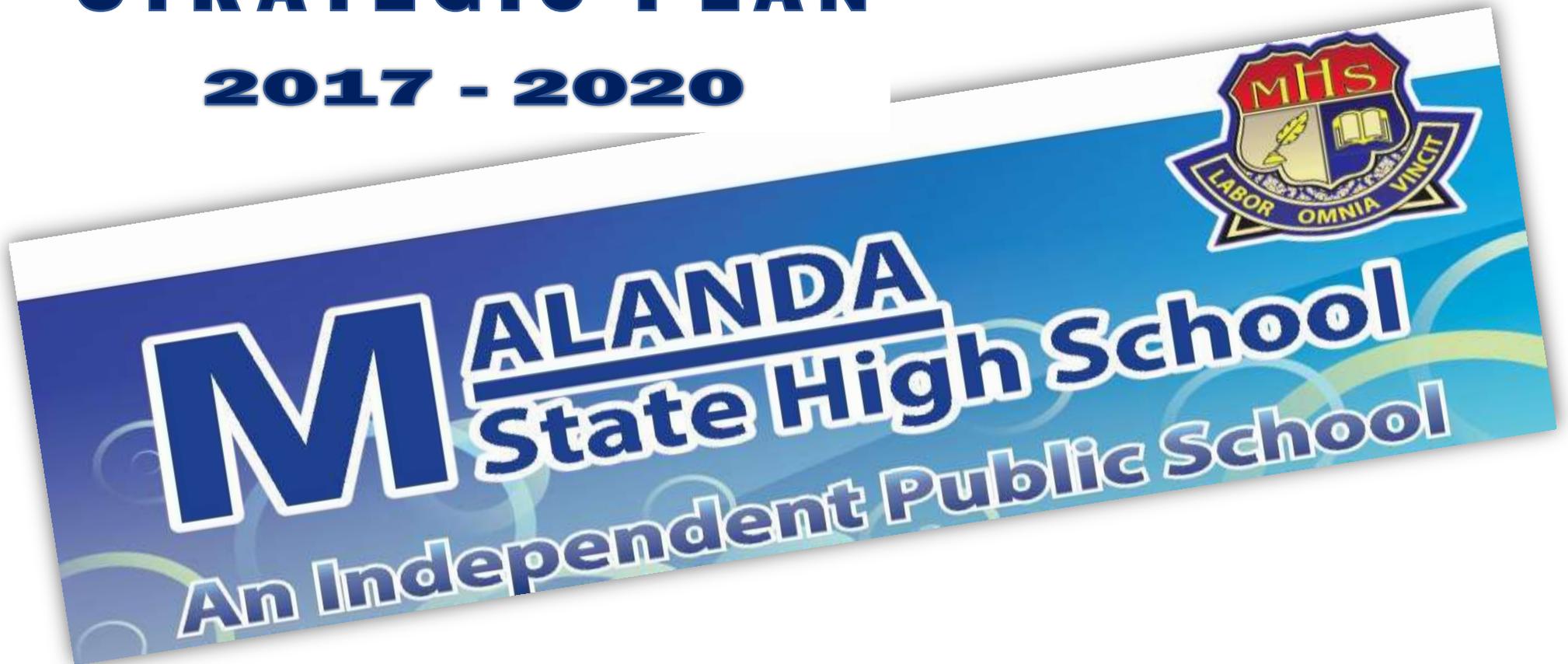


STRATEGIC PLAN

2017 - 2020



MSHS Strategic Plan 2017 -2020

OUR PURPOSE

“Within a supportive learning environment, to ensure all our students develop the literacy and numeracy skills in junior secondary that will enable them to successfully meet our Service Commitment within the senior secondary years”.

OUR SERVICE COMMITMENT

To ensure that all graduates of Malanda SHS achieve one or more of the following to give them the best start in life after school:

- a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA);
- an appropriate Overall Position (OP) rank that enables university entrance, and/or
- a clear Vocational Education and Training (VET) pathway to employment, and/or
- the skills to achieve direct employment post school, and/or
- alternative pathways for some students with special needs.



Pillars

1. **QUALITY TEACHING** – The quality and performance of teaching staff is the most influential determiners of student performance. Our teachers work collaboratively within our teaching system, which encourages personal and professional development adding to the quality of lesson delivery.
2. **QUALITY BEHAVIOUR** – The behaviour of students in classes and around the school grounds is a key indicator of school tone and student focus.
3. **OUTSTANDING ATTENDANCE** – Our target of “95% to thrive” across the school is achievable. We cannot teach students who are not at school.
4. **GOAL SETTING AND REVIEW** – Goal setting and targets are critical processes and will be discussed so students can gain clear focus on what is expected and aimed for in each term.

