



Murgon State High School

2020 Annual Implementation Plan

Improvement Priority 1. Successful Learners

Targets

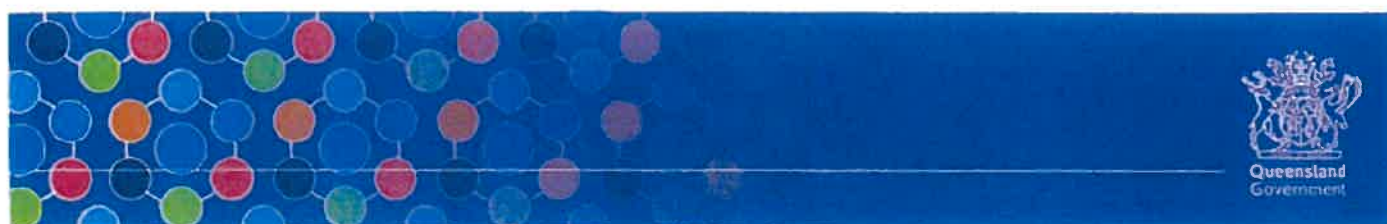
All students to show at least one year's progress over one year period as indicated by increase in achievement outcomes

90% of students in 7&8 achieving C or above in English

70% of students in 7&8 reading at or above Regional Benchmark

Disengaged students or at risk students supported by the school into suitable educational pathways

Strategy:	Faculties produce TLAPS that align with Australian Curriculum Achievement Standards and pedagogical framework. HODs to manage process		
Actions		Timeline	Responsible Officer(s)
All faculties complete Teaching and Learning Plans (TLAPs) that align with the Australian Curriculum standards.		Ongoing	Deputy Principal, HOD
Strategy:	School Attendance Officer to work closely with Youth Support Coordinator and Community Education Counsellor to liaise with parents and carers to ensure students are attending school		
Actions		Timeline	Responsible Officer(s)
School Attendance Officer to review data on a daily/weekly basis and communicate to key stakeholders the status of, and remedial actions in place to get students back to school.		Ongoing	Rhonda Clark
School Attendance Officer liaise with relevant DP or P to action enforcement of attendance procedures e.g. Form 4		Ongoing	Rhonda Clark
Strategy:	Head of Special Education and Learning and Engagement to work with teachers of students who are at least 2 years above or below expected year level complete ICPs or Individual Curriculum Plans.		
Actions		Timeline	Responsible Officer(s)
Staff professional development to enable Individual Curriculum Plans to be reviewed and updated		Ongoing	Tracy Barnett
Strategy:	The school implements the School Improvement Action Plan - focusing on reading and reading comprehension		
Actions		Timeline	Responsible Officer(s)
The school works closely with School Improvement Unit and ARD to meet the requirements of the School Improvement Action Plan at each 3 month juncture		Ongoing	Principal
The school uses Regional Programs (CLAW, PATL) to run Professional Development around reading and reading comprehension, utilising Question, Answer Relationships and the Big 6 as strategies		Ongoing	Deputy Principal
All teaching staff using QAR to support reading comprehension in class		Ongoing	Deputy Principal





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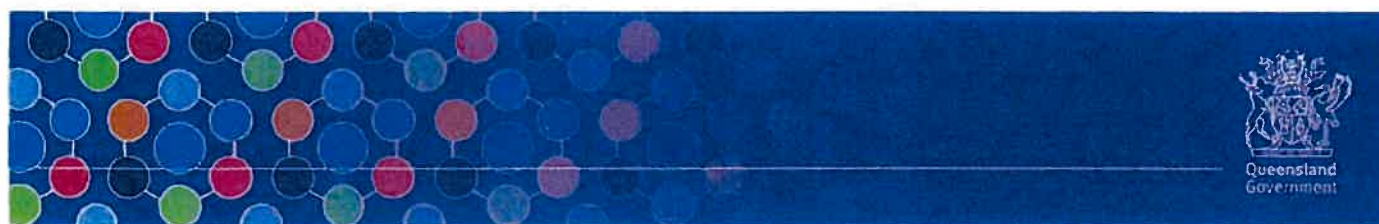
Disengaged students or at risk students supported by the school into suitable educational pathways

