



Mountain Creek State High School

Lady Musgrave Drive
Mountain Creek Q 4557

2020 -2023

STUDENT SERVICES PLAN



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 maintaining 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 implementing 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 21st Century learning spaces facilitating 21st 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 3 and 4/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

6. Student Services Plan

Identified School Strategic Priorities

High Standards

1. 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

Additional 2020 Student Services Plan Priorities

1. Develop and Embed Code of Conduct for Students to replace Responsible Behaviour Plan for Students.
2. Develop "Alternate Learning Programs" outside the school and refine the Learning Engagement & Productive Participation (LEAPP) Program
3. Refine strategy to establish a 10% reduction across the school for incidents of disruption to learning and a 30% reduction in incidents involving boys
4. Refine data recording tracking and actioning tools and strategies to improve Behaviour, Good Standing and Attendance.
5. Actively promote School Wide Culture of Excellence (attendance, wellbeing, learning)
6. Review implementation of the Learning & Wellbeing Program (Pastoral Care Program & Access), and develop 7 --> 12 program and common name
7. Develop an school based Inclusive Education policy aligned with DET policy to embed quality differentiated practices consistently in the delivery of classroom programs
8. Develop whole school approach to Student Learning Framework
9. Develop Indigenous Education strategy to embed Indigenous perspectives in the curriculum.
10. Identify specific pedagogical strategies aligned too the Differentiation Surfboard with strategies to measure outcomes.
11. Expand co-teaching model as a strategy to improve inclusion and differentiation.
12. Implement AARA and revise Special Consideration processes in Years 7-12
13. Actively promote staff wellbeing
14. Expand the Student Mentoring Program

School Improvement Data and Targets

(to be defined & added)

1. Student Learning
 - a. A-E Achievement Data
 - b. NAPLAN Data
 - c. Learning Support Referral Register
 - d. ICP data
 - e. NCCCD data

2. Student Well-being
 - a. Student Services HOSS Referral Register and
 - b. Individual team member self-referral data
 - c. Child Protection reporting data (One School)
 - d. Student Support Plans and Personal Learning Plans (One School)

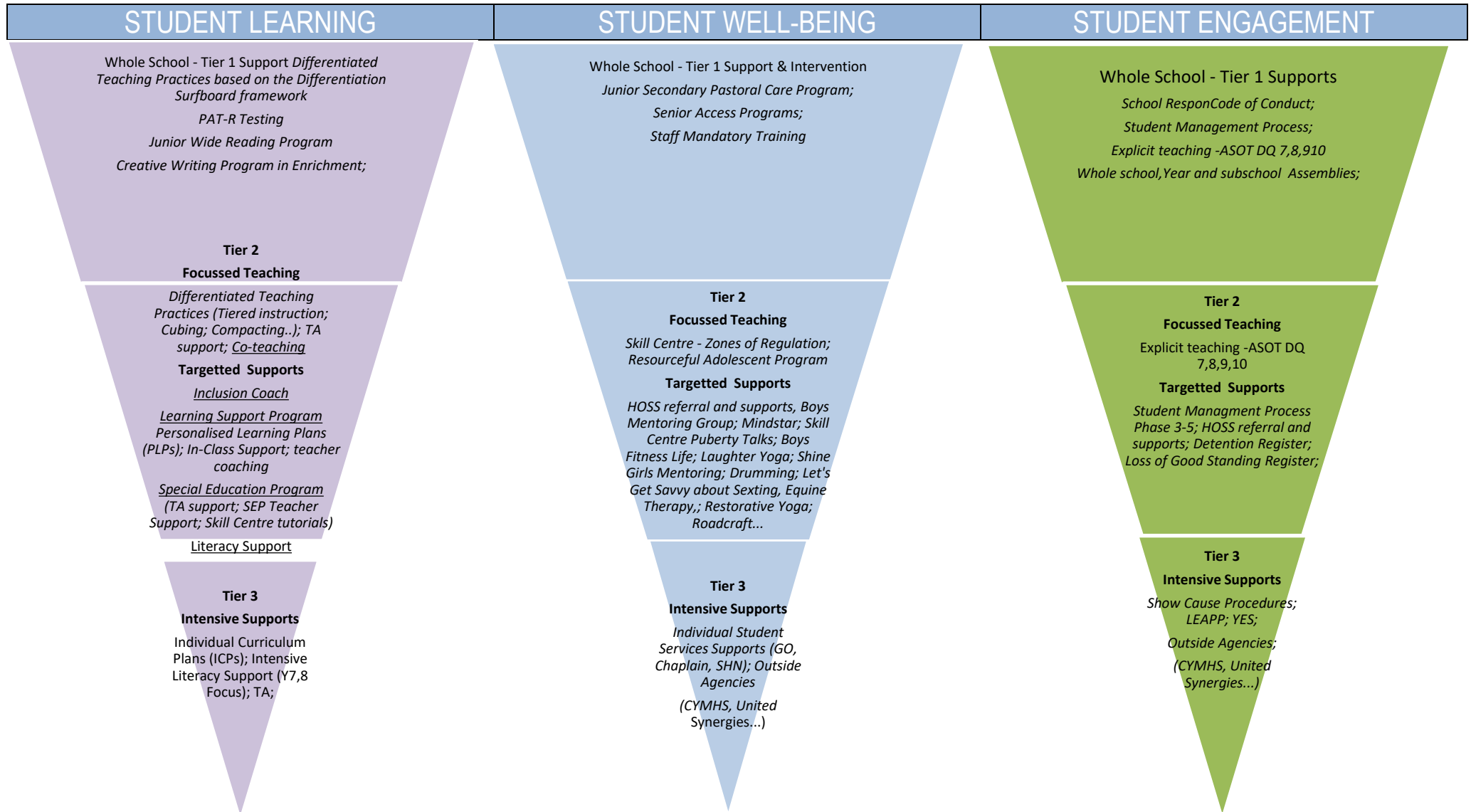
3. Student Engagement
 - a. Relevant School Opinion Survey Results 2019
 - b. Student Attendance / Absence Data (Register)
 - c. Behaviour Incident Data
 - d. School Disciplinary Absences
 - e. Reporting Data (Effort & Behaviour Data)
 - f. Good Standing Register
 - g. LEAPP and YES Data
 - h. School Retention Data

