

FOUR YEAR SCHOOL STRATEGIC PLAN

NAME OF SCHOOL	Mareeba State High School	NAME OF PRINCIPAL	Josephine Soothill
ADDRESS OF SCHOOL	Jasper Street, Mareeba Q 4880	STUDENT FTEs DAY 8 2009	679

SCHOOL CONTEXTUAL BACKGROUND

Mareeba State High School is located in Mareeba a regional town, located approximately 60 km west of Cairns in the Atherton Tablelands. The town is also a major service centre for Cape York. The school attracts students from the surrounding towns of Dimbulah, Mutchilba, Biboohra and Mt Molloy. Approximately one third of students travel by bus to get to school and during the wet season, roads are often cut for short periods of time, sometimes preventing school attendance.

Agriculture, businesses and government organisations that service Cape York communities are the main local employment. The future economic outlook is based on opportunities in the mining and agricultural industries. The student population has a significant number of children who are descendants of Italian and Albanian immigrