



Mountain Creek State High School

Lady Musgrave Drive
Mountain Creek Q 4557

2020

WORKFORCE 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 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 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 ATAR eligible students with an ATAR above 90

A minimum of 90% of ATAR eligible students with an ATAR above 70

Workforce Plan

School Strategic Priorities

Quality Teaching

1. Improve Teacher Quality (Investing for Success) through:
 - The consolidation of **Marzano's New Art and Science of Teaching** as the school-wide pedagogical Framework
 - 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.

Engaged Partners

- Continued strategic facilities development aligned to Master Plan
- Strategic selection and recruitment of staff

Additional 2020 Workforce Plan Priorities

1. **Continue to ensure** Teacher Performance Development strategies in the school align AITSL standards with existing strategies.
2. **Continue to develop the Performance Development Program for non-teaching staff in line with the Department's framework.**
3. Continue to explore opportunities for Professional Learning Committees, run by potential Lead teachers in a reformed PLC / Staff meeting structure.
4. ICT HOD to refine roles and responsibilities of system-funded Technical Support Officers and redesign roles in a changing department with integration of LMS and BYOx program.
5. Employ additional teachers with I4S funding to assist with improving student performance in the areas of NMS and U2B – through HOC roles supporting.
6. Investigate further the whole school Data Literacy Leader role – initially through HOC roles supporting Curriculum HOD's.
7. Assist eligible teachers to attain Lead Teacher and Highly Accomplished Teacher roles, developing new strategies to support these staff in successfully negotiating the application process (see HOT coach – inquiry planner).
8. Continue induction program for new teachers by utilising the accredited mentoring program for beginning teachers to learn from experienced, high performing teachers in the classroom.
9. Align the school performance development plan to the new Developing Performance Framework.
10. **Refine non-teaching roles to allow for further support for students in class and develop succession planning strategies for all non-teaching staff roles**
11. **Continue** the HOC trial exploring further opportunities for their role.
12. Maintain a healthy, safe and supportive workplace for all staff.
13. **Review the success of the Student Management stream within Organisational structure to address strategic agenda (Boys performance and engagement).**
14. **Continue to succession plan for staffing needs in specialist teaching areas as well as Management and Administration.**
15. **Ensure that Senior Experienced teachers are taking on key faculty roles managing Subject Areas as a part of their obligation under the EB.**
16. **Investigate capacity for all staff to have access to the school gym to promote healthy opportunities for staff.**

Mountain Creek Workforce Plan 2020

The Department of Education has identified that, reflective of wider Australian and international trends, Queensland is facing a diminishing supply of specialist teachers to meet current and future demand. Maintaining the required teaching workforce across the state presents a range of complexities and challenges. In the coming five years, the teaching workforce demand will be further exacerbated by:

- Strong student enrolment growth 2020
- Establishment of new schools and focus on teaching quality
- Significant educational reforms, including changes to the curriculum and senior secondary schooling
- Increasing government investment in schools and teachers, providing new opportunities for students, teachers and school leaders
- Two year postgraduate pathway for secondary teachers from 2018
- An increasing number of teachers teaching outside their field of expertise
- Changes to initial teacher education programs; and
- Loss of experienced specialist teachers due to retirement.

Teaching Queensland's Future

The Teaching Queensland's Future (TQF) Program has been established to oversee the projects, work packages and business as usual activities required to meet this demand for teachers in contemporary Queensland state schools. The program has five objectives defined in the TQF Strategy and Action Plan that will address teacher supply and demand requirements, workforce ability, capability enhancement and retention strategies.

State Schools Strategy 2018-2022

School planning is a key focus area of the State Schools Strategy 2018-2022, which underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success. Under the 'School performance' key focus area, schools are required to use the School planning, reviewing and reporting framework to accelerate the inclusive improvement agenda.

Purpose of School Workforce Planning

Establishing a school Workforce Plan will assist schools in assessing and managing workforce demands for the short to medium term, as well as predicting future workforce gaps. Once a school has assessed their potential future workforce gaps or challenges, mitigation strategies can be put into place to address them.

Workforce Plan Priorities and strategies

1. Improving Teacher Quality

- a) Consolidate Annual Performance Development strategies (teaching and non-teaching) with existing Performance Development plans in the school and to further align AITSL standards (teaching) with existing strategies.
- b) Continue Professional Development/Professional Learning Committees run by coaches to leverage the work they are doing faculties.
- c) Continue induction program for new teachers by utilising the accredited mentoring program for beginning teachers to learn from experienced, high performing teachers in the classroom.
- d) See appendix? - see appendix B Induction Program – summary

2. Recruiting highly accomplished/quality workforce

- a) Employ additional teachers with I4S funding to assist with improving student performance in the areas of NMS and U2B.
- b) Continue the HOC trial exploring further opportunities for their role.
- c) Continue to succession plan for staffing needs in specialist teaching areas and for discrete administrative roles. See appendix B Induction Program - summary

3. Review of non-teaching staff organisational roles and responsibilities

- a) Review roles and responsibilities of system-funded Technical Support Officers and redesign roles in a changing department with integration of the Learning Management System (LMS) and BYOx program.
- b) Refine non-teaching roles to allow for further support for students in class.
- c) Develop Priority Learning Areas (PLA's) for Teacher Aide pool.

4. Reviewing classified officer's organisational roles and responsibilities

- a) Investigate further the whole school Data Literacy Leader role.
- b) Review and adjustment of the HOD / HOSS roles to allow HOD's to focus of curriculum and strategic management - see Role description
- c) Continued refinement of a Student Management stream within Organisational structure to address strategic agenda. –see organisational structure

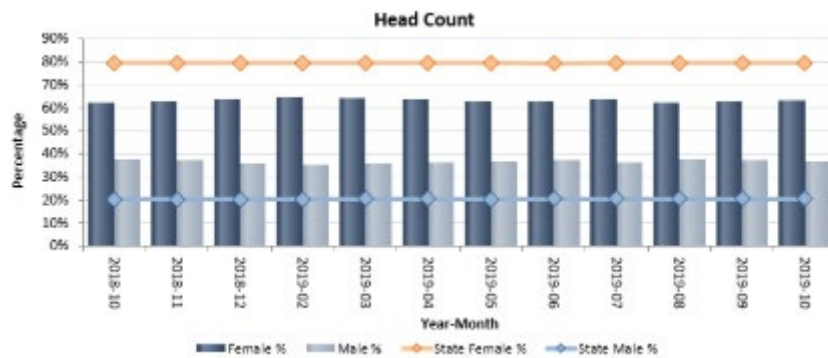
5. Learning and Development for staff

- a) Providing a thorough Performance Development Process supported by management based on AITSL standards and SMART goals (teaching).
- b) Development of a PDP for non-teaching staff that is aligned to school and departmental priorities.
- c) Professional Development training identified through the PDP process and staff are given opportunities to attend based on their goals and an application process.
- d) Providing mandatory training online through the LMS (moodle) platform and time given for all staff to complete.

6. Provide for staff health and wellbeing

- a) Assist eligible teachers to attain Lead Teacher and Highly Accomplished Teacher roles, newly developed by EQ.
- b) Sub School meetings and Morning Teas - celebrating success.
- c) Full staff Morning Teas – celebrating success.
- d) Whole school functions – breakfasts/assemblies – celebrating success.
- e) Maintain a healthy, safe and supportive workplace for all staff.
- f) Providing support when required Student Services / Employee Assistance Scheme (EAS) Lifeworks.
- g) Investigate capacity for all staff having opportunity for access to the school gym to promote healthy habits.

Staffing Gender Profile



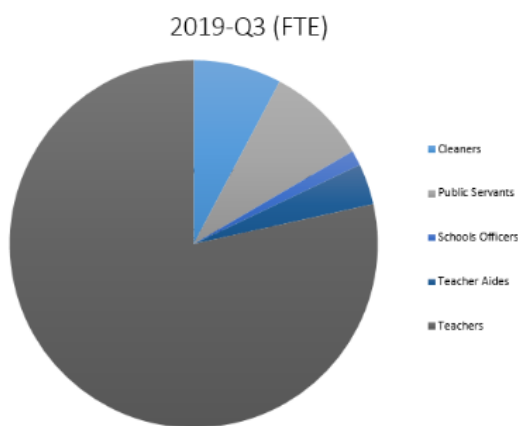
- The school has been fortunate in being able to attract a higher number than average male teachers over the history since its inception. This is still something that we need to focus on with strategic targets around promoting high performance amongst boys and the mentoring effect this has.

Staff Age Profile

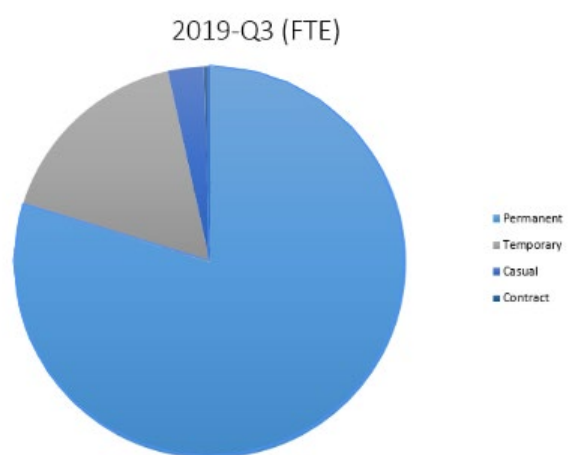


- When the school was started it attracted a large percentage of young motivated teachers. These teachers are now moving into the 45 – 60 age bracket.
- There has been a drop in the number of 30-35 age group.
- He only areas that we are above the state are 35-40 and 45-50 and this bracket would be our experienced teachers.
- The school has always targeted high performing young graduates and this will continue to be an age profile we will need to address.
- Strategies to keep these staff beyond their regional service is something we continue to work with staffing officers toward.