Example:

Item	Staff Opinion		Parent Opinion		Student Opinion	
	2019	2020	2019	2020	2019	2020
<i>Student Engagement/Management Related</i>						
Feel safe at this school	98.5		94.9		96.9	
Behaviour is well managed	91.1		87.9		76.7	
<i>Student Learning Related</i>						
Satisfied students are getting a good education			91.9		98.4	
Feel this is a good school	97.8		93.1		91.4	
My child's learning needs are being met			91.2			
My child is making good progress			91.2			
English Skills being developed			88.2		93.8	
Math Skills being developed			92.6		89.9	
<i>Student Wellbeing/Inclusivity</i>						
Students treated fairly	99.2				87.6	
Talk to teachers about my concerns					78.6	
Feel accepted by other students					86.8	
The wellbeing of employees is a priority at my school	85.7					

STUDENT SERVICES ORGANISATIONAL FRAMEWORK

Student Services at Mountain Creek State High School encompasses our whole school approach to support student learning and well-being, including student engagement and management



Organisational Goals

ORGANISTIONAL GOAL 1: Student Well-Being

To maintain a rich school culture and positive learning environment that is open, welcoming, respectful and safe and supports all students to develop self-confidence, self-responsibility and achievement of personal excellence.

Systemic Priorities	2020	
	PRIORITIES	STRATEGIES
<p><u>Successful Learners</u></p> <ul style="list-style-type: none"> Analyse student data regularly to monitor progress, guide teaching practices, transitions and prompt early intervention. Create inclusive opportunities for all students to reach their potential as successful people Maintain a culture of engaging learning that improves well-being and achievement, values diversity and responds to student needs and interests Provide opportunities for students to identify their intended learning options <p><u>Teaching Quality</u></p> <ul style="list-style-type: none"> Teachers employ high quality, evidenced-based pedagogical practices to support student engagement 	6. Review implementation of the Learning & Wellbeing Program (Pastoral Care Program & Access), and develop 7 --> 12 program and common name	<ul style="list-style-type: none"> Refine updated Tier 1 - whole-school student well-being program and resources (on Moodle) including anti-bullying programs Provide professional development around the universal student well-being program Provide professional development to HOSS teams around well-being focussed supports Provide professional supports to HOSS team around support student career advice Support staff in the implementation of the program
	12. Implement AARA and revise Special Consideration processes in Years 7-12	<ul style="list-style-type: none"> Maintain register of students accessing Student Support Programs Refine record keeping and teacher communication around NCCD on One School (PLP plans) Assess referral data to Wellbeing Team to refine role and responses
	13. Actively promote staff wellbeing	<ul style="list-style-type: none"> Platter
	14. Expand the Student Mentoring Program	<ul style="list-style-type: none"> Maintain Current programs Develop Leadership and Mentoring programs Assist HOSS to develop and implement Sub School Cup

ASSOCIATED PLANNING DOCUMENTS:

- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [Safe, Supportive & Disciplined Schools](#)
- [Learning & Well-being Framework](#)
- [Parent and Community Engagement Framework](#)
- [Inclusive Education Policy](#)
- [Inclusive Education Policy Statement Booklet](#)
- [Close the Gap](#) (Indigenous Education Portal)

ORGANISATION GOAL 2: Student Engagement & Management

To maintain a safe, respectful and disciplined learning environment that supports productive teaching and learning.

