

Moura State High School



Triennial School Review

and

School Planning Overview

2006-2008

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TRIENNIAL SCHOOL REVIEW AND SCHOOL PLANNING OVERVIEW PROCESS

2006-2008

Approach and Philosophy

Every three years, Education Queensland Schools undertake a review of the previous triennium and plan for the following triennium of the school's operations.

Moura State High School established a broadly-based three year plan of operation in 2004. As a consequence, a review process in 2006 evaluated the school's operation against measures currently available, and in response to this evaluation, developed a School Planning Overview for the period 2006-8. The S.P.O. is essentially a document based on a range of priorities, including systemic, community-based, and school-based requirement or needs.

Informing the S.P.O. are established groups, and working parties that will continue to develop, respond to and assess the performance of the school as measured against the indicators included in the overview.

An important aspect of the planning process has been the establishment of 'Advisory' committees that will address the needs of that particular area of the school's operation as an ongoing process. These committees will be maintained and expanded both in scope and representation to ensure educational change at Biloela State High School is managed within the framework of both short and long term planning.

Timeframe and Consultation

The following timeframe of the T.S.R. 2006 was adopted:

May-June:	Consultation and Review Phase
June.....	Working Parties in Key Areas
September – November:	2006-8 Plan Developed

The consultation phase effectively outlived the time frame allocated to it, as the review and planning processes constantly merge with one another, and inform one another. Strategies for consultation included:

- Surveys, which were completed by students, staff, Parents and Industry
- Staff meetings
- P & C meetings
- Meetings with local business operators
- Ongoing discussions with groups and individuals interested in the school's progress
- Communication through the school newsletter
- Reports from working groups

In general, the feedback from parents and Industry was low, but P&C meetings allowed for opinions to be aired about aspects of the school's performance.

What did the Data Gathering Phase Indicate?

A number of key focus areas were identified following the review process. Clearly, some of these priorities remain core business, or systemic imperatives. These were as follows.

LEARNING

Providing for all learners (increased assistance in classroom, recognising achievements of academic performance, providing more opportunity for cross campus sporting activities, improving the sporting opportunities within the school)

SCHOOLS

ICT's for Learning (improving access to technology)

Community Partnerships (improving communication between school and parents for good and bad)

Quality Facilities (improving facilities in regard to sport)

WORKFORCE

Quality Workforce (improving the quality of workforce)

Future Challenges

There remain some broad factors that impact on any whole-school planning and development, and on the methodology by which the school community addresses the priorities identified. Some of these factors are even emerging as this document and process approach completion, and undoubtedly they could subsume or subvert policies or directions agreed to at this point. Such is the way of the contemporary education scene today.

These factors are listed below:

Broad Sociological, Economic and Political Trends

- The impact of technology on our lives and on education in all its forms
- Training and Employment trends
- Environmental responsibility and Community health

Education Queensland Policy

- Middle Phase of Learning
- Education and Training Reforms for the Future
- Issues of accountability, especially in relation to student welfare
- Partners for Success

Issues Specific to the Moura Community or Moura State High School

- The potential growth of the community and the impact of this on enrolment at Moura High
- Relatively low opinion survey data in relation to the school's role in the community, and the resultant need to strengthen school-community links
- Responding to a growing diversity of needs for all students
- Major issues of transition at both ends of the secondary school spectrum

SCHOOL PLANNING OVERVIEW 2006-2008

KEY FOCUS AREAS

MOURA STATE HIGH SCHOOL



Moura State High School Values:

- Generosity of Spirit
- Fairness
- Promoting Personal Excellence
- Commitment
- Respectful Communication
- Caring
- Positive Self Image
- Equity
- Valuing Education
- Independence and Self Discipline



LEARNING: Providing for All Learners, through:

- Improved focus on Literacy & Numeracy
- Challenging and Engaging Middle & Senior Phase Schooling Curriculum
- Planning, Assessment and Reporting practices that compliment Teaching & Learning



SCHOOLS: Supportive School Environment, by:

- Improving Partnerships and Alliances with Students, Parents and Community
- ICT for Learning
- Promoting Healthy and Active lifestyles



WORKFORCE: Improving the quality, by:

- Learning, Development,
- Leadership opportunities

Providing For All Learners

Context	Proposed Strategies	School Vision & Performance Indicators 2008
<p><i>Improving learning outcomes and school completion rates of Aboriginal and Torres Strait Islander students through the implementation of the Partners for Success Action Plan</i></p>	<p>Implement targeted strategies for ATSI students in accord with new guidelines for DEST funding Specifically attendance, disciplinary absence and student learning outcomes</p> <p>Proposed 'attendance' officer to improve attendance of indigenous students</p> <p>Maintain Cultural Awareness Program aligned to Partners for Success Strategy School community ATSI students</p> <p>Encourage ATSI students to participate in SAT program</p>	<p>Have improved attendance and performance outcomes for ATSI students</p> <p>Enhanced awareness in the school community for the culture and heritage of Aboriginal and Torres Strait Islander students</p> <p>Significant progress towards implementing the Partners for Success Action Plan</p> <p>Target Parents: 80% Current: 69% Target students: 80% Current: 46%</p>
<p><i>Improving learning outcomes for all students with disabilities through implementation of the Education Adjustment Program.</i></p>	<p>Develop coordinated school plan for learning support and management of SWD students Require extensive data gathering and whole school staff development</p> <p>Explore job placement/SAT options for SWDs</p> <p>Implement new ascertainment process</p> <p>Closer liaison with feeder schools in LD and SWD Have defined transition strategies in place that provide for genuinely seamless transition from primary to secondary school for all students, but particularly for those with high needs</p>	<p>Implementation of timely intervention strategies to improve student outcomes.</p> <p>Have a clearly articulated policy and planning that provides for students with special needs, learning difficulties and gifted and talented</p> <p>LE 1.5: Embedded in practice targeted intervention strategies to improve learning outcomes for all students</p>

<p><i>Improving learning outcomes for gifted students by implementing the Framework for Gifted Education.</i></p>	<p>Trial G & T programs as extension activities In liaison with feeder schools and middle schooling initiative, adopt a common vehicle for Higher Order Thinking e.g Bloom, Gardiner</p>	<p>Have embedded programs for gifted and talented students in the junior curriculum structure</p> <p>LE 2.1: Percentage of students/parents satisfied that they are getting a good education at this school.</p>
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Improved Literacy & Numeracy Standards

Context	Proposed Strategies	School Vision & Performance Indicators 2008
<p><i>Enhancing student literacy and numeracy achievement through targeted strategies.</i></p>	<p>Acknowledge, document and consolidate effective approaches to curriculum focusing on <i>literacy development</i> (through gathering information on how 'literacy' is already embedded across the curriculum, improving the understanding of 'literacy' across KLA's, mapping such (i.e. genres) and identifying gaps and cross curricular modelling of texts with focal 'processes' in using texts 8-12).</p> <p>Monitor closely, progress of literacy and numeracy, particularly in the middle school, and provide targeted and timely individual support (through strategies in CARE/SAP, extended learning opportunities, providing a balance of gifted and talented opportunities and skilling in how to effectively modify/deconstruct/analyse varied forms of texts)</p> <p>Common data collection methods from 7 to 9 on literacy and numeracy. Assist in identification of students for "timely intervention".</p> <p>Address the changing nature and definition of literacy within our school and wider community (through staff meetings and regular news letter articles of current 'best practice').</p>	<p>All faculties would display practices that fostered, nurtured and encouraged planning that addresses the literacy needs of all students.</p> <p>The ideal is for staff to independently support and share good practice with each other in a cross faculty environment.</p> <p>Data tracked on a systematic manner and results of intervention display a positive improvement in all aspects of literacy.</p> <p>Observable change in planning and practice that demonstrates that literacy strategies are integrated into practice not just an "add on".</p>

	<p>Collect:</p> <ul style="list-style-type: none">➤ Year 8/9 data➤ State feeder schools Yr 7 test results.➤ National testing program for English, Maths and Science <p>Re-evaluate of "Support@Reader" program". Parental assistance by way of reintroducing</p> <ul style="list-style-type: none">➤ Lap Program➤ Increasing parental awareness of literacy issues.➤ Training parents to support the literacy needs of their students.	
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A Challenging and Engaging Schooling Curriculum

Context	Proposed Strategies	School Vision & Performance Indicators 2008
<p><i>Implementing the Middle Phase of Learning Action Plan to provide learning programs that maximize student engagement and achievement and support the transition from primary to secondary education.</i></p>	<p>Revise and Develop the Middle Phase of Learning Action Plan (2004) to become in line with MPOL Reforms (through shared goals and direction discussions and data gathering - MPOL HOD)</p> <p>Co-ordinate increased curriculum planning and preparation time for staff to implement agreed directions (through Curriculum and Advisory Committee Meetings)</p> <p>Track accountability of outcomes in the Middle Phase of Learning (through documenting such across the curriculum in planning and reporting processes - MPOL HOD)</p> <p>Map student performance (through UNSW assessment, feeder data)</p> <p>Network with parents and community to ensure students in years 8/9 continue to engage in relevant learning to them (through exposure to a range of curricular, extracurricular activities and options such as encouraging amongst staff, local events being considered as contexts for learning and career-ed in SAP)</p> <p>Staff Provide opportunities for up skilling of Middle Schooling philosophies and strategies for teaching and learning (through hands on Strategy workshops at staff/curriculum/advisory meetings and the MYSA Conference)</p> <p>Support the transition from primary, to secondary education</p>	<p>Cohesive system of data gathering/sharing on student performance across the middle phase of learning</p>

	<p>Extension of resource centre as a student research facility – increase in ‘pod’ arrangement for broader student group access</p> <p>Investigate ‘wireless’ technology options to enhance IT delivery in school</p> <p>Maintain support program on a needs basis</p> <p>Expansion of staff intranet beyond assessment/reporting modules to include school policies, procedures and general communication</p> <p>Improve staffroom access to intranet and internet</p> <p>Maintain links with PCAP funded IT programs for all staff</p> <p>Explore opportunities for shared IT professional development with feeder schools</p> <p>Monitor continuum for staff ICT development and respond to growing needs as required</p> <p>Establish links/protocols with TAFE when relocated to on-campus site</p> <p>Explore options for external links to school network – e.g. assignment submission</p> <p>VSS options/service unitised on a needs basis for curriculum delivery for smaller senior school enrolments</p> <p>Provision for ICTs incorporated in future timetabling options/decisions</p> <p>‘Roll-over’ plan for currency of hardware maintained at current levels</p>	<p><input type="checkbox"/> To incorporate ICTs as an integral element in planning and assessment in all subject areas</p> <p><input type="checkbox"/> To engage in ongoing professional learning in the ICT domain</p> <p><u>For the School</u></p> <p><input type="checkbox"/> Maintain network resources to a level and quality sufficient to provide for continued development of ICT strategies Use IT as a means to extend the school boundary, and provide links with the broader learning community of Moura</p> <p><input type="checkbox"/> Formally commence training plans in Year 10, 2005 that will structure learning and training options leading to a new senior education statement in 2007</p> <p>By 2007, Biloela State High School will have:</p> <p><input type="checkbox"/> Established closer links with</p>
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	<p>disengaged students with school/learning options/industry links. Completion of SET P by end Sem 1 to enable process of banking credits towards QCE to commence Information sessions on the QCE for teachers, students and parents.</p> <p>Time allocated to study coach/coordinator in these areas to improve learning outcomes.</p> <p>Maintain range offerings where possible, but consider different delivery models. e.g. VSS extended if appropriate</p> <p>Revision of Study Area Specifications with stand-alone VET options</p> <p>Integrate C.C.E.s into whole school curriculum planning</p> <p>Implementation of QSA policy regarding non-submission of work, including extensive communication with parents</p> <p>District Youth Achievement Plan Implementation</p> <ul style="list-style-type: none"> <input type="checkbox"/> SET Plans trialled (Yr 10/11) <input type="checkbox"/> Pathways planning trialled (Yr 8) Active program for pathways data collection <input type="checkbox"/> Yr 10 Sem 2. curriculum structure to support pathways planning <input type="checkbox"/> Work Experience (Yr 10) <input type="checkbox"/> Career Education Program "Career Compass" program provided under 	
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	<p>auspices of LCP.</p> <ul style="list-style-type: none"><input type="checkbox"/> Maintain Jobs Pathways links<input type="checkbox"/> Establish annual targets for SATs<input type="checkbox"/> Tertiary links extended CQU & Brisbane	
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Supportive Healthy and Active School Environment

