



**MALANDA
HIGH SCHOOL**

'A Place to Excel'

**FOUR YEAR
SCHOOL IMPROVEMENT PLAN**

Reviewed 17/02/17

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This Four Year School Improvement Plan has been constructed using a broad range of research and other evidence to identify the things that the school needs to consider and act upon to become a truly excellent educational institution. Within each acknowledgement an online reference is included. (See Appendix A)

1. Context & Purpose

Malanda State High School has developed over many years a significantly impressive educational reputation. Our school is widely recognised for:

- Highly successful academic results for the full range of students;
- A very supportive school culture where every student is assisted in multiple ways to be a successful learner, irrespective of cultural heritage, socioeconomic family background, disability etc.; and
- Building connections to its broader community, reinforcing the African proverb ‘That it takes a whole village to raise a child’.

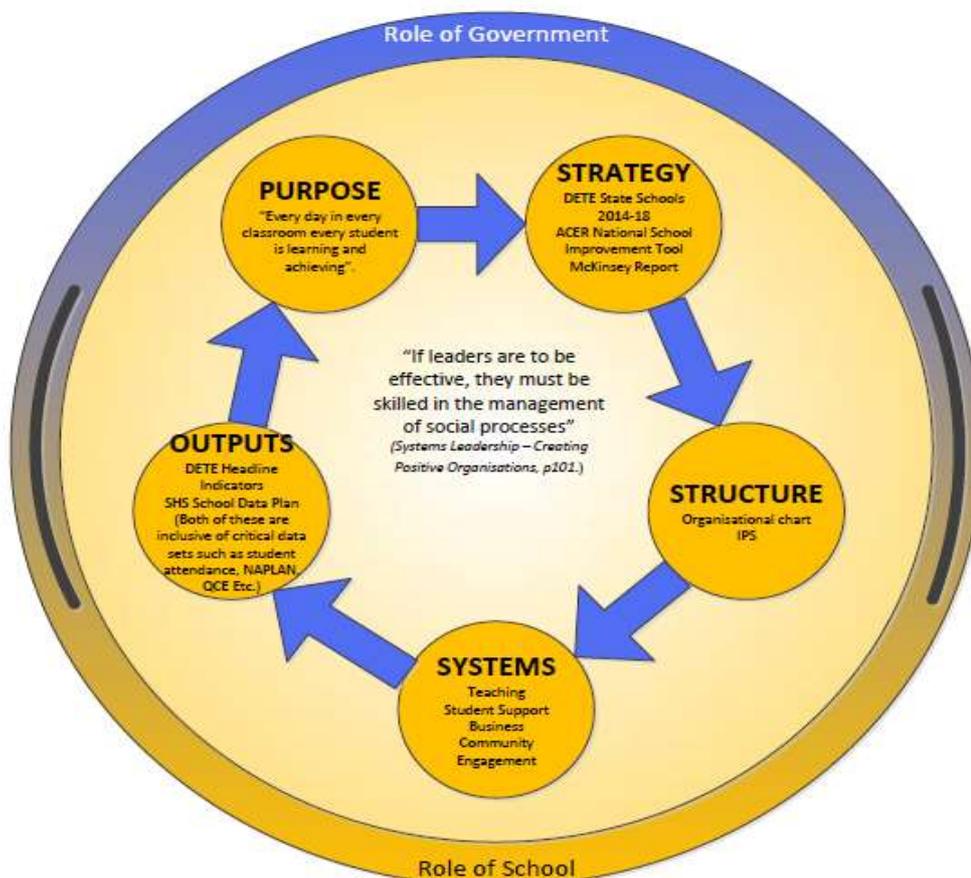
The purpose statement of our school is *“Every day, in every classroom, every student is learning and achieving”*, and this *Four Year School Improvement Plan* has the intent of interpreting strategy and outlining the structures and systems that need to be initiated/improved so as to actively achieve this purpose. Our school’s planning is always based on national and international research – this then ensures that our implementation strategies reflect to a large extent what other high performing schools or systems are doing elsewhere. The internationally renowned McKinsey & Company Report (2007) questioned why ‘...some (schools) consistently perform better and improve faster than others’. The Report found that the following three things matter most:

1. The quality of a school cannot exceed its teachers;
2. The only way schools can improve learning outcomes is to improve instruction; and
3. High performance requires every student to succeed.

This body of research, along with the Qld Department of Education’s State School Strategy 2014-18, and the Australian Council for Educational Research (ACER) National School Improvement tool, will serve as our significant strategic drivers over the next four years. In terms of the latter, it will also serve as our key organiser in terms of how we develop implementation approaches.