Systemic Priorities	2020	
	PRIORITIES	STRATEGIES
<p><u>Successful Learners</u></p> <ul style="list-style-type: none"> Analyse student data regularly to monitor progress, guide teaching practices, transitions and prompt early intervention Create inclusive opportunities for all students to reach their potential as successful people Implement, monitor & review attendance, behaviour, retention, and attainment strategies for continuous improvement Maintain a culture of engaging learning that improves well-being and achievement, values diversity and responds to student needs and interests Support students at risk of disengagement by providing case management that promotes school readiness, student attendance and retention, literacy and numeracy achievement, and Year 12 attainment. <p><u>Teaching Quality</u></p> <ul style="list-style-type: none"> Teachers employ high quality, evidenced-based pedagogical practices to support student engagement 	1. Develop and Embed Code of Conduct for Students to replace Responsible Behaviour Plan for Students.	<ul style="list-style-type: none"> Embed <i>Good Standing Policy; Uniform Policy; Mobile Phone Policy Detention Policy; Bullying Policy</i> for approval by School Council Embed and promote consistent positive school-wide behaviour strategies to actively promote a safe, respectful & disciplined learning environment, aligned to the Creeker Code PD to staff around the Student Code of Conduct and related school policies Promote Consistent School Expectations Publish class and school displays of school expectations Develop framework for explicit teaching of school expectations within classes and as part of the student well-being programs
	3 Refine strategy to establish a 10% reduction across the school for incidents of disruption to learning and a 30% reduction in incidents involving boys - Expand Tier 2 supports programs with a targeted focus on improving data around boys in – learning, behaviour & leadership	<ul style="list-style-type: none"> Refresher / Staff training around One School behaviour data entry (ensure “clean” data) and <i>Student Management Process</i> Refine Boys in Education <i>Inquiry Planner</i> Continue review of student leadership programs across the school Develop mentoring for boys in leadership programs Develop Mentoring / Leadership Camps Develop transition program for at risk students (term 4 2019 to end term 1 2020)
	2. Develop “Alternate Learning Programs” outside the school and refine the Learning Engagement & Productive Participation (LEAPP) Program	<ul style="list-style-type: none"> Maintain register of students accessing Student Support Programs Monitor Tier 3 - Student Services referral data and outcomes and advocate for increased services if required Refine referral procedures, entry & exit criteria PD to HOSS and teaching staff around the LEAPP process Refine communication processes, so that student status in the program is known
	4 Refine data recording tracking and actioning tools and strategies to improve Behaviour, Good Standing and Attendance.	<ul style="list-style-type: none"> Regular HOSS meetings to review student management issues Weekly monitoring of student behaviour data and SDA Refine <i>Detention Policy (& Register)</i> and <i>Good Standing Policy (& Tracking Tool)</i> Refine School Attendance Policy & Procedures document including strategies to monitor and address high student absenteeism Establish AO time for daily gathering of attendance & absence data Develop positive rewards for high attending students
	6. Actively promote School Wide Culture of Excellence (attendance, wellbeing, learning)	<ul style="list-style-type: none"> Develop and implement Sub School Cup

ASSOCIATED PLANNING DOCUMENTS:

<ul style="list-style-type: none"> Disability Discrimination Act 1992 Disability Standards for Education 2005 Safe, Supportive & Disciplined Schools Learning & Well-being Framework 	<ul style="list-style-type: none"> Parent and Community Engagement Framework Inclusive Education Policy Inclusive Education Policy Statement Booklet
--	---

ORGANISATION GOAL 3: Student Learning

To provide a cohesive response to the diverse learning needs of all students within a culture that sets high expectations, monitors student progress with school-wide analysis and discussion of student achievement data, and supports student learning with quality teaching, focused on improving the achievement of every student.