Context	Proposed Strategies	School Vision & Performance Indicators 2008
<p><i>Responding to the recommendations of the Safe and Healthy Schools program and other health related priorities.</i></p>	<p>Establish MSHS as a health promoting school. High levels of ongoing involvement and networking with community health stakeholders.</p> <p>Implement and establish a protocol for review in a range of current and effective health related polices, including:</p> <ul style="list-style-type: none"> ~ Nutrition and tuckshop policy ~ School Physical Activity Policy ~ School Drug Policy (inc. education) ~ Management plan for epilepsy, asthma and diabetes. ~ Critical Incident Management Plan ~ School Smoking Policy ~ Mental Health Policy (inc. education) <ul style="list-style-type: none"> - Sun Safety <p>Review School Drug Policy and Drug Education Program</p> <p>Increased student awareness of Mental Illnesses and Coping Strategies.</p> <p>A collaborative and effective Social Support Network to provide effective</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing working relationship with agencies evident (liaison officers utilised) <input type="checkbox"/> Networking with external support agencies <p>strategies to respond to local mental health priorities.</p>

<p><i>Developing a school agreement that responds to the expectations outlined in the Code of Behaviour for State schools and implementing support strategies to address the needs of students with challenging behaviours.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing support of Code of Behaviour as a whole-of-school approach to classroom behaviour management Established drug education strategy and policy in place <input type="checkbox"/> Other policies developed and functioning as required <input type="checkbox"/> SET Plans used for informing student job pathways decisions over senior schooling years <p>Anti-bullying program targets specific areas of need as identified through surveys and evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish student focus group /forum structures representing year groups to inform school decision-making <input type="checkbox"/> Improve communication between student council and administration <input type="checkbox"/> Provide opportunities for student involvement in school committee structure where suitable <input type="checkbox"/> Utilise student body in promoting the school in the community 	<p>BM policy review to commence in semester two 2006</p> <p>Management and functioning of the school reflects healthy dialogue and input from students in broad areas of school decision-making</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs for 'at risk' students to include input from external agencies where possible <p>Parent and P & C evaluation of Code of behaviour and school support services SC3.1 – 80% of parents satisfied that this is a good school Current: 69%</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhanced levels of meaningful student representation on whole school committee structures, such that student representation is considered the standard
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<p><i>Expanding links between schools, tertiary and training providers, industry and employers to enhance employment and learning outcomes for students and cooperating with other government agencies and expand community partnerships. Enhancing and consolidating partnerships with external stakeholders across government agencies, community organisations, business and industry. Implementing strategies to achieve the outcomes of the DYAP at the school and cluster level.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strengthen connections with business/industry groups through extension of joint programs and improved public relations <ul style="list-style-type: none"> <input type="checkbox"/> Business breakfast and annual event <input type="checkbox"/> Extension of Careers Market <input type="checkbox"/> Investigate engineering senior subject in conjunction with local industry <input type="checkbox"/> LCP program continued <input type="checkbox"/> Strengthen ties with support agencies on a needs basis <input type="checkbox"/> Improved promotion of the school through local media outlets <input type="checkbox"/> Investigate possible shared senior courses 	<ul style="list-style-type: none"> <input type="checkbox"/> Positive and seamless transition processes in place across school sectors <input type="checkbox"/> Appropriate links between TAFE and High School to enable E.T.R.F agenda to be maximised <input type="checkbox"/> SC 1.1 – Embedded in practice a clear educational rationale responsive to community needs, for their distinctive approach to improving learning outcomes <input type="checkbox"/> SC2.1: Embedded in practice increasing community access to school facilities and the further enhancement of schools as hubs for community activities.
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Quality Facilities

