utilisation of STEM floor by whole staff.



# Parent and Community Engagement Framework for Mountain Creek State High School

## Communication

Effective communication between schools, parents, the community and students forms the foundation in developing and maintaining partnerships. Schools also have a responsibility to help parents understand the language of learning.

Mountain Creek adopts a multi-model approach to communication and values face to face communication as well as incorporating current and modern technologies.

Current strategies include:

- Parent/student interviews
- Newsletters-electronic and hardcopy
- Email
- Website
- Facebook
- SMS Messaging
- Complaints management strategies-Putting things right
- Parent information evenings/symposiums
- Positive phone calls
- Safe, Calm and Well-Ordered classroom/school environments
- P and C Meetings/School Council/Education and Career Planning Interviews
- Q-Parents
- Presence at the Nambour Show
- Primary School visits
- Feature articles in Newspaper & Primary School Newsletters
- Messages on Hold - phone message system
- School notes/notices/permission forms/medical forms

Future strategies include:

- The expansion of the role of our communications Administration Officer
- Widen our digital presence to include contemporary media
- Q Parents to be broadened
- Digital signage
- Packages for individuals eg: Junior and Senior versions
- Promote student parent access to notices on Moodle. Would be good to hear/read weekly notices (parents too) not sure how? If student is absent is difficult to obtain the information. Sometimes it's noisy / hard to hear the information
- Letter of acknowledgement if students get a not-consistent; doesn't identify student.

## Learning partnerships

Learning is not limited to the classroom. The beliefs, expectations and experience of parents is a powerful determinant in student's achievement. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

Mountain Creek has as its Vision: To Inspire a love of Learning and our goal is: Individual success locally, nationally and internationally. We value positive relationships around learning. Current strategies utilised to cultivate these partnerships include:

- Learning goals recorded for all lessons
- Individual goal setting within the Learning and Well-being program
- ECP Conferencing
- BYOd Symposiums/Parent information sessions
- Aboriginal and Torres Strait Islander community liaison
- Workplace SATs/Traineeships Officer
- School Nurse
- Parent/Teacher Information Evenings
- Parent Volunteers – Canteen/Sporting Excellence Programs/Robotics

•Future strategies include:

- World Challenge Mission
- Career Talks
- Red Frogs
- Grad Talks
  - QPS
  - QAS
  - QFS etc..

## Community collaboration

Schools do not exist in isolation - they are often the central hub of their community. Schools should leverage their position in the community to work together with other community members, for the benefit of all.

Mountain Creek SHS has established itself as hub of community engagement within the community. The school is widely recognised for its contribution to community activities.

Current strategies include:

### **Whole Year:**

- Sunshine Coast Council Economic Development Advisory Group member
- Education Sunshine Coast
- Community Facilities Usage
- USC Education Academic Advisory Board member
- USC Excellence/Outreach Programs

### **Term 1**

- National Day of Action Against Bullying and Violence
- Harmony Day

- National Reconciliation Week

## Term 2

- Anzac Day Services with students (Explore using bands)
- Nambour Show IB Display/Exhibitions
- Fanfare
- Musical/ACI Production
- Parent Information Evenings

## Term 3

- Voices on the Coast
- Sunshine Coast Eisteddfods
- Sunshine Coast Drama Festival
- Explore Seniors Week Performances
- Local/District and Regional Athletics
- National Science Week

## Term 4

- Heart of Gold Movie Festival
- Relay for Life
- Remembrance Day
- Awards Night

Future strategies include:

- Explore entering Maryborough Technology Challenge
- Parent / Business Contact Book - Donations?

## Decision-making

Providing opportunities for relevant consultation ensure decisions reflect local needs whether for an individual student or the school as a whole. Greater community ownership and trust of school directions and decisions can be developed through open and authentic consultation.

Mountain Creek SHS has a clearly articulated decision making process that revolves around the Key Strategic Planning Framework. There are Reference Groups with staff and parent representation and a student leadership model that delivers open and transparent processes and decision making. Specifically the following models of:

- School council including induction, training and development
- P and C/Ladies Auxiliary
- School symposiums
- Parent Information Evenings
- Broad consultation including open access Online surveys
- Indigenous community forums
- Professional Learning Teams
- Local consultation committee
- Chaplain - LCC
- Finance Sub-Committee

- Executive Leadership Meetings
- Management Review Meetings
- Faculty Meetings
- Non-Teaching Team Meetings
- Student Leaders Forums
- Principal/Student Leaders/School Captain Leadership Meetings
- Mountain Creek Alliance of State School Principals
- Key Planning Area Reference Groups
- Student Support Services Team Meetings

Future strategies include:

- Success Team Meetings

## Participation

In a society where parents lead complex lives, opportunities to participate in a variety of ways, times and places is key to improvement. Parent and community participation in student learning and the school community should be acknowledged and valued.

This involvement sends a clear signal to students about the value of education.

- Mountain Creek SHS values and encourages family participation in all levels of schooling:
- Parents are invited to formal forums and meetings through a range of media
- Mountain Creek SHS has a highly visible presence at Nambour Show
- Parent evenings conducted for Instrumental Music Performances/ Drama Performances/
- Sub-School Feasts/ Ceremonies for students
- Leadership Badge /Induction Ceremonies
- Q-Parents
- Parent support for extra-curricular activities
- Graduation & Formal
- Parent Volunteers

Future strategies include:

- Published School Calendar-Fridge magnet
- Published Arts calendar
- Assessment Alerts for parents

## Continual improvement

The Teaching and Learning Audit Dimension 3 - a culture that promotes learning provides a mechanism for schools to review their parent and community engagement.

The School Opinion survey also provides schools with valuable data to reflect upon the effectiveness of their parent and community engagement.

School and community Partnerships is one of the central elements for inclusion in the Annual Implementation Plan and school Plan.