



MOURA STATE HIGH

Strategic Plan 2021-2024

Vision

At Moura State High School, we are more than just a school. Our learning community shares a commitment to high expectations and student success. We strive to nurture and develop active community members who embody our core values: Respect, Integrity and Responsibility.

2020 ICSEA 924

Student No. 197

Students with Disability EAP 10.4% | Students with Disability NCCD 25.9%

Indigenous students 13%

Priority # 1 – Every Student Succeeding

How do we deliver Australian Curriculum with rigour, consistency and authenticity to create curriculum depth reflective of the 3 dimensions?

Engaging student in all aspects of their learning through teachers positively responding to the needs of the whole student

Change in Practice/Mindset/Behaviour (Qualitative)				
Year	2021	2022	2023	2024
Students engaged in rigorous curriculum learning as evidenced by reduction of Behaviour Referrals, increased student achievement		✓	✓	✓
Teachers know where the students are at and where they need to be, working with OneSchool Class Dashboards and through moderation		✓	✓	✓
The School defined ICP process is implemented consistently and timely in response to students' needs.	✓	✓	✓	✓
Students will be able to discuss where they can get extra support for their assessment with the active use of Learning Walls in classrooms.		✓	✓	✓
Students will be able to make more informed and productive subject choices in Years 9 and 10; then into Year 11 and 12, creating less movement and subject changes.	✓	✓	✓	✓

Quantitative Measures

- A- C Data- English 2020-> 83.9%; English 2024- 95%
Maths 2020-> 83.8%; Maths 2024- 95%
Science 2020-> 76.4%; Science 2024- 95%
- School Opinion Survey (SOS) S2017- My child's Literacy skills are being developed at this school 2019- 93.1%; 2024- 98%; S2018- My child's Numeracy skills are being developed at this school 2019- 89.7%; 2024- 97%; S2040 My teachers provide me with useful feedback about my school work 2019- 87.4%; 2024- 97%
- Subject change in Year 9/10 reduced from 20 students to less than 10; Subject change in Year 11/12 reduced from 20 students to less than 10.
- By 2022 we will have Maths/English; 2023 Science/Humanities to be added- Data walls in classes; tracking in SLT space
- Documented student evidence against each ICP with 90% endorsement rate at Week 5 of Term 1 and Term 3-> to be pushed to 100%

Priority # 2 – Every Staff Succeeding

How can we improve our pedagogical practices to drive student achievement and engagement?

Creating a culture of staff improvement through professional growth and self-reflection

Change in Practice/Mindset/Behaviour (Qualitative)				
Year	2021	2022	2023	2024
Staff learning in data-literacy through the process of an induction of new staff, and inclusive of Teacher aides.	✓	✓		
Staff make data-informed decisions to guide the development of their pedagogical practice		✓	✓	✓
Staff actively engaged in Collegial Engagement Plan inc. observation, feedback, classroom profiling and learning walks.	✓	✓	✓	✓
Staff actively engaged in reflective practices and set personal and professional goals evidenced by the engagement in Growth Coaching and the Professional Development planning process. (Staff able to clearly identify/ self-reflect on the aspects that they personally want to build capability in)		✓	✓	✓
Collaborative learning; staff are willing to deliver new learning from their PD opportunities to staff at staff meetings.			✓	✓

Quantitative Measures

- School Opinion Survey (SOS) S2069- I enjoy working at the School 2018- 97.5%; S3210- My School inspires me to do the best in my job 2019- 82.5%; S3223- Staff at my school are interested in my wellbeing 2018- 84.6%; S2118/S3239 I feel confident using student assessment data to improve student achievement at my school 2019- 82.6%; 2024- 97%
- 100% of staff involved in collegial engagement have been through the PDP
- 100% of teaching staff involved with Classroom Profiling
- 75% of all staff willing to lead and deliver newly acquired skills to all staff at staff meetings
- 100% of teaching staff and teacher aides can identify upper two and lower two bands in English, Maths, Science, Humanities and HPE
- 100% of teaching staff and teacher aides are able to deliver differentiation at the targeted, focused and intensive levels, and adjusted assessments in unit planning