MSHS Strategic Plan 2017 -2020

SCHOOL CONTEXT

Malanda State High School

‘A place to excel’

Malanda SHS students are typical young Australians living on the Atherton Tableland. Yet, our students attain atypical results compared to the rest of the state. Consequently, when students leave Malanda SHS they have the necessary skills and knowledge to succeed in life after school. We pride ourselves on being a small rural school that provides the best opportunities for each of our students.

The focus of Malanda SHS is providing a rich and diverse learning journey for all students. We embrace our obligation to prepare our students to be respectful and courteous young citizens who are willing and eager to contribute to the wider community.

Our success is based on a simple formula starting with our firm, research based belief that student success is reflective of the quality and integrity of the instruction provided by teachers at our school.

In 2015 we became an Independent Public School. With the encouraging support of our parents we have built a quality teaching and learning culture at the school where students strive for and proudly celebrate academic success.

Inspirational teaching is critical to high performing students and our teaching team is very carefully selected and developed to ensure our school will maintain standards. All families can confidently trust that our school will be accommodating and flexible in our approach to meet the needs of each individual student.

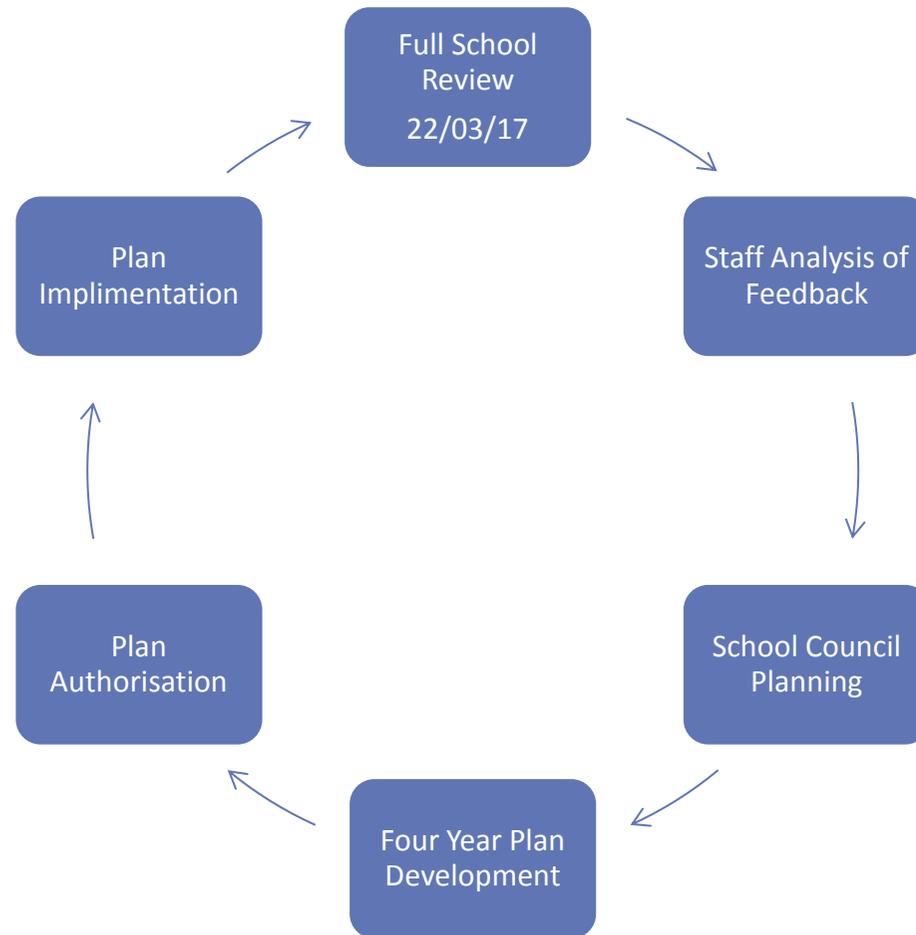
Our school is carefully managed to fulfil our purpose of preparing our Junior Secondary students with the literacy and numeracy skills to be successful in the senior years. In the senior years our students are pathway focused with careful planning taken to ensure each student achieves our Service Commitment.

Malanda SHS has been recognized as a ‘Place to Excel’ for a number of years. We will continue to be a place for students to excel and a happy place for parents to enrol their children, build relationships with our staff and extended Malanda community.