Context	Proposed Strategies	School Vision & Performance Indicators 2008
<ul style="list-style-type: none"> • Biloela State High school is an older school facility, initially built in 1963 • Buildings are generally pre 1990 in construction, with most pre 1980. • Maintenance is an ongoing issue, given the school's age and location on reactive soil, with the school participating a Cluster Maintenance program through QBuild. • Classroom space is adequate for the school population. • All classrooms are now cooled under "Cooler Schools' initiatives. • There is no large enclosed area for school events, performing arts activities, sporting activities. • Grounds are extensive (13.5 hectares) and require considerable maintenance. • Recent Government commitments to construct a special education facility, Science laboratory upgrade, and learning centre will enhance the school campus. 	<ul style="list-style-type: none"> • Develop a comprehensive school facilities plan to service the school for the next decade. • Establish the new 'learning centre' facility to provide wide-ranging and flexible approaches to learning, particularly in the middle school. • Establish the new special education facility as a hub for support services within the school • Maintain ground improvements, including resealed area near H block and garden re-development • Continue to advocate for rectification of spaceframe floor • Continue implementation of water-wise strategies to reduce excess water rate • Liaise with P & C grounds committee w.r.t. shade options for oval area • Explore options with the community for larger multi-purpose facility on the school site 	<ul style="list-style-type: none"> • School facilities modernised and upgraded to meet the needs of contemporary educational practice • Ongoing upgrading of grounds and physical environment of the school and improvement of student/community attitude to school environment

Learning, Development and Leadership

Context	Proposed Strategies	School Vision & Performance Indicators 2008
<p><i>Enabling localised and sustainable professional development programs and networks to provide opportunities for the workforce to share effective professional practices.</i></p> <p><i>Implementing strategies of professional development focused on key learning priorities.</i></p> <p><i>Implementing programs and networks that strengthen the quality of leadership and develop a constructive organisational climate.</i></p> <p><i>Providing opportunities for educational reform through innovative practices.</i></p>	<p>As per Professional Development Agenda (2005 – 2006) Establish PD Database for all staff Track & Monitor individual staff opportunities for up-skilling Adversity/Promote PD opportunities to all staff Encourage individuals to take responsibility for PD beyond that is provided by school and to meet their individual needs. Timetable sharing provision.</p> <p><i>Form committees to advise in setting school direction and share information</i> <i>Hold regular ancillary meetings to promote inclusiveness.</i> <i>Redesign well fare committee to include year coordinator level to promote constructive organisation climate.</i></p> <ul style="list-style-type: none"> • One P.D. activity focusing directly on leadership at middle management level • Clarify/define process for performing higher duties in the school • Update workforce plan to include leadership initiative 	<ul style="list-style-type: none"> • Opportunities for leadership in the school setting clearly articulated • More established culture of career planning with leadership goals identified • Biloela High identified as a community hub for learning and development • Student leaders actively involved with established annual learning opportunities • School and systemic priorities for professional development and training met • A skilled and flexible workforce able to accept new challenges in teaching and learning • Staff planning strategically for future personal learning and training • WO 2.1: - Percentage of school workforce satisfied with their professional competencies and opportunities to engage in educational reform. SOS S025 “This school gives me opportunities to improve my skills Target: 80% Current: 68.5% satisfied

	<ul style="list-style-type: none"> • School to maintain its leadership role in cluster initiatives e.g. assessment and reporting, science pedagogy, middle schooling • Continue involvement of senior staff in new staff induction and training programs • Support attendance of identified student leaders at leadership conference 2005• Maintain percentage of budget allocation to P.D programs for all staff • Investigate personal development plans for staff in strategic planning (May assist with changes in BTR policy about currency of training) • Develop annual calendar for major PD programs, including teacher only days • Refine P.D. committee role through revised membership, meeting dates, processes 	
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