Implementation approaches – sustaining our school as a positive organisation

The role of a school leader at Malanda High is to manage the process of interpreting government strategy and subsequently developing highly effective implementation approaches. This is done in a practical sense through establishing the right structures (for example a high quality and informative *organisational chart that is reinforced through appropriate Specific Role Descriptions*) and associated systems or processes that support that structure (for example a system to enhance teacher classroom effectiveness and consequently performance development processes – *our Teaching System*). However, beyond strategies, structures, systems and outcomes, we recognise that the most critical management process in any organisation is the all encompassing *social process* that needs to be enacted by all staff so that professional relationships are of high quality, and therefore conducive to making our school a positive organisation.



Listed below are the nine systematic approaches that our school will put in place so as to ensure our school continues to improve over the next four years, and although there are linkages present to a range of different theoretical sources, they are also unashamedly directly linked to the *National School Improvement Tool*.

An Explicit Improvement Agenda

Context:

National School Improvement Domain - Leadership of an explicit improvement agenda through: The school leadership team and governing body are establishing and driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Purpose

To implement an explicit school improvement agenda throughout all operations of the school.

2016 Progress

- The Leadership & Management Team (LMT) has consisted of the Principal, a Deputy Principal, a Business Services Manager and four Heads' of Department;
- The role of each school leader has been to focus on instructional leadership and performance through implementing key initiatives associated with professional learning, and developing teaching capability;
- The McKinsey publication, *How the World's most improved systems keep getting better* is a blueprint for continuous school improvement. In 2014, our school enacted critical aspects of the McKinsey improvement agenda by implementing a school-wide pedagogy - the *Malanda High Teaching System* - as well as the *Malanda High Student Support System*;
- A *Systems Leadership Theory* approach has been introduced to enable the implementation of a significant change agenda. Each leader and key personnel across the school have a specific role description (SRD) which outlines their professional work, as well as the performance indicators used to evaluate their work outcomes. Flowcharts are used to map systems of complex work so that all staff understand the workflow, their responsibilities and the decisions to be made are mapped through Annual Action plans;
- There has been alignment between the Four Year School Improvement Plan, the Annual Improvement Plan (AIP), and the Specific Role Descriptions of all school leaders;
- At the end of each school year, the school leaders have formally reviewed the school system performance and have used this information to inform the following year's AIP;
- Each of the leaders performance is reviewed through Work Performance Review (WPR) processes against Key Performance Indicators (KPI)

2015 – 2018 Intended Outcomes

- The school leadership team and the School Council will develop and drive an explicit and detailed improvement agenda which will be expressed in terms of specific improvements sought in student performance;
- This improvement agenda will be aligned to national and state improvement priorities;
- There will be a strong and optimistic commitment by all staff to the school improvement agenda, and a clear belief that further improvement is possible;
- Further McKinsey strategies will be implemented through refining systems to drive more

- collaborative solutions to improve teaching and learning;
- All teachers will be inducted in an ongoing way to ensure consistent school wide curriculum, pedagogy, and student support;
- School systems will continue to be refined so as to drive efficient practice;
- All existing school planning will be replaced by a coordinated Systems Leadership Theory approach, inclusive of task assignments, flowcharts, Specific Role Descriptions etc.;
- Specifically, NAPLAN results will see our school rated as statistically above the national average. Further, innovative pilot projects will be developed to target how to ensure 30% of students reach U2B in all NAPLAN domains, and that the QCE attainment of our Year 12 cohort remains at 100%;
- ICT capability will be reviewed to support the requirements of future learning innovation;
- Our school results will continuously improve relative to other schools over the next four year period, informed by quantitative data such as the student learning outcomes highlighted in the School Data Portal, Headline Indicators etc.

Summary of Intent

We will work towards reinforcing a culture of excellence where every student is enabled to successfully learn and achieve, whilst developing as an active and informed young Australian citizen - *our school will continue to operate and market itself as 'A Place to Excel'*. We will establish a pronounced and renewed approach to leadership and management within the construct of being an *Independent Public School*. To this end, in the short term we will:

1. Enhance a school council that the Principal continually accounts to, and the council will in effect become the supervisor of the Principal. This will be a significant component of our systematic improvement agenda;
2. Utilise well-researched methodologies that allow effective and positive organisational change management with a focus on appropriate social process and quality time management effectiveness for school leaders. The latter in particular will allow for the capacity of the Principal and Deputy Principal to spend collectively three days out of every five in class and staff rooms auditing the systems of the school and providing feedback as required. The former will allow for the ongoing development of our school as a truly positive organisation – a learning workplace that we all want to work in.

(Link to DETE State School Strategy 2014-18 - School leaders delivering extraordinary and sustained improvement and achievement through: leading teaching and learning; developing self and others; and leading improvement, innovation and change.)

Analysis and discussion of data

Context:

National School Improvement Domain - A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analysis will consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardized tests, measures of growth across the years of school.

Purpose

To use data and evidence based research to underpin our school planning.

2016 Progress

- The school leadership team has driven a strong improvement agenda, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes;
- The School Data Portal, inclusive of student learning outcome targets and current performance statistics, has been regularly tabled at Leadership meetings, where progress in achieving targets has been monitored regularly;
- This has involved explicit and clear school-wide targets for improvement in academic achievement, attendance and behaviour being set each year;
- School leaders have sought to tri-angulate available student data to monitor performance and to inform practice (student A-C in school subjects / NAPLAN / PATM/R/PISA);
- Data has been analysed by teaching staff from identified priority groups on overall school performance and the performances of individual students (Eg. Indigenous students & 'Closing the Gap').

2015 – 2018 Intended Outcomes

- Our school will continue to refine and implement the systems for the collection and analysis of a range of student achievement and wellbeing data, via the School Data Portal;
- Specifically, teachers and school leaders will use this data to analyse, align their practice to, and display individual and cohort progress;
- Test data in literacy, numeracy and science will become key elements of the School Data Portal;
- Data sets will be used throughout the school that will identify gaps in student learning, monitor improvement over time, and monitor growth across the years of schooling;
- Staff will be professionally developed so that they display a sophisticated understanding of student assessment and data concepts; and that this is reflected in their professional discussions and language, whilst time is set aside for in-depth discussion of individual student achievement data and of strategies for the continuous improvement;
- Individual student progress against school-wide targets is clearly communicated to parents, and within an increasingly collaborative approach, the school will include feedback from students and parents in data gathering.

Summary of Intent

We will refine the *School Data Portal* that monitors the outcomes associated with the implementation of our structures and systems, and informs our present and future decision-making. Similarly, we will appropriately respond to the DETE Headline Indicators. We will also continue to refine our systems and the subsequent work of staff that underpin these broad based student learning data sets.

A culture that promotes learning

Context

National School Improvement Domain – *The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing.*

Purpose

To build a collaborative culture of educational excellence evidenced by high student engagement, learning, and achievement.

2016 Progress

- Malanda State High School has developed a strong reputation for being a supportive, caring environment. This is particularly so for students from different cultural backgrounds, especially Aboriginal and Torres Strait Islander students and students with a range of disabilities;
- In recent years the school introduced research and evidence based teaching practices aligned to the most effective way for students to learn. Explicit teaching, learning consolidation, and a range of literacy and numeracy foundation learning programs including a wider reading program have progressively been embedded into whole-school classroom practice;
- The school has been engaged with the School-Wide Positive Behaviour System (SWPBS) program for several years, and particular programs have been implemented for students with high behavioural support needs;
- A positive school behaviour acknowledgement system has been refined and re-implemented;
- Student attendance is relatively high with a consistent annual average rate of 92% - 94%. However, too many students attend less than 85%. Implementation of a SMS communication strategy is having positive effects;
- School Opinion Surveys indicate high approval ratings by parents, students and staff for education at our school. Staff morale levels also score relatively high and improving;
- School leaders have developed a range of Annual Action Plans into the *Student Support* system.

2015 – 2018 Intended Outcomes

- The school ethos will continue to reflect high expectations and a commitment to excellence – we are 'A Place to Excel';
- All members of our school community will expect that every student will learn and achieve positive outcomes. In this regard all students will be assisted via a detailed Student Support system;
- The school community will acknowledge and work towards strengthening a culture that role models learning as a life long endeavour. Therefore, the way students transition in their learning from formal and compulsory education to pathways beyond Malanda High will be integral to the overall success of our school;
- Staff morale will be sustained at a high level, and there will be a strong collegial culture and a shared commitment to improving teaching;
- Classrooms will be calm but busy, and interruptions to teaching will be kept to a minimum. The learning environment will be safe, respectful, tolerant and inclusive;
- Student attendance and engagement in learning will be increasingly high;
- High levels of trust will be apparent across the school community with interactions focused on the learning and wellbeing of students, and on continually improving our school's ability to meet the needs of all students;

- Parents and families will be valued as partners in student learning with parents, school leaders and teachers, working together in mutually supportive ways.

Summary of Intent

Continue the implementation of a systematic school *Student Support System* that ensures all students are actively supported in their academic, social and emotional development.

State School Strategy 2014-18 link - The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive, and that promotes intellectual rigor.

Students engaging in learning and achievement, and successfully transitioning to further education, training and employment

All staff work in and contribute to a satisfying and challenging work place where morale is a priority. A driving force will be maintained through a stringent social process and values continuum lens.

Targeted use of Resources

Context

National School Improvement Domain - *The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.*

Purpose

To ensure that our student/parent centred business delivery services effectively align our limited resources to our school improvement agenda.

2016 Progress

- A systems audit on our school's business and administration processes has been ongoing. To drive efficiencies, administration staff have been allocated appropriate work roles. This is an ongoing process as some staffing is dependant on casual purchase which fluctuates on an annual basis;
- Based on The Breakthrough Coach model, an executive secretary was appointed for the principal, deputy and BSM. This has allowed the leadership team to spend more time working directly with other school leaders and teachers in classrooms;
- Our school employs a range of staff including cleaners, grounds staff, business services staff, teacher aides, teachers and leaders. The recruitment of non-teaching staff falls to the BSM while the principal employs teaching staff. The school has traditionally received an allocation of all staff based on student enrolments;
- In 2016, our school received additional funding under the Great Results Guarantee and this provided the flexibility to employ additional teacher and teacher aides to work intensively with students identified below the National Minimum Standards in literacy or numeracy, as well as behaviour support and intervention programs for students with special needs;
- The school safety committee will meet each term. Accidents and first aid incidents are recorded on the MYHR Workplace, Health and Safety website and are reviewed in a timely manner to ensure a safe workplace for staff and students;
- Financial management processes were reviewed to reduce administrative processes and gain efficiencies. The school has used corporate card purchasing and a transparent budget process has been implemented;
- The school's business processes were externally reviewed in 2013 with the auditor determining that all school processes were sound with sufficient internal controls and compliance to legislation;
- A redirected focus of P&C efforts towards fundraising resulted in successful contributions to whole of school initiatives;
- An extensive improvement plan was implemented for minor and major facilities work around the school;
- The management of school maintenance has been a role for the BSM.

2015 – 2018 Outcomes

- Sufficient administration staff are employed to deliver the business and administrative school services required. All staff have clear role descriptions, are effectively line-managed and have current annual performance plans;
- School audits indicate that all areas of risk are managed effectively and that the overall level of internal control, the effectiveness and efficiency of operations, compliance with applicable laws and regulations, proper supervision and compliance with policies and procedures are considered

to be high;

- As our school is 54 years old, there will be an ongoing need to maintain buildings and repair associated infrastructure. The grant allocation for maintenance is often insufficient to meet current needs and additional money needs to be sourced;
- However, all school facilities need to be well maintained and additional assets will be required for future educational service delivery;
- A facilities plan is to be developed to ensure that the facilities required to deliver a high quality of education are provided;
- Community organisations use school resources outside of school student contact hours;
- Staff are appropriately deployed to address the learning needs of all students in our school;
- Staff expertise and interests are used effectively;
- In using discretionary funds, decision makers give priority to initiatives which improve outcomes for students;
- Innovative ways of sharing/using staff with other schools and/or organisations to efficiently and effectively meet identified needs will be considered.

Summary of Intent

We will continue to implement highly effective and efficient *school business systems* (Eg. Finance, facilities, human resources) that are aligned to our school's improvement agenda.

State School Strategy 2014-18 link – Provide safe and supportive learning environments for staff and students

An expert teaching team

Context:

National School Improvement Domain - The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Purpose

To implement professional learning systems to drive the continuous improvement in leadership, teaching and learning.

2016 Progress

- Up until 2015, the teacher staffing of the school (attraction and retention of teachers) was controlled by external HR staffing officers;
- As an independent public school the principal has recruited to positions on staff through external agencies and processes outside of the department transfer cycles;
- In response to overwhelming research, our school has recognised that highly effective teaching is the key to improving student learning. Throughout 2014, the leadership team designed and implemented a school-wide pedagogical framework approach – our Teaching System;
- Further, our school leaders have implemented a professional learning system which has included mentoring, modelling, observation and feedback for each teacher to improve consistency and teaching skills. Teachers have participated in a range of professional learning opportunities, including those with a focus on explicit teaching, differentiation and consolidations;
- The Queensland Teachers' Union has reached an agreement with Education Queensland for teachers to self-assess against the professional standards and develop an individual Annual Performance Development Plan. The plan has been implemented by the teachers in conjunction with their line manager. A similar process has also been implemented with each school leader;
- The AITSL frameworks for teachers and leaders is fully integrated with the school's Teaching System to develop high level capability in school-wide pedagogy and the intended curriculum;
- A series of voluntary Learning Lounges has been implemented to differentiate the development phases of the teaching staff;
- The use of flexible Student Free Day PD hours allowed a substantial number of staff to complete online STEM training in 2016.

2015 – 2018 Intended Outcomes:

- Via the IPS construct, the school is increasingly able to independently place a high priority on attracting, retaining and developing the best possible teachers;
- All of our teachers will develop extremely high capability with their classroom practice – with a goal of having 70% of our teachers being seen as 'highly accomplished' or 'lead' across all our standards of practice;
- School leaders will place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching;
- The Principal and other school leaders will lead and model professional learning;
- Teachers and school leaders will take personal and collective responsibility for improving student

learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice has become common place;

- Team meetings will focus on the joint analysis of student work and the development of teaching strategies to improve student learning;
- Teachers will collaboratively plan, teach and review the effectiveness of lessons;
- School leaders will regularly work with teachers, modelling, evaluating and providing feedback to improve their teaching;
- All school staff will have a current, personal professional learning plan;
- Teachers and school leader's plans are aligned to the AITSL Professional Standards for Teachers and Professional Standards for Principals respectively;
- The school will work to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers;
- School leaders will use agreed formal processes to manage unsatisfactory teaching performance;
- The school will develop a professional learning system and associated budget to support local and, where appropriate system priorities.

Summary of Intent

We will continue to implement our Teaching System which is inclusive of modelling, observation and feedback for each teacher to improve teaching skills and their consistent implementation. Our staff will each develop a Professional Development Plan linked to Annual Performance Development Plans's & CDC's that provides a range of professional learning opportunities, including those with a focus on explicit teaching, differentiation and consolidations. Professional learning communities will be developed within and *beyond* the school.

State School Strategy 2014-18 – Teaching quality - Teachers employing high quality, evidence-based teaching practices focused on success for every student.

Systematic curriculum delivery

Context

National School Improvement Domain link - *The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.*

Purpose

Implement a coherent and sequenced whole school curriculum plan.

2016 Progress

- A range of Foundation Learning Programs have been introduced in English and Maths. Existing Curriculum to Classroom (C2C) units have been adapted to remove any overlaps with the Foundation Learning Programs;
- The school curriculum for other subject areas is based on C2C units where available. This will be reviewed as additional Australian Curriculum materials are introduced and the National Curriculum Review scheduled for 2016 is released;
- The Heads' of Education Services and teachers have developed a whole-school curriculum plan which is aligned to term, unit and weekly plans. Some work has been completed to ensure the curriculum is sequenced from one year level to the next;
- Assessment and reporting procedures will be aligned with the curriculum plan.

2015 – 2018 Outcomes

- Our school has a clearly documented school curriculum plan, which is aligned to the Australian Curriculum and states explicitly what and when teachers should teach and students should learn. The school curriculum plan will be implemented throughout the school and is shared with parents and the wider community;
- The school curriculum plan will ensure a strong alignment of term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations;
- Vertical alignment of the curriculum ensures continuity and progression of teaching and learning across the years of schooling;
- The school curriculum plan has a high priority on the progressive development of student's deep understanding of concepts and principles within learning areas;
- The school curriculum plan emphasises the ongoing development of cross-curricular skills and attributes including teamwork, critical thinking, problem solving and the evaluation of information and evidence;
- The curriculum plan ensures what is taught is relevant, accessible to all students and builds on their experience and knowledge.

Summary of Intent

Implementing a systematic school curriculum plan, which is aligned to the Australian Curriculum and QCAA expectations and reflects the learning needs of our local community (*The Malanda SHS Curriculum Plan*).

State School Strategy 2014-18 link – *Teaching quality* - Teachers employing high quality, evidence-based teaching practices focused on success for every student.

Differentiated teaching and learning

Context

National School Improvement Domain – *The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties or strengths, and tailor classroom activities to levels of readiness and need.*

Purpose

To implement consistent processes that ensure that every student in our school is engaged, learning, and achieving.

2016 Progress

- Within the structure of the **Teaching System**, a Standard of Practice for Differentiation has been established and subsequently refined;
- Year level benchmarks have been set for English, Maths and Science and student progress has been evaluated by teaching staff and the leadership team every five **weeks in Junior Secondary subjects**. Students who were not on track to achieve their benchmarks were identified and provided with an additional intervention program to accelerate learning and remediate any deficits;
- Differentiation strategies were incorporated in the learning consolidation section of lessons and in the 'You Do' section of the Explicit Teaching lesson. Teachers classified their students into support, at level or extension groupings and tailored their teaching delivery to each group;
- Under the supervision of specialist teachers, individual support plans have been developed to provide educational adjustments for students with learning and physical disabilities;
- A withdrawal method of Learning Support was implemented to target lower and upper two bands of Naplan results. This lifted students to NMS or accelerated Gifted students in English, Maths and Science;
- Through a referral process, the student support team facilitated the development of individual plans for students with high level needs in behaviour, school attendance, learning disabilities and other issues. Students are supported through implementing adjustments, support programs and other measures to engage them in school and learning.

2015 – 2018 Outcomes

- The leadership team will ensure that differentiated teaching is used in every classroom, so that every student is successfully engaged, learning, and achieving;
- Students with disabilities will have individual learning programs collaboratively developed by stakeholders and students who require significant adjustments to their support programs will be optimally engaged and challenged;
- Individual Curriculum Plans (ICPs) will be developed for all students working one year above or below their chronological age expectation;
- Regular data on individual student's achievement, progress, strengths and weaknesses will be used in all classrooms to make judgements about individual needs and to personalise teaching and learning activities;
- Communication with parents will include details of how learning opportunities are tailored to meet individual needs and of the progress made.

Summary of Intent

Develop individual support plans through the Student Support System that provide educational

adjustments for students with learning and physical disabilities or behavioural/effort/attendance issues. Students are supported through implementing adjustments, support programs and other measures to engage them in school and learning;

Within the structure of the Teaching System, the Standard of Practice for Differentiation will be further implemented and refined. Communication with parents will detail how learning opportunities are tailored to meet individual needs and of the progress made.

State School Strategy 2014-18 link – Teaching quality - Teachers employing high quality, evidence-based teaching practices focused on success for every student.

Effective pedagogical practice

Context

National School Improvement Domain - *The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.*

Purpose

To drive improvements in teaching practice throughout the whole school.

2016 Progress

- As part of our school's **Teaching System**, we adopted the effective teaching strategy of Explicit Teaching (including Consolidations of learning) as identified by research and the evidence gleaned from the most improving schools in Australia. The effectiveness of this pedagogy has been reinforced by the ongoing implementation of Foundation Learning programs targeting instruction in English and Maths;
- The **Teaching System** was adopted by all teaching staff through an intensive professional learning program involving explaining and modelling the Standards of Practice, viewing the work of expert teachers, classroom observations, and feedback to teachers by the leadership team;
- An enhanced teacher induction model was developed in preparation for 2015 to ensure that all new staff rapidly acquired capability to deliver the school-wide pedagogy and attain mastery of the intended curriculum. The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals (AITSL, 2014) has provided a basis for self directed professional learning via our **Teaching System's** Standards of Practice.

2015 – 2018 Outcomes

- School leaders will clearly articulate the conviction that improved teaching is the key to improved student learning;
- The Principal and other leaders will accept personal responsibility for driving improvements through implementing and refining the **Teaching System** through research and evidence that informs effective teacher practice;
- All teachers, teacher aides and leaders will be committed to identifying, understanding and implementing better teaching methods to ensure continuous improvement and ongoing refinement of evidence-based teaching strategies;
- School leaders will work with teachers to improve their teaching practices through modelling, evaluating and providing feedback on classroom teaching – culminating in stronger 'learning communities';
- All our teachers will have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies – for example Explicit Teaching.

Summary of Intent

The Principal and other school leaders will take personal responsibility for driving improvements in teaching throughout the school. As a team they will demonstrate a strong conviction that improved teaching is the key to improved student learning. All school leaders will spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.

State School Strategy 2014-18 link – *Teaching quality* - Teachers employing high quality, evidence-based teaching practices focused on success for every student.

School community partnerships and enhanced local decision making

Context:

National School Improvement Domain - School-community partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognized as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Purpose

To establish strong, innovative and sustainable partnerships that support high quality student learning, inclusive of establishing a School Council.

2016 Progress

- The school has secured partnerships with parents, families, local business and community organisations to improve learning opportunities and outcomes for students. Twice yearly teacher-parent interviews have offered parents formal meeting time with teachers to discuss their child's educational progress;
- Thereafter, parents have been able to meet with teachers on a needs basis to discuss their child's progress at school. This is reinforced through a specific Standard of Practice as part of our **Teaching System**;
- Each year, the leadership team has hosted a number of school community events to provide information to parents as well as to ensure that each parent develops a productive relationship with the teacher of their child;
- Relationships with parents are developed during P & C activities when school staff work alongside parents;
- The leadership team and other support staff have had frequent contact with the families of children who have not been fully engaged in the learning program. This contact has frequently involved deciding what specific support is required for the child;
- The special education / learning support staff develop close relationships with their parent group as an adjusted education program is implemented for each child.
- Partnerships have grown with Malanda and district businesses and organisations to support the learning opportunities of students and offer rewards in the Student Support system;
- Staff at the Tinaroo Environmental Education Centre partner with our school to provide a range of extension programs in writing, leadership and transitions;
- Most students who graduate from Malanda State High School progress to three distinct pathways – university entrance, vocational training, or direct employment on a scale of a third each;
- The school Council has developed a knowledge of school practice and is beginning to offer strategic directional advise;
- The P & C Association consists of parents and other community members. The Association

meets monthly and focuses on fund raising, purchasing resources and assets to support the school's educational service. The school recognizes that school decision-making should directly engage parents, staff members and other stakeholders to meet the needs and aspirations of our school community;