MSHS Strategic Plan 2017 -2020

Strategic Planning at MSHS is the responsibility of the School Council. The following flowchart outlines the process to arrive at the strategic direction of the school for the period of the plan. Our plan involves the future work in six identified focus area. Each of these areas will be investigated and improvements programmed over the four year tenure of the Strategic Plan.



MSHS Strategic Plan 2017 -2020

Overview of Strategic Actions

D = Design I = Implement E = Embed R = Review

| Identified Work | | Critical Work | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|
| TEACHING CAPABILITY | | <ul style="list-style-type: none"> • Increase in school based expert Explicit Teaching personnel resource. • Implement a whole-school process to moderate lesson observations and feedback. • Uniform approach to integration of literacy and numeracy across all curriculum areas. | R | I | E | R |
| Targets: <ul style="list-style-type: none"> • 100% Proficient in all Standards of Practice • 85% Highly Accomplished in all Standards of Practice | Strategies: <ul style="list-style-type: none"> • Teaching Flowchart • Prof Development Flowchart • Induction process • Supervision model • Mentoring program | | R/D | I | E | R |
| | | | R | D/I | E | R |
| CURRICULUM DESIGN | | <ul style="list-style-type: none"> • Development of the whole-school curriculum, assessment and reporting framework. • Consistency in the moderation of assessment tasks. | R/D | D | I | E |
| Targets: <ul style="list-style-type: none"> • ACARA compliance • QCAA compliance • Broad Curriculum • Pathways focus • Community engagement | Strategies: <ul style="list-style-type: none"> • Whole school curriculum planning • School Council strategic input • Community and professional partnerships | | R | I | E | R |
| SCHOOL WELLBEING | | <ul style="list-style-type: none"> • Refine Responsible Behaviour Plan to provide consistency of definitions within the behaviour level system. • Enact the School Workforce Plan to maintain staff members' wellbeing. | I | E | R | I |
| Targets: <ul style="list-style-type: none"> • School Opinion Survey data 90% satisfaction • OneSchool Referral data • School % Retention and Next Steps Data | Strategies: <ul style="list-style-type: none"> • Student Support System • Professional Development Flowchart • Induction process • Mentoring process • Peer support | | R | E | R | E |
| COMMUNITY | | <ul style="list-style-type: none"> • Develop and implement a Parent & Community Engagement Framework. | D/I | E | R | I |
| Targets: <ul style="list-style-type: none"> • School Opinion Survey data 90% satisfaction | Strategies: <ul style="list-style-type: none"> • Parent and Community Engagement Framework | | | | | |

MSHS Strategic Plan 2017 -2020

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|
| | • | | | | | |
| DIFFERENTIATION | | <ul style="list-style-type: none"> Development of a consistent school wide differentiation framework | R/D | I | E | R |
| Targets: <ul style="list-style-type: none"> Individual learning plans across all areas - placemats Differentiated practices across school 100% ascertainment completion | Strategies: <ul style="list-style-type: none"> SWD faculty development Regional cooperation Staff professional development and support processes | | | | | |
| TECHNOLOGY | | <ul style="list-style-type: none"> Develop a consistent school-wide approach to the use of digital pedagogies. Curriculum mapping of Information Communication Technology across school. | R/D | I | E | R |
| Targets: <ul style="list-style-type: none"> School Opinion Survey data 90% satisfaction 90% access provision to on site hardware Staff capability meeting need | Strategies: <ul style="list-style-type: none"> Regional support Financial investment Professional Development Flowchart Mentoring process Peer support | | R/D | I | E | R |

D = Design I = Implement E = Embed R = Review

Glossary of Terms

| | |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explicit Teaching | The research proven and preferred model of instruction adopted by Malanda State High School. Built around the concept of lesson phases where teachers demonstrate (I Do), Teachers and students enact cooperatively (We Do) and students enact independently (You Do). |
| Observations | The process where teachers are watched teaching and feedback provided for self-improvement. The observer may be a fellow teacher, mentor teacher or supervisor. |
| Curriculum | The specific set of learning materials used for each subject across the school. |
| Moderation | The process of comparing aspects of teaching and assessment to ensure consistency and quality of practice and grading. |
| Responsible Behaviour Plan | The school plan used to guide decisions regarding student rules and policies. The plan describes preferred and non-preferred behaviours and possible consequences for students. |
| Differentiation | The process of adjusting programs, teaching and resources to meet the different needs of different students. |
| Pedagogies | The craft of teaching or methods of teaching delivery. |
| ACARA | Australian Curriculum, Assessment and Reporting Authority |
| QCAA | Queensland Curriculum and Assessment Authority |

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