Systemic Priorities	2020	
	PRIORITIES	STRATEGIES
<p><u>Successful Learners</u></p> <ul style="list-style-type: none"> Analyse student data regularly to monitor progress and prompt early intervention. Create inclusive opportunities for all students to reach their potential Maintain a culture of engaging learning that improves well-being and achievement, values diversity and responds to student needs and interests Provide opportunities for students to identify their intended learning options Maintain a culture of engaging learning that improves well-being and achievement, values diversity and responds to student needs and interests <p><u>Teaching Quality</u></p> <ul style="list-style-type: none"> Teachers employ high quality, evidenced-based pedagogical practices to support student achievement 	<ol style="list-style-type: none"> To embed quality differentiated practices consistently in the delivery of classroom programs Trial a Co-Teaching Model in targeted classes and subjects, in one year level (eg: Focus class; class with included SWD) Provision of Focussed & Intensive Teaching for students for students with additional learning needs (including SWD, Learning Difficulties, EAL/D, Indigenous students) 	<ul style="list-style-type: none"> Work with HODs to ensure that differentiation is seen as the responsibility of all teachers Consistent reference to & use of the Differentiation Surfboard to frame RRR discussions and teacher planning HOD conversations with faculty staff around formative assessment data and how staff are using this to differentiate learning HOD & Curriculum Coordinator familiarity with differentiated instructions practices (eg: Tiered Instruction; compacting; focussed teaching) Continue with the Inclusion Coach role to: <ol style="list-style-type: none"> Work with small number of faculties to establish differentiated unit of work in Junior secondary utilising a <i>Universal Design for Learning</i> approach Work with teachers in identified faculties to develop their differentiation practices based on the Differentiation Surfboard Framework Specialist support teachers work with class teachers and curriculum coordinators to collaboratively plan and deliver units of work using a differentiated class model Allocation of planning time to <ol style="list-style-type: none"> Identify differentiated learning goals Gather & develop differentiated curriculum materials & resources Utilise Universal Design for Learning (UDL) concepts in planning to meet needs of all Access staff training around co-teaching strategies Access staff training around use of assistive technology in mainstream classrooms Establish shared leadership understanding of <i>Response to Intervention (RTI)</i> Review current programs and explore other possible evidenced-based programs for Tier 2, focussed instruction through contact and visits to other schools Establish Learning Support / Numeracy Coach role Refine the Learning Support / Literacy Coach role Refine the Learning Support Referral Process Explore the process for how to identify students for ICPs Access professional development around Indigenous pedagogies Call EOI for “early adopters” to trial use of indigenous pedagogies Increase % of students accessing Solid Pathways Program

ASSOCIATED PLANNING DOCUMENTS:

- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [Safe, Supportive & Disciplined Schools](#)
- [Learning & Well-being Framework](#)

- [Parent and Community Engagement Framework](#)
- [Inclusive Education Policy](#)
- [Inclusive Education Policy Statement Booklet](#)
- [Close the Gap](#) (Indigenous Education Portal)

Student Learning, Well-Being & Engagement Programs

	Program	Responsible Officers
Student Learning	<ul style="list-style-type: none"> • Student Performance Tracking • Learning Support Program including Junior Wide Reading Program • Intensive Literacy Groups • Academic Support Programs • Special Education Program (including ICPs) • Indigenous Education Program • Differentiation – Staff Development • Differentiated Classroom Instruction • Teacher Aide Coordination 	<p>Leadership Team including Subject HODs</p> <p>Learning Support Teacher & Team (HOSES, LS Teacher, GOs)</p> <p>Learning Support Teacher</p> <p>HOSES</p> <p>HOSES</p> <p>HOSES, Indigenous Education Officer</p> <p>HOSES & Inclusion Coach</p> <p>Subject HODs</p> <p>HOSES; Skill Centre BSM</p>
Student Well-being	<ul style="list-style-type: none"> • Student Leadership – Senior • Student Leadership – Junior • Junior Wellbeing Program • Senior Wellbeing Program • Tier 2 Intervention Programs • Education Support Plans (ESPF for OOHc) • Risk Management Plans • AIMT referrals and Regional MH Funding • Child Protection • Special Consideration and AARA • Flexible Arrangements and Attendance Exemptions 	<p>Principal Senior School, HOD Senior Secondary</p> <p>Principal Junior Secondary, HOS Junior Secondary</p> <p>HOD Junior Secondary, HOD SS</p> <p>HOD Senior Secondary, HODSS</p> <p>GOs, Youth Health Nurse, Chaplains</p> <p>GOs</p> <p>GOs, HOSES, HOD SS</p> <p>GOs</p> <p>GOs, Principal JS, Principal SS</p> <p>GOs, Principal JS, Principal SS</p> <p>GOs, Principal JS, Principal SS</p> <p>GOs, Executive Principal</p>
Student Engagement	<ul style="list-style-type: none"> • School Responsible Behaviour Plan • Student Management Process & Behaviour Tracking • Head of Sub School (HOSS) Program • Bullying & Harassment Programs • Loss of Good Standing Policy • Attendance Strategy • Alternative “LEAPP” Program • YES Coordination 	<p>HOSES, HOD StS</p> <p>HOD StS, DoS</p> <p>Principal JS, Principal SS</p> <p>HOD StS</p> <p>HOD StS</p> <p>HOD StS, Principal JS, Principal SS, DoS</p> <p>HOD StS,</p> <p>DOS StS</p>

Please refer to the following Plans in the

- **Student Services Engagement AIP**
- **Student Services Wellbeing AIP**
- **Student Services Learning AIP**