- Some partnerships exist with community organisations and sporting groups to hire school facilities outside of student contact hours;
- Our school has published a weekly school newsletter (Parent News) which has been sent home to parents via email. The newsletter contains a variety of items about what has been happening at school and notifications of upcoming events. As other communication modalities are developed, consideration should be given to the frequency and purpose of the 'newsletter' communication;
- A noticeboard is located on the highway and is continuously updated to advertise upcoming events;
- Our school has upgraded its website to include calendar apps and other features to ensure that the school community is effectively informed;
- Periodically, the school has published articles through appropriate media showcasing the activities of students and staff;
- Our school has developed a positive story Facebook page;
- The Principal conducts a staff briefing weekly to summarise the events of the upcoming week, commentary on school activities and the implementation of the improvement agenda messages.

2015 – 2018 Intended Outcomes

- Regular and planned opportunities for stakeholders will exist to engage in school decision making via the implementation of a School Council from 2015 that advises the principal on the development, implementation, monitoring and review of school policies and strategic plans including the annual estimate of revenue and expenditure;
- The school leadership team and other staff will have the potential to further partner with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes;
- A range of carefully planned and designed partnerships will enhance student outcomes by broadening student knowledge, building new skills, developing positive attitudes, increasing engagement levels, creating applied learning opportunities for students and facilitating successful transitions to work, further education or training;
- Parents and teachers will be encouraged to collectively have high expectations of each child's learning and achievement at school, and will work with teachers to create positive attitudes about learning in each child. Parents will be informed of, and understand their child's learning progress and will join with teachers in the educational decision-making process for their child;
- Parents and teachers will recognise and use the skills and knowledge that children bring from the home to school and from the school to home;
- School communications will be multi-modal using different methods including oral, written, face-to-face, phone, noticeboards, newsletters, electronic, social media, and email;
- Communication will be an exchange of information and a means for staff members, families and other community members to learn from each other;
- A school social media (Eg. Facebook) page will be released that is continuously updated with student related content;
- Cultural, socio-economic and linguistic diversity is considered and the preferences of all families and community members are incorporated in communication modalities.

Summary of Intent

Developing a *Parent Engagement System* that facilitates effective communication between parents and school staff. This will increasingly ensure that parents and guardians are well informed and engaged with their children's education. Further, a broader *Community Engagement System will be established* that fosters partnerships with individuals and organisations external to the school so as to provide more educational and career opportunities for students whilst enriching learning. In our technological and complex modern world, we strongly believe that the appropriate formal education of young people is a prerequisite for successful employment, and a productive life.

State School Strategy 2014-18 – Create partnerships - Ensuring that community needs are central to decision making processes, autonomy and accountability.

Data References

- [MSHS Data Portal](#)
- [DETE Headline Indicators](#)

Conclusion

As this Four Year School Improvement Plan is increasingly implemented, our school will continue on its growth towards being one of the most outstanding rural high schools in Australia, and one that in relation to the *McKinsey Report* guidelines, is systematically moving along the journey from good, to great, to *excellent... 'A Place to Excel'*.

- The National School Improvement Tool was written by Professor Geoff Masters on behalf of the Australian Council for Educational Research (ACER) and has been made available to all Australian schools for use in their school improvement planning from 2013. The National School Improvement Tool applies findings from international research to the practices of highly effective schools and school leaders. The Tool assists schools to review and reflect on their efforts to improve the quality of classroom teaching and learning. It supports school-wide conversations – including with parents and families, school governing bodies, local communities and students themselves – about aspects of current practice, areas for improvement and evidence that progress is being made. (<http://www.acer.edu.au/school-improvement>).
- Published in 2010, the McKinsey Report, *How the world's most improved school systems keep getting better*, analysed 20 education systems from around the world, all with improving but different levels of performance, examining how each has achieved significant, sustained, and widespread gains in student outcomes, as measured by international and national assessments. Based on more than 200 interviews with system stakeholders and analysis of some 600 interventions carried out by these systems, this report identifies the reform elements that school systems must implement to move from poor to fair, to good, to great, to excellent performance.

A useful application of this report is to look at the 'what' and 'how' questions that a school should ask while engaging with a school improvement journey to excellence. Initially we as a school have looked to remove the inconsistencies of classroom practice by mandating a school-wide pedagogy and curriculum – our 'Teaching System'. We are now focussing on a phase that involves school leaders and teachers engaging in higher levels of professional dialogue to drive further improvement. Systems are being implemented to support professional learning communities and increased peer modelling, observation and feedback. As teacher practice and student learning outcomes continue to improve, our school's leadership team will need to engage with further innovation that is focussed on further extending student achievement. (<http://mckinseysociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better/>).