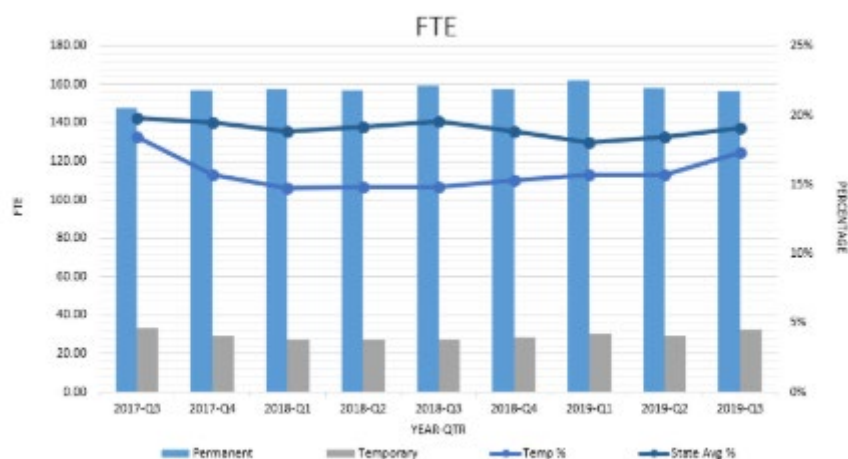
Staff Distribution



Staff distribution by category



Permanent vs Temporary staff

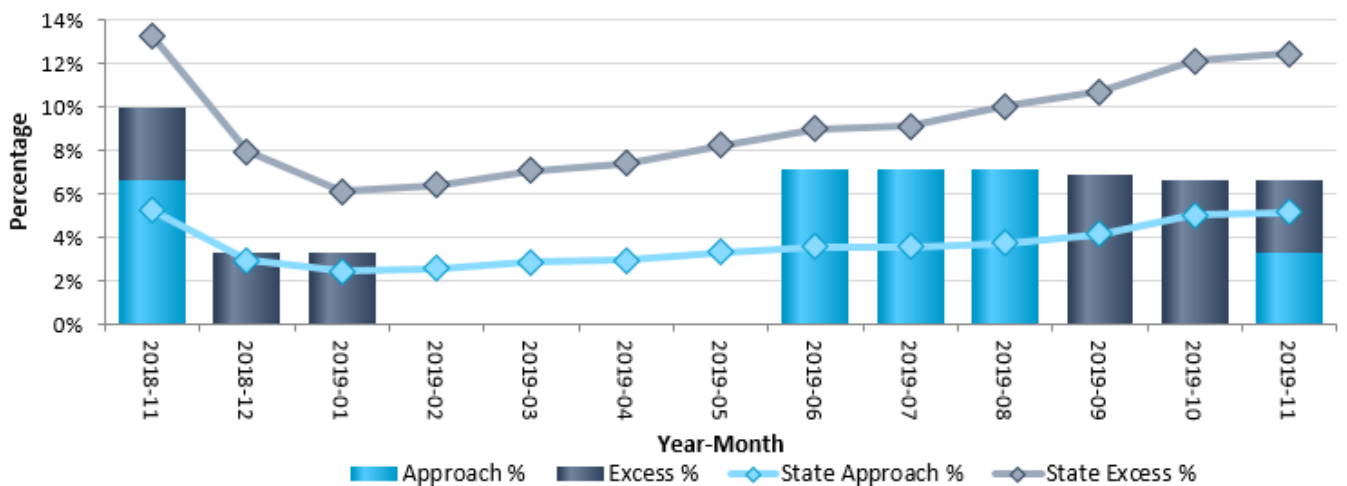


- The school continues to have lower portions of the temporary staff than the state average. However this trend is changing slowly with a slight increase in temporary staffing.

Staffing trends over past 3 years

- Changes in student numbers over the last 5 years have required adjustments to our staff numbers over this period. The future growth to 2020 will allow us to focus on attracting the staff to meet our strategic planning needs.

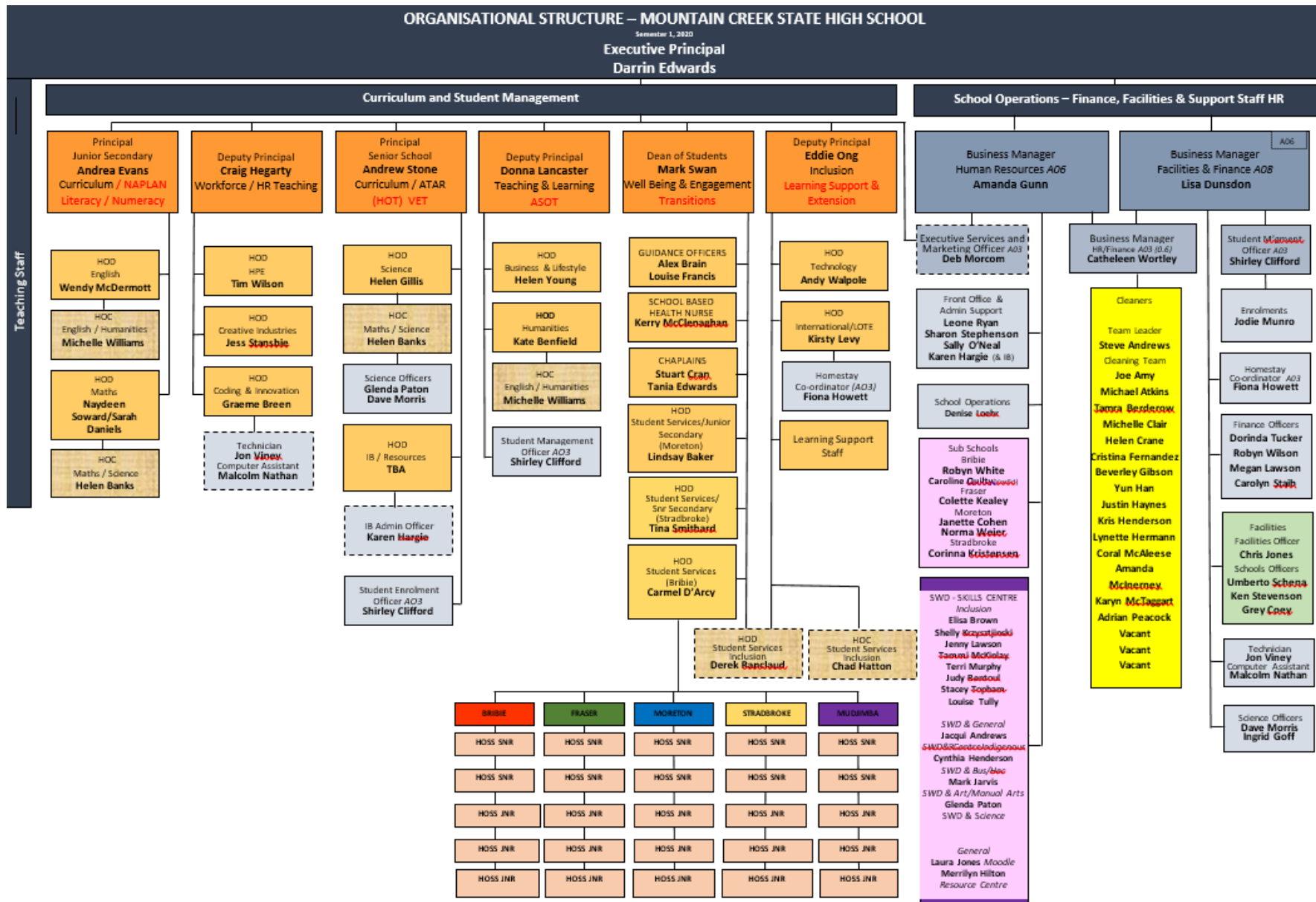
Recreational Leave Balances – non teaching staff



Excessive Recreation Leave Balances are calculated at monthly intervals. Period displayed is up to the latest available month and back to the equivalent month in the previous year. Excessive recreation leave is defined as balances in excess of 2 years accrual. Approaching excessive recreation leave is defined as greater than 87.5% of an employee's 2 year accrual.

- Currently well within state averages approaching and in excess of 2 years accrued

Design of Promotional positions – Organisational Structure



- Adjustments to the promotional positions to address the strategic priorities of engaging partners

Role Descriptions

LEADERSHIP RESPONSIBILITIES – LINE MANAGEMENT 2020									
PERSON	DARRIN EDWARDS	ANDREW STONE	ANDREA EVANS	DONNA LANCASTER	CRAIG HEGARTY	MARK SWAN	EDDIE ONG	LISA DUNSDON (A08)	AMANDA GUNN (A06)
	Executive Principal	Principal of Senior School	Principal of Middle School	Deputy Principal Senior School	Deputy Principal Junior Secondary	Deputy Principal Dean of Students	Deputy Principal Inclusion	Business Manager	Business Manager
RESULT AREA		Years 10, 11 & 12	Years 7, 8 & 9	Year 10, 11 & 12	Years 7, 8 & 9	Yrs. 7, 8 & 9	Special Education		
Portfolio Leadership Responsibility	Leadership Strategic Planning IB	Senior Curriculum Planning <ul style="list-style-type: none"> • SATE • VET 	Junior Curriculum Planning <ul style="list-style-type: none"> • ACARA 	Teaching and Learning	ICT/Workforce Planning – Teaching	Student Services Student Academic and Social Well-being	Inclusive Education/Student Services	Facilities / Finance	HR management Non-Teaching Staff
Leadership	Chair: LCC AIP and Budget Management Strategic Plan Marketing Plan Policy Development Manager: ISP Manager: IB	AIP Manager: QSSA Student Leadership Chair: Curriculum Committee Enrolment Interviews Timetabling A03 Data Capture	AIP Manager: Zenith Program Manager: Focus Classes Manager: Young Scholars Manager: Young Achievers Co-Chair: Curriculum Committee Enrolment Interviews 7-9	Human Resources Leadership of Teaching and Learning Staffing Manager: Professional Development Leadership Timetabling Enrolment Interviews	IT Infrastructure Timetabling Junior Secondary Enrolment Induction Enrolment Interviews 7-9	Student Services Strategic Planning Learning and Well-being Program 7-12 Performance of Boys Program Responsible Behaviour of Students Plan HOSS Role and Responsibilities in a high functioning team. School Functions and Events	Differentiation Student Support Provisions Student/Parent Liaison SWD	Facilities Management & Development Finance Management SRS Administration	HR Management Project Management

						<p>Good Standing- Proactive Behaviours AND Building the Creeker Culture</p> <p>Student management: Absenteeism, Behaviour, Celebration of success, Incident investigation and management, parent contact, Exemptions.</p>			
Leadership Line Management	<p>ONGEDD (SEU) STONAN EVANAN LANCDO HEGACR TBA</p>	<p>GLH (SCI) WPA (TECH) YNH (BUS)</p>	<p>MCDEWE (ENG) SOWANA (MATHS)</p>	BENFKA (Soc Sc)	<p>BOAZCA (HPE) BREEGR (IT) STANJE (CI)</p>	<p>DARCCA (STUD SER) BAKELI (JS) HOD (SS) Student Services</p>	<p>BUSWCH (IB) LEVYKI (INT)</p>	<ul style="list-style-type: none"> • BSM's • Cleaning Staff • Grounds Staff • Buildings Staff 	<ul style="list-style-type: none"> • Admin Staff • Teacher Aides • SEU Staff

SUB-SCHOOL LINE MANAGEMENT

Sub School Line Management	Supervision of International / IB	Supervision of Fraser	Supervision of Bribie	Supervision of Stradbroke	Supervision of Moreton	Supervision of New Mudjimba	Skills Centre	HOD Budgets	Line manage non-teaching staff
Major Functions		ECP	ECP	ECP	ECP Anzac Day	Graduation Leadership Induction Awards Night	ECP	ECP	ECP
WEEKLY ROSTERS									
	PRD	STONAN	EVANAN	LANCDO	HEGACR	SWANMA	ONGEDW	DUNSLI	GUNNAM
Monday	Early	Early	Late	Late	Late	Late	Early	Early	Late
Tuesday	Late	Early	Late	Early	Late	Late	Early	Early	Late
Wednesday	Early	Early	Late	Late	Late	Late	Late	Early	Late
Thursday	Late	Late	Late	Early	Early	Late	Early	Early	Late
Friday	Late	Late	Late	Early	Late	Late	Late	Early	Late

LEADERSHIP RESPONSIBILITIES Part 1 – LINE MANAGEMENT 2020

PERSON	Wendy McDermott	Tina Smithard	Kate Benfield	Naydeen Soward + 0.2 HOD	Helen Banks	Helen Gillis	Jess Stansbie	Helen Young	Tim Wilson
Curriculum Area	HOD-English	HOC English/Social Science	HOD Social Science	HOD-Mathematics	HOC Maths / Science	HOD Science	HOD Creative Industries	HOD Business/Life Styles Industries	HOD Health and Physical Education
RESULT AREA	English 7-12 IB 10-12	English 7-9 Social Sc 7 - 9	Social Sc 7-12 IB 10 -12	Maths 7-12 IB 10-12	Maths 7 – 9 Science 7 - 9	Science 7-12 IB 10 - 12	Creative Industries Years 7-12/IB	Business/ Home Ec Years 7-12	HPE Years 7-12
Additional Leadership Responsibility	RSBP (Faculty)		RSBP (Faculty)	RSBP (Faculty)		RSBP (Faculty)	RSBP (Faculty)	RSBP (Faculty + English)	RSBP (Faculty)
Whole School Portfolio	Literacy		ASOT	Numeracy		Collins Writing	IM Performance and Competition	Functions & Events + Beginning Teachers	Sport
Roles and Responsibilities	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty	Academic Curriculum Yr. 7 – 9 Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Student Performance Data/Outcomes	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty	Academic Curriculum Yr. 7 – 9 Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Student Performance Data/Outcomes	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty

WEEKLY ROSTERS

PERSON	Wendy McDermott	Tina Smithard	Kate Benfield	Naydeen Soward	Helen Banks	Helen Gillis	Jess Stansbie	Helen Young	Tim Wilson
Monday	Early	Late	Late	Early	Late	Late	Late	Early	Early
Tuesday	Late	Late	Early	Late	Late	Late	Late	Early	Early
Wednesday	Early	Early	Late	Early	Early	Late	Early	Late	Early
Thursday	Late	Late	Early	Late	Late	Late	Early	Early	Late
Friday	Late	Late	Early	Early	Late	Late	Late	Late	Late

Late: **Start:** **9:00** **Finish: 4:30**

Early: Start **7:15** **Finish: 2:45**

LEADERSHIP RESPONSIBILITIES Part 2 – LINE MANAGEMENT 2020

PERSON	Kirsty Levy	Andy Walpole	Jessi Hunt	Graham Breen	Lindsay Baker	TBA	Carmel D'arcy	Derek Ranclaud	
Curriculum Area	HOD-LOTE/International	HOD-Technology	HOD-IB/Resources	HOD-STEM	HOD Junior Secondary	HOD Senior Secondary	HOD Student Services	HOD Student Services (2020 only)	
RESULT AREA	LOTE 7-12 IB 10 - 12	INTAD 7-12 VET 10-12 IB 10 - 12	IB 10 - 12	IT 7 – 12 VET 10 - 12 IB 10 - 12	NAPLAN Success Team	QCAA / ATAR Success Team	Student Management	Faculty Student Management??	
Additional Leadership Responsibility	RSBP (Faculty + Soc Sc)	RSBP (Faculty + Science)	RSBP (Faculty)	RSBP (Faculty + Maths)	RSBP (school)	RSBP (school)	RSBP (school)	RSBP (Maths/Science/ English/Hum)	
Whole School Portfolio	Student Liaison International		Student Liaison IB	E Learning Strategic Plan	NAPLAN improvement Plan	QCS / ATAR	RSBP (Non Faculty)	RSBP (English/Social Sc/ Maths/Science)	
Roles and Responsibilities	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty Faculty Staff Heads of Curriculum-(Where appropriate) Faculty Staff Heads of Curriculum-(Where appropriate)	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty Faculty Staff Heads of Curriculum-(Where appropriate) Faculty Staff Heads of Curriculum-(Where appropriate)	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty Faculty Staff Heads of Curriculum-(Where appropriate) Faculty Staff Heads of Curriculum-(Where appropriate)	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty Faculty Staff Heads of Curriculum-(Where appropriate) Faculty Staff Heads of Curriculum-(Where appropriate)	Academic Curriculum Yr. 7 – IB + VET Assessment scheduling, quality assurance and implementation Reporting scheduling, quality assurance and implementation Pedagogical leadership within faculty Responsible Behaviour of Students Plan in Faculty Faculty Staff Heads of Curriculum-(Where appropriate) Faculty Staff Heads of Curriculum-(Where appropriate)	Junior Student Academic Mentoring Learning and Well-being Program 7-9 Performance of Boys Program Responsible Behaviour of Students Plan 7-9 HOSS Role and Responsibilities Junior School Functions and Events Good Standing-Proactive Behaviours AND Building the Creeker Culture Student management: Absenteeism, Behaviour, Celebration of	Senior Student Academic Mentoring Learning and Well-being Program 10-12 Performance of Boys Program Responsible Behaviour of Students Plan 10-12 HOSS Role and Responsibilities Senior School Functions and Events Good Standing-Proactive Behaviours AND Building the Creeker Culture Student management: Absenteeism,	Performance of Boys Program Responsible Behaviour of Students Plan HOSS Role and Responsibilities Whole School Functions and Events Good Standing-Proactive Behaviours AND Building the Creeker Culture Student management: Absenteeism, Behaviour, Celebration of success, Incident investigation and management, parent contact, Exemptions.	Responsible Behaviour of Students Plan Whole School Functions and Events Good Standing-Proactive Behaviours AND Building the Creeker Culture Student management: Absenteeism, Behaviour, Celebration of success, Incident investigation and management, parent contact, Exemptions. Whole School Assemblies Whole School Events-Awards Night,

	<p>AIP development, planning and reporting Budget development, planning and reporting Student Performance Data/Outcomes</p>	<p>AIP development, planning and reporting Budget development, planning and reporting Student Performance Data/Outcomes</p>	<p>AIP development, planning and reporting Budget development, planning and reporting Student Performance Data/Outcomes</p>	<p>AIP development, planning and reporting Budget development, planning and reporting Student Performance Data/Outcomes</p>	<p>success, Incident investigation and management, parent contact, Exemptions. HOSS's Junior Learning and Well-being Curriculum/Staffing NAPLAN Success Team-NAPLAN Literacy and Numeracy/HOT Coach Junior Secondary Access Teachers/Junior Secondary Assemblies Communication and Celebration- Junior School functions/events/assemblies Excellence in Student Behaviour Enrolment Interviews 7-9</p>	<p>Behaviour, Celebration of success, Incident investigation and management, parent contact, Exemptions. HOSS's Senior Learning and Well-being staff Senior Secondary Access Teachers Senior Secondary Assemblies Communication and Celebration- All Senior School functions/events/assemblies Excellence in Student Behaviour-Yr. 7, 8 and 9 Enrolment Interviews 10-12</p>	<p>Whole School Assemblies Learning and Engagement Alternative Program staffing Whole School Events- Awards Night, Anzac/Remembrance Day, Vaccinations, School Photos</p>	<p>Anzac / Remembrance Day, Vaccinations, School Photos</p>
<p>Professional Development Plan Supervision</p>								
<p>Faculty Supervision: Classes Staff-Teaching Staff Non-Teaching Students Syllabi</p>								

WEEKLY ROSTERS

PERSON	Kirsty Levy	Andy Walpole	TBA	Graham Breen	Lindsay Baker	TBA	Carmel D'arcy	TBA
Monday	Early	Early	Late	Late	Late	Early	Late	Late
Tuesday	Late	Late	Late	Early	Late	Early	Late	Late
Wednesday	Early	Early	Early	Late	Early	Early	Late	Late
Thursday	Late	Late	Late	Early	Late	Early	Late	Late
Friday	Late	Early	Early	Early	Late	Early	Late	Late

Late: Start: 9:00 Finish: 4:30

Early: Start 7:15 Finish: 2:45

Appendix A

PROFESSIONAL LEARNING PLAN 2020

SCHOOL PRIORITIES – Successful Learners, Quality Teaching	COMPULSORY	CURRICULUM	PERSONAL
<ul style="list-style-type: none"> ☆ Literacy – Reading ☆ Literacy – Writing ☆ Numeracy – Thinking skills ☆ Improving Senior Outcomes ☆ ACARA implementation ☆ ASOT implementation ☆ ICT's ☆ HOTs 	<ul style="list-style-type: none"> ☆ CARA's ☆ WH&S ☆ FIRE SAFETY ☆ STUDENT PROTECTION/CODE OF CONDUCT ☆ INDUCTION PROGRAM – New and Beginning teachers 	<ul style="list-style-type: none"> ☆ QCAA new syllabus ☆ VET ☆ ACARA version 8 ☆ IB 	<p>Application process – must complete yellow form and submit through HOD. Must be related to school priorities and preferable to be out of school time. Must link to goals identified in PDP</p>

	ASOT DQ	FORMAT	WHEN	WHO	OUTCOMES
School Priority: Building Teacher Capacity ASOT – Quality teaching	<p>DQ2 Introducing New Knowledge</p> <p>DQ3 Practicing and Deepening</p> <p>DQ4 Generate and test Hypothesis</p>	<ul style="list-style-type: none"> • Coaching • Workshops • Working with faculties • Observation and feedback • Working with specific classes (prototype) 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Deepen pedagogical practice within the classroom • Teachers implementing pedagogy specifically DQ3,4 • Improved outcomes in upper 2 bands NAPLAN, QCS • Students improving performance in higher order thinking tasks
School Priority: Improving Writing Outcomes	<p>DQ2,3,4</p>	<ul style="list-style-type: none"> • Coaching • Collins Writing Training PD • Writing Diagnostics 	<ul style="list-style-type: none"> ▪ Throughout the year 	<ul style="list-style-type: none"> ▪ All staff 	<ul style="list-style-type: none"> ▪ Deepen teachers knowledge of Collins writing ▪ Collins embedded in all units of work ▪ Focus on DQ3,4 and demonstration of higher order thinking in writing tasks

<p>School Priority: Learning and Behaviour support program Behaviour/Academic/Success/</p>	<p>DQ1,9,5,6,7,8</p>	<ul style="list-style-type: none"> ▪ Alternate program SCILS ▪ Leap program ▪ Additional HOSS Skills Centre ▪ Boys in Education 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Positive behaviour for learning • Reduced % of school disciplinary actions • Engagement program as alternate to suspension • Reduction of behaviour by 10%
<p>School Priority: HOT/U2B/Numberacy</p>		<ul style="list-style-type: none"> ▪ HOT Coach ▪ PD ▪ Deep learning conference 	<ul style="list-style-type: none"> ▪ Throughout the year 	<ul style="list-style-type: none"> ▪ All staff 	<ul style="list-style-type: none"> ▪ Documented plan for improving HOD within the school ▪ Increase in U2B for NAPLAN and A/B data by end 2019 ▪ Deep learning conferences for IB and QCAA Senior Students and year 9 Zenith students
<p>School priority: Teaching and Learning Inclusion Strategy Differentiation/Inclusive learning</p>		<ul style="list-style-type: none"> ▪ Inclusive coach ▪ PD for staff ▪ Learning Support ▪ Indigenous Education support ▪ Additional teacher aided ▪ Learning support reading 	<ul style="list-style-type: none"> ▪ Throughout the year 	<ul style="list-style-type: none"> ▪ 	
<p>School Priority: Towards 2020 Growth</p>		<ul style="list-style-type: none"> ▪ HOC trial salary <ul style="list-style-type: none"> ○ ENG/SSE 2 lines ○ MATH/SCi 2 lines ▪ HOSS strategy Reserve 	<ul style="list-style-type: none"> ▪ All year 	<ul style="list-style-type: none"> ▪ 	

Compulsory: Student Protection. WH&S	DQ 8,1,6 Routines, behaviours and relationships of all	<ul style="list-style-type: none"> Face to Face update OR online 	<ul style="list-style-type: none"> Pupil free at beginning of year 		
Compulsory: VET /QCAA compliance – Quality Teaching	DQ 2,3,4	VET/QCAA PD – workshops QCAA workshops for external exams	Throughout the year -	Relevant Staff	Ensure all staff are updated and qualified to teach various VET subjects Ensure all QCAA panel members and chairs are kept updated with latest information. Ensure all staff teaching QCAA have an understanding of new syllabus updates for implementation 2019
Compulsory: Induction Program – Quality Teaching	All questions	Induction Program	Whole year program <ul style="list-style-type: none"> Fortnightly meetings Observations Meetings with mentors	Beginning teachers Teachers new to the school (relevant sessions)	All new and beginning teachers familiar with school policies and procedures and the whole school teaching and learning framework
Quality Teaching	Working with Knowledge and unit planning DQ 2,3,4 and 10	ACARA	Program writing	Relevant Staff	Ensure units of work and assessment written. Coordinators work with all staff on year level to ensure shared understanding of the curriculum
	DQ 2,3,4	IB training	Throughout the year		Ensure staff are up to date

Quality Teaching	All questions	Faculty PD	As identified by faculty HODs run in 8 x 1 hour sessions these include: <ul style="list-style-type: none"> Sharing best practice Guest speakers Working teams 	Faculty staff	Ensure common direction of specific faculty staff.
Quality teaching	All questions	Faculty PD	As identified by HODs	Faculty Staff	Resource Centre Science Senior Schooling Student Services The ARTS Maths Student Services
	All Questions	Sub School meetings	Every second Friday throughout the year	All Faculty Staff	To ensure common direction and pastoral care of students.
	All questions	Utilising Data	Jan Pupil Free Day	All teaching Staff	To ensure that all teachers know how to access and use data from a range of places – one School, Dash board etc To ensure differentiation is being utilised in the classroom
Leadership		Aspiring HOSS and new HOSS program	January Pupil Free Day	All HOSSes	<ul style="list-style-type: none"> A capable middle management leadership team who has knowledge of policies and procedures A strategic succession plan for student support structures
PLC Leader Training			Throughout the year	All PLC Leaders	A capable team of PLC leaders that can run PLC's with confidence

Leadership	Leadership development	Leadership development Coaching classroom instruction PDP and instructional rounds Literacy/Numeracy Succession planning/workforce recruitment Effective Budgeting	Strategic Planning days	Management team	<ul style="list-style-type: none"> •A leadership team who have the capacity and capability to lead coaching conversations •Further development for school improvement
Individual	Various Working with Knowledge DQ 2,3 and 4 & establishing positive relationships	Individual PD – workshops, seminars	Throughout the year	Individual staff as identified through PDP	

Profession Development Log

- Is updated each term and is targeted to the Strategic priorities of the school and the SMART goals set by the staff.
[Professional Development tracking \(Web view\)](#)

Induction Program - summary

SPECIFIC OBJECTIVES OF THE PROGRAM

The MCSHS Induction Program has many facets. The aims are to:

- Gain an understanding of the teaching and learning culture at MCSHS
- Develop and understanding of the core values and beliefs at MCSHS
- Develop teaching skills which are aligned with the whole school approach to teaching and learning;
- Develop awareness of different teaching/learning styles;
- Assist with the development of sound preparation practices;
- Encourage teachers to evaluate their own performances
- Create an awareness of the complexities involved in teaching in a large school environment (attention to detail);
- Encourage beginning teachers to seek fulfilment from teaching;
- Gain knowledge and appreciation of the curriculum;
- Gain awareness and utilise support structures and resources;
- Examine and experiment with different classroom management strategies; and
- Clarify the role of the teacher and explain the supervisory role and appraisal practices.

REQUIREMENTS OF MCSHS TEACHERS

It is expected that all teachers new to Education Queensland, in particular beginning teachers, attend meetings and actively participate in the following:

- Attend workshops, lectures and discussions throughout the year conducted by experienced personnel;
- Observe fellow professionals in a classroom environment;
- Meet with your Head of Department (and/or subject co-ordinators) on a regular basis to discuss lesson plans and your progress as a beginning teacher;
- Meet with Head of Department/HOD Teaching and Learning/ Deputy Principal to discuss progress, the program and any concerns you may have;
- Demonstrate lessons for the following – Principal, Deputy Principals, HOD's, Senior Teachers (Both written and oral evaluation will be provided); and
- Participate in other learning and development opportunities organised by the school.

PROGRAM STRUCTURE

The MCSHS Induction Program involves five facets, namely:

1. Preparation and Planning
2. Inservice meetings
3. Lesson Observations
4. A Professional Portfolio
5. Mentors

NON-TEACHING STAFF

All non-teaching staff are required to participate in the Department of Education induction program for Queensland State Schools. All employees complete the mandatory All-staff training program upon commencement of employment. This program provides an overview of what is expected of all employees to protect students, work ethically, protect information and work safely, and explains how employees can access further information and support.

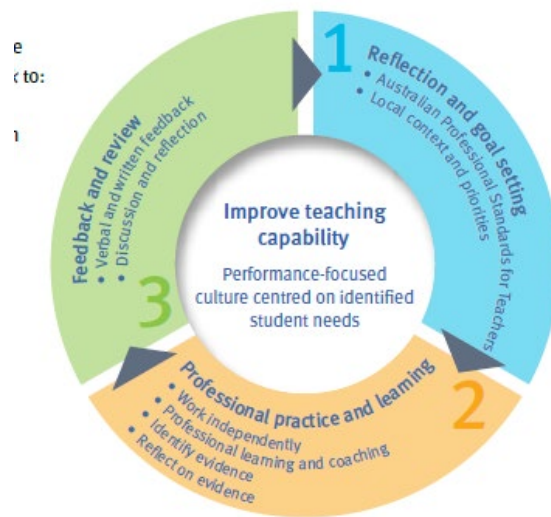
Evacuation and fire safety training is also a mandatory requirement for all employees.

The program is extensive and is individualised to the various support roles within the School. The mandatory requirements for each role are provided in an induction planner with a record of completion kept on file.

Performance Development Plan Teaching – Summary

The Performance Development Program at Mountain Creek State High School involves two distinct phases. The first phase is a reflective process where goals are developed for the year with a mentor and the second phase is the collection of evidence to evaluate progress and to generate further reflection.

This process involves teachers and mentors working together to establish key goals and learning opportunities, monitor and evidence progress and provide formal and informal feedback and recognition for achievement. The teacher and mentor have two key meetings in term 1 and 3. As part of this process staff will receive formal feedback as outlined above.



Teachers role in this process:

- 1) Identify strengths and opportunities for growth that may inform your performance and development goals for the year
- 2) Agree on goals with your mentor and identify appropriate evidence to show progress
- 3&4) Receive formal feedback from either classroom profiler or peer observer on two occasions.
- 5) Reflect on the progress made during the year.

Mountain Creek State High School Performance Development Plan 2019

Please check the schedule for PDP this year to find out which Mentor you will be working with.

 PDP 2019 Mentor Allocation

 Announcements



Performance Development Plan Non-Teaching – Summary

The Performance Development Program at Mountain Creek State High School for non-teaching staff is aligned with the Department of Education Developing Performance Framework. The framework includes a process, capability documents and online tools to clarify work priorities, opportunities to discuss career aspirations and plan support and professional development to continue to build individual capabilities. It aims to promote and maintain a positive workplace culture based on quality conversations about work-related practice and performance.

Line Managers work together with staff to develop individual plans, establish key goals and learning opportunities, monitor and evidence progress and provide formal and informal feedback and recognition for achievement. The framework includes four phases as shown in the diagram below. For detailed information regarding the process visit the Department of Education intranet site.

Developing performance together

1. Clarifying expectations and work focus

- What do I expect of myself and what do others expect of me?
- What are the work priorities for my school, work unit and team in the coming work period and what contribution will I make through my key work tasks?
- What are my career aspirations? What goals will I set for this work period to support these aspirations?
- What support and/or professional development do I need to build my capabilities to meet these expectations, undertake key work tasks and achieve my career goals?

2. Reaching an agreement

- **Key work tasks**
I am responsible for, the capabilities I require, and how I will show I have completed these tasks successfully
- **Support and professional development**
I will undertake to develop my capabilities so I can complete key work tasks and work towards my career goals
- **Career goals**
I have set for this work period to support my career aspirations

3. Performing and ongoing support, including coaching and feedback


- How am I progressing with my key work tasks and my career goals?
- How are my capabilities developing as a result of the support and professional development I am accessing?
- How am I, my team leader and other members of the team supporting one another by giving and receiving feedback and providing progress updates on our work?
- How do I deal with new or competing issues or priorities?
How am I supported to do this by my team leader and other team members?

4. Reviewing progress and recognising achievement

- What key work tasks have I completed successfully?
- What did I learn in completing these key work tasks?
- What are my strengths and how can I build on them?
- What areas do I need to focus on and how can I improve?
- What are my career aspirations and what pathways are available to me?
- What support and professional development do I need to continue to develop my performance?
- What can I do if I do not meet performance expectations on a regular basis?

Mandatory Training

MCSHS Mandatory Annual Training

 Announcements

Hidden from students

Mandatory all-staff Training



All teaching and non-teaching staff have access to our mandatory training resources on our moodle site. <https://mtncreekshs.moodlesite.pukunui.net/course/view.php?id=364> They are instructed to complete all required training for their role and provide the certificates of completion to the school for documentation on One School.

Mandatory all-staff Training

Welcome to Mandatory PD Training.

Click on the Ready Reckoner link below to find out which Mandatory Annual Training Course's your Job description requires.

Use the blue links under Course Information to enrol into the online models. For other courses requiring completion please see below for details.

You will receive an email when your online enrolment is complete.

Once you have enrolled click on the My Course Link below and complete.

From January 2019 the Mandatory All-Staff Training program will only be completed by new staff. Existing staff will complete the Refresher Training program in 2019 and then annually from then on.

Note: Please complete the 2019 Student Protection Training - Full Program. Student Protection - Annual Refresher Training will only need to be completed if and when requested by Admin.

On completion of all course's please print out your Certificate.

All certificates are to be placed into the tray on Denise Loehr's Desk before you start work on Tuesday 29th January.


[Ready Reckoner Link](#)

[My Courses Link.](#)

School Emergency Management Plan

School Emergency Response Plan - Read the PDF located below once familiar with the Emergency Response click onto the box next to the link to generate a Certificate for you to print. Emergency Response Plan is also located on the the schools Launch Pad.

 School Emergency Response Plan

 School Emergency Response Plan

Refreshed Not available unless: The activity School Emergency Response Plan is marked complete (hidden otherwise)

Asbestos Training Video

Asbestos Training is to be done through the Asbestos Training Video Link below, once you have watched the Asbestos Training Video click onto the box next to the Link and it will generate a Certificate.

 Asbestos Training Video Link



 Asbestos Awareness

Refreshed Not available unless: The activity Asbestos Training Video Link is marked complete (hidden otherwise)