Strategy: Implement the BOYD program to support technology advances in curriculum delivery

Actions	Timeline	Responsible Officer(s)
Work with Regional Staff to implement the upgrade of school wireless network to support the introduction of BOYD	Term 1	Principal
Roll out BOYD across the school with community information sessions to support parents in purchasing equipment required	Ongoing	Damien Macdown
Support staff through PD opportunities to build capabilities around BOYD in the classroom	Ongoing	Deputy Principal

Strategy: The school develops a Flexible Learning Space to support at risk students

Actions	Timeline	Responsible Officer(s)
Additional FTE applied for to engage teacher for Flexible Learning space	Term 1	Principal
Professional development for teacher and teacher aide in Trauma Informed Practices, curriculum differentiation	Term 1	Principal





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Improvement Priority 2. Reading and Reading Comprehension

Targets

70% of students in Years 7&8 reading at or above Regional Benchmark (Current 62%)

Strategy: Implement QAR as a reading comprehension strategy across the whole school

Actions	Timeline	Responsible Officer(s)
Staff involved in Professional Development around reading and reading comprehension using the Big 6 and QAR as strategies	Ongoing	Principal, Deputy Principal, HoD's
All staff implementing identified reading strategies in classes	Ongoing	Deputy Principal, HOD, HOSES

Strategy: Targeted support for students falling below the Regional Benchmark

Actions	Timeline	Responsible Officer(s)
Literacy Coach identify students requiring intensive support to lift reading achievement across the school	Ongoing	Helen Wintour
All staff involved with discussions at the data wall to support reading as a focus at MSHS	Ongoing	Helen Wintour

Improvement Priority 3. Positive Behaviour

Targets

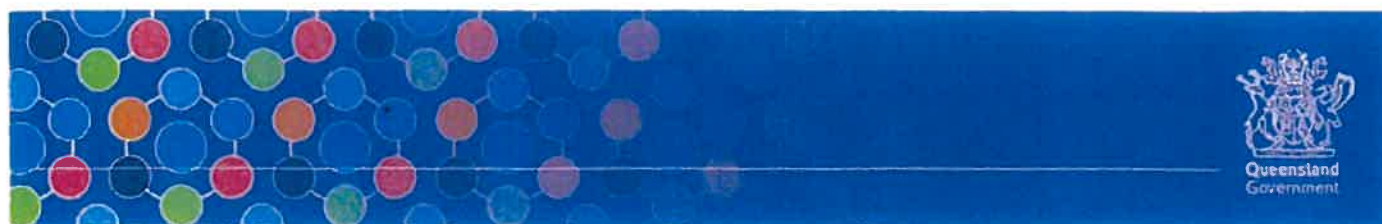
Improve student engagement by implementing Positive Behaviours for Learning with integrity
 Staff follow the Responsible Behaviour Plan for Students and the Behaviour Flowchart to effectively manage classroom behaviours
 Staff utilise the Essentials Skills for Classroom Management
 Staff use the school expectation of Participation, Respect and Responsible, and Safe in behaviour conversations

Strategy: Revise Truancy and Behaviour Management Flowcharts and being applied under the guidance of the PBL committee

Actions	Timeline	Responsible Officer(s)
Staff using the Truancy and Behaviour management flowcharts to manage SDA and lift engagement in learning	Ongoing	Deputy Principal

Strategy: Quality Assure the implementation of agreed PBL strategies through collegially agreed classroom walkthroughs.

Actions	Timeline	Responsible Officer(s)
Classroom observations scheduled in weeks 6-8 each term with pre-determined look fors shared with staff providing at least a week's notice Staff volunteer to participate in classroom profiling	Ongoing	Principal, Deputy Principal, HOD





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Improvement Priority 3. Positive Behaviour

Targets

Improve student engagement by implementing Positive Behaviours for Learning with integrity
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 Staff use the school expectation of Participation, Respect and Responsible, and Safe in behaviour conversations

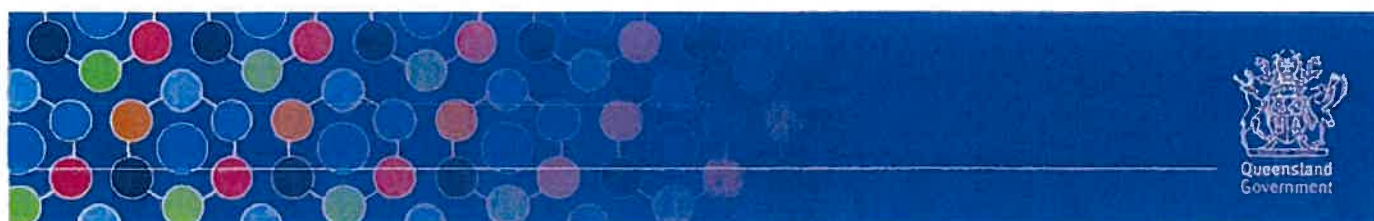
Strategy:	Staff implementing PBL rewards program e.g. VIVO/ViVi to support students exhibiting positive behaviour		
Actions		Timeline	Responsible Officer(s)
Weekly review of staff allocation VIVO and ViVis		Ongoing	Marie Newson
Strategy:	Professional Development to be held to implement Effective Classroom Practices (ECPs). Student free days to be used to refresh and induct new staff in PBL philosophy and whole of school Responsible Behaviour plan.		
Actions		Timeline	Responsible Officer(s)
Mark Davidson booked for 4 days PD week 3 term 2. Mark to offer Cluster PD at Twilight session. Schedule training for staff by PBL team members or Regional support staff		Ongoing	Simon Cotton, Tania Hawthorne, Tracy Barnett

Improvement Priority 4. Attainment

Targets

90% of students in Years 7&8 achieving C or above in English (Current 89%)
 70% of students in Years 7&8 reading at or above Regional Benchmark (Current 62%)
 Maintain QCE/QCIA attainment > 95%
 Improve senior attainment of OP 1-15 to >80% (2019 Year 12)

Strategy:	Case manage students' academic progress including Literacy progress using Fountas and Pinnell to measure growth in junior secondary, and TrackEd and ATAR monitor QCE/QCIA completion and OP attainment		
Actions	Timeline	Responsible Officer(s)	
Staff provided training in analyzing data sets e.g. F and P for determining growth in Literacy levels	Term 1	Helen Wintour	
Targeted staff unskilled in ATAR and Track ED to enable case management senior secondary students	Ongoing	Jared Hinds, Hayden Knight, Student Mentor teachers	
Strategy:	Use ID Attend software to monitor student's attendance patterns and enable timely parent notification system (SMS) to be implemented.		
Actions	Timeline	Responsible Officer(s)	

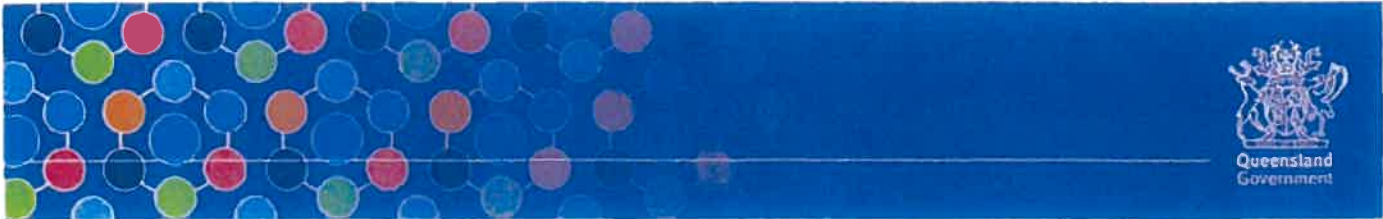




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Engagement officer utilizes attendance system to monitor students and inform parents of absences through SMS	Ongoing	Rhonda Clark
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Improvement Priority 4. Attainment

Targets

90% of students in Years 7&8 achieving C or above in English (Current 89%)
 70% of students in Years 7&8 reading at or above Regional Benchmark (Current 62%)
 Maintain QCE/QCIA attainment > 95%
 Improve senior attainment of OP 1-15 to >80% (2019 Year 12)

Strategy: Expand Vocational Education and Training options with TAFE and other RTOs.

Actions	Timeline	Responsible Officer(s)
Principal, Senior schooling DP and HOD to liaise with VET providers	Ongoing	Jared Hinds Hayden Knight, AO Carmen Liebke

Strategy: Implement tutorial support and academic tracking for all students.

Actions	Timeline	Responsible Officer(s)
Relevant staff utilise TrackEd to monitor student achievement to inform case management actions and reporting to parents during reporting processes	Ongoing	HoD, HoD Diversity

Strategy: Implement a formal and informal observation and feedback process to support the use of Sharratt's 5 Questions

Actions	Timeline	Responsible Officer(s)
Collegial Engagement policy ratified through LCC. Staff involved with formal and informal observation and feedback process. Informal classroom walkthroughs and formalised process through collegiality framework	Ongoing	Principal, Deputy Principals, HOD's

Improvement Priority 7. Attendance and Retention

Targets

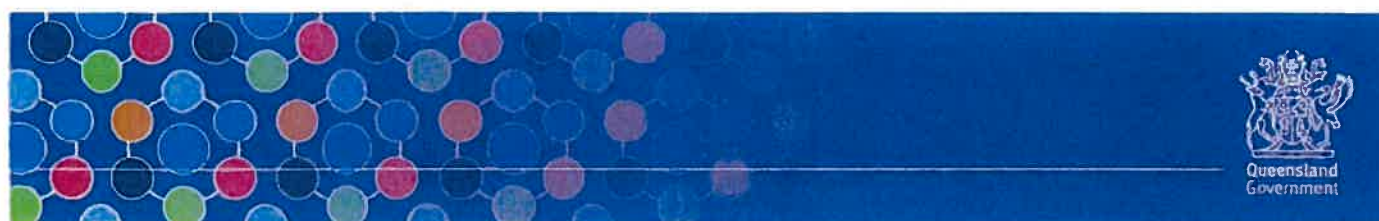
Improve school attendance rate to >90%
 Continued employment of a full-time attendance officer to reduce non-attendance and build community relations

Strategy: Employ a School Attendance Officer (SAO) to work closely with CECs, HMs, YLCs, Clontarf Foundation and DPs to target students with poor attendance records

Actions	Timeline	Responsible Officer(s)
SAO reviewing attendance data daily and communicating with staff and parents	Ongoing	Rhonda Clark

Strategy: Deputy Principals to work with Youth Support Coordinator and outside agencies implement e.g. CTC Youth Services and PCYC to provide opportunities for re-engagement

Actions	Timeline	Responsible Officer(s)
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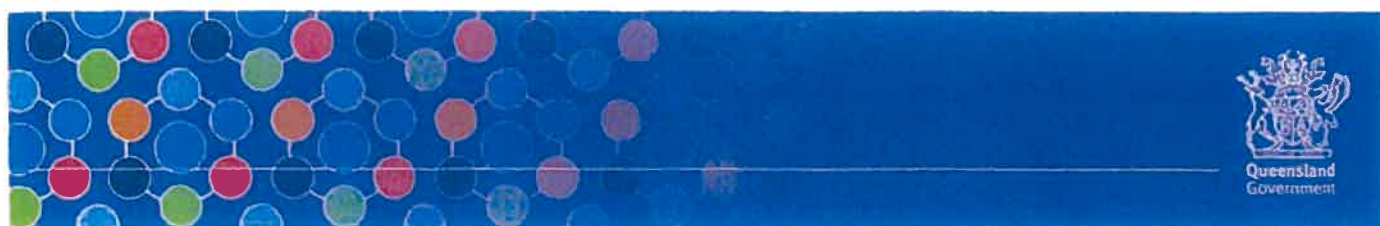




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Deputy Principals engaging with external agencies to support student attendance. RESTART, CTC, LCB	Ongoing	Principal, Deputy Principal, YSC Julie Ewart
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Improvement Priority 7. Attendance and Retention

Targets

Improve school attendance rate to >90%

Continued employment of a full-time attendance officer to reduce non-attendance and build community relations

Strategy: School Attendance Officer case manages, with the support of DPs, HODs, Community Coordinator, Engagement Officer, YSC, Clontarf and Girls Academy, students with poor attendance records and works proactively with parents and carers to reduce the possibility of enrolment cancellations or prosecution for non-attendance

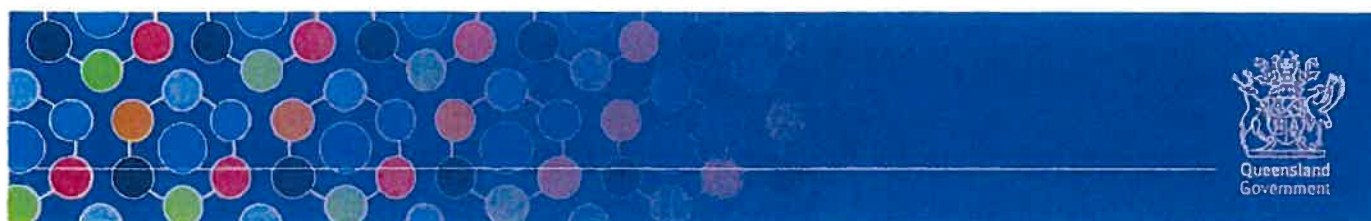
Actions	Timeline	Responsible Officer(s)
Continued reporting to SAO from above agencies to support student attendance	Ongoing	Rhonda Clark

Strategy: Use ID Attend software to monitor student attendance patterns and enable timely parent notification system (SMS) to be implemented.

Actions	Timeline	Responsible Officer(s)
SAO prints weekly attendance report for Deputy Principals	Ongoing	Deputy Principal
Continued monitoring of ID Attend data to inform action around attendance enforcement	Ongoing	Rhonda Clark

Strategy: Indigenous Community Coordinator and Indigenous Engagement Officer to work closely with the schools two CECs to support students and families to engage with education pathways

Actions	Timeline	Responsible Officer(s)
Indigenous Community Coordinator and Indigenous Engagement Officer use ID Attend data to inform action around home visits in regards to student attendance	Ongoing	Shonel Bond, Fred Cobbo, Rhonda Clark, Neil Simpson





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Improvement Priority 8. Closing the Gap

Targets

Improve Indigenous student attendance to >90%

Strategy: School Attendance Officer, Indigenous Community Coordinator, Indigenous Engagement Office and CEC to identify students not attending school and contact parents / carers to facilitate re-engagement strategies

Actions	Timeline	Responsible Officer(s)
Purposeful use of attendance data to identify students at risk and to support families	Ongoing	Fred Cobbo, Shonel Bond, Rhonda Clark, Neil Simpson

Strategy: Work with DDSW Indigenous Education officers to lift Retention and enable smoother and more productive transitions to post schooling employment

Actions	Timeline	Responsible Officer(s)
Year 10 – 12 mentor party set up and operating in the school. Every student in year 10 -12 allocated to a teacher mentor to track student attendance and academic progress. Provide clear and timely communication to parents re Student on track/off track. Continued community meetings (Yarning Circles) to address community concerns and build community partnerships Weekly use of Cherbourg Radio to inform parents/community of school events Parent evenings held at Ration shed	Ongoing	Principal, Senior School DP, HoD, AO Traineeships/TAFE

Strategy: School based and external agencies support the school attendance policy

Actions	Timeline	Responsible Officer(s)
Clontarf Foundation and Barambah Girls Academy to work closely with all Indigenous students to improve engagement and attendance	Ongoing	Principal, Deputy Principals

Improvement Priority 9. Great Staff

Targets

All staff engaged in Professional Development in regards to the School Improvement Focus of reading/comprehension
All staff engaged with QCAA in regards to Quality Assessment and Moderation processes
Staff engaging with cultural awareness Professional Development

Strategy: Professional development for teaching staff associated with Highly Accomplished and Lead teacher process (HALT)

Actions	Timeline	Responsible Officer(s)
Professional development for staff in regards to HALT	Term 1	Principal

Strategy: Annual Performance Development Plans

Actions	Timeline	Responsible Officer(s)
Deputy Principals/HODS engaged with APDP process for teaching staff	Ongoing	Deputy Principals, HOD





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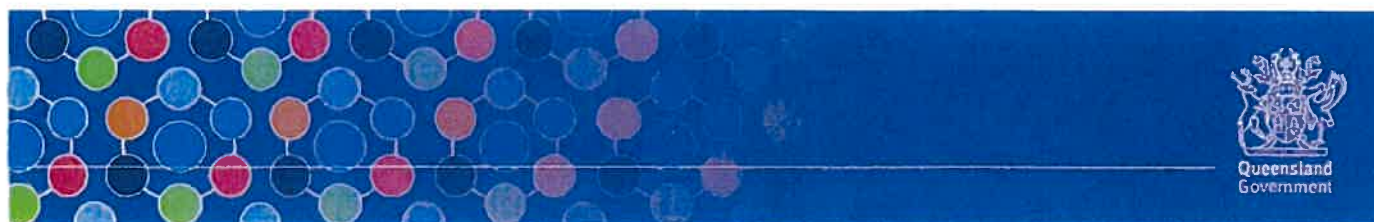
Improvement Priority 9. Great Staff

Targets

All staff engaged in Professional Development in regards to the School Improvement Focus of reading/comprehension
 All staff engaged with QCAA in regards to Quality Assessment and Moderation processes
 Staff engaging with cultural awareness Professional Development

Strategy: Utilise Regional Programs (CLAW, PATL) to build teacher capability around reading and reading comprehension to support the School Improvement Action Plan

Actions	Timeline	Responsible Officer(s)
Professional development to support the school improvement priority of reading/comprehension	Term 1	Deputy Principal, HoD English /Humanities, HoD's





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Improvement Priority 10. Engaged Parents and Community

Targets

All teachers utilising One School for reporting academic achievement and behaviour
Fortnightly newsletter available to all parents and feeder school. Events and good news stories published on the school Facebook page.

Strategy: Communicate with parents regularly recording all interactions in OneSchool.

Actions	Timeline	Responsible Officer(s)
Fortnightly newsletter available in print and electronically. Weekly radio program to inform community of school events, progress	Ongoing	Holly Bakes, Fred Cobbo

Strategy: Vocational Education and Training coordinator, Work Placement Officer and Heads of Department to establish links with industry and Higher Education providers to improve tracking of student achievement and successful transitions to pathways beyond school.

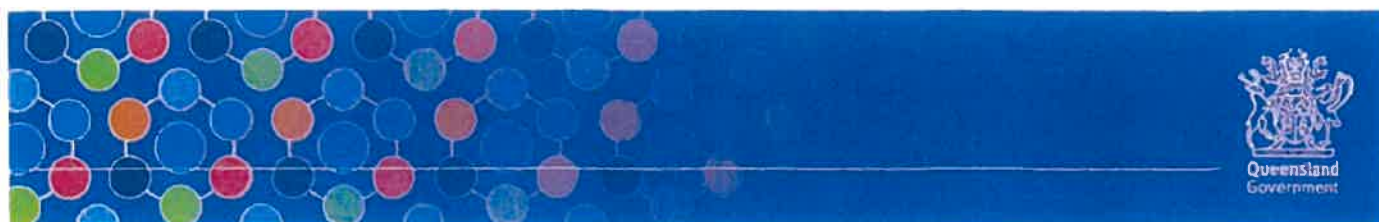
Actions	Timeline	Responsible Officer(s)
Increase the number of curriculum offerings and partnerships with current and future RTOs	Ongoing	Carmen Liebke, Jared Hinds, Hayden Knight

Strategy: Use school webpage and social media platform to enable better communication with our parents and carers.

Actions	Timeline	Responsible Officer(s)
The school uses Facebook and webpage as a communications tools to parents and community. Events and goods news stories published regularly.	Ongoing	Ann Postle, Morgan Suchoronczak

Strategy: Engage PCYC through the RESTART program to enable greater re-engagement options for at risk students

Actions	Timeline	Responsible Officer(s)
The school supports students to attend the RESTART program as a means of re-engagement of at risk students. The school supports the RESTART initiative through I4S funding.	Ongoing	Simon Cotton Tania Hawthorne. Julie Ewart, Morgan Suchoronczak/Heather Hamilton





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Improvement Priority 11. Functional Infrastructure

Targets

Work closely with facilities to make new admin building and multi-purpose hall a priority

Strategy: Air Conditioners for every classroom - EQ

Actions	Timeline	Responsible Officer(s)
Installation of air-conditioners throughout the school	Ongoing	Rainer Marschall, Ann Postle, Simon Cotton

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