- Professor John Hattie's meta study, *Visible Learning* (2009), has become a globally renowned body of research. Hattie's book collects, compares and analyses the findings of more than 50 000 studies covering more than 80 million pupils. Hattie uses the effect size statistical measure to compare the impact of many influences on students' achievement and therefore identifies the most effective ways of teaching. (<http://visible-learning.org/2009/02/visible-learning-meta-study/>). The outcomes of this research have had a direct impact on the compilation of our Teaching System.
- Professor Michael Fullan in his latest publication *The Principal: Three Keys to Maximizing Impact* outlines how principals are often called the second most crucial in-school influencers (after teachers) of student learning. But what should the principal do in order to maximize student achievement? One of the best-known leadership authors in education, Fullan explains why the answer lies neither in micro-managing instruction nor in autonomous entrepreneurialism. He shows systematically how the principal's role

should change, demonstrating how it can be done in short order, at scale.

(<http://www.michaelfullan.ca/>)

- David Gillespie in his book *Free Schools (2014)* identifies that in Australia in particular, when it comes to parents selecting high schools, clearly factors like class size do not matter, students seemingly aren't any better off in co-ed as opposed to single-sex schools (and vice versa), composite classes are fine, fancy buildings are a waste of money, the old-tie network won't cut it in the new industries, and NAPLAN is misread by everyone to the extent that it is largely meaningless as a measure of quality. (<http://davidgillespie.org/books/free-schools/>)
- The DETE Parent and Community Engagement Framework Education helps schools, parents and the community to work together to maximise student learning. Research tells us parent and community engagement that is effectively focused on student learning can deliver powerful outcomes (OECD, 2011). Research tells us that the most successful schools engage students, parents, carers and the community as partners in supporting student learning. Many schools have already developed strategies to engage with parents and community. However with the overwhelming evidence that parent engagement has a positive effect on student achievement, all state schools and their communities are being encouraged to strengthen their engagement - with and between students, teachers, parents and carers, support staff, community, industry and business groups. This framework outlines 5 key elements of parent and community engagement to make a positive difference in our students' education. (<http://education.qld.gov.au/schools/parent-community-engagement-framework/about/>)
- The Family School and Community Partnerships Bureau supports Australian schools, families and communities to build sustainable, collaborative, productive relationships. As primary educators of their children, parents and families have a lasting influence on their children's attitudes and achievements at school. They can encourage their children's learning in and out of school and can support school goals and ethos. In 2014, the *Family Schools Partnership Framework* was developed as a roadmap for school community development. (<http://www.familyschool.org.au/>)
- Malachi Pancoast is president of *The Breakthrough Coach* consulting team (TBC), which works with education leaders to adapt proven business management techniques to the educational environment. TBC's Management Methodology™ is a research-based program with a track record of multiplying the time instructional leaders spend in classrooms, raising student achievement and decreasing the total work hours of school leaders. (<http://www.the-breakthrough-coach.com/>)
- Ian Macdonald leads an international consultancy, which provides training in System Leadership Theory. Systems Leadership Theory is outlined in the text that he jointly authored, *Systems Leadership: Creating Positive Organisations*. This book is concerned with how people come together to achieve a productive purpose. Human survival has always depended upon our ability to form and sustain social organisations. People have a deep need to be creative and to belong. By creating positive organisations we can fulfil

these needs and build a worthwhile society. From 2010 to 2014, Doctor Macdonald has worked with some Far North Queensland schools to establish effective systems. (<http://www.maconsultancy.com/>)

- John Fleming based at Haileybury College in Victoria has been the leading Australian advocate for Explicit Teaching and Learning Consolidation. (<http://teacher.acer.edu.au/article/teaching-methods>).
- Doctor Anita Archer is an internationally recognised leader in explicit instruction. She has presented workshops in Cairns in 2013 and 2014. (http://explicitinstruction.org/?page_id=19).
- In 2014, the Australian Institute for Teaching and School Leadership (AITSL) produced the *Australian Professional Standard for Teachers* and the *Australian Professional Standards for Principals*. These documents underpin professional learning for teachers and leaders in Australian schools from 2015. (<http://www.aitsl.edu.au/#>).
- The Queensland College of Teachers research Digest produced by ACER, which has a focus on what research means for teachers and teaching. Perkins, K. (2014). Parents and teachers: Working together to foster children's learning. *The Research Digest*, QCT, 2014 (10). Retrieved from <http://www.qct.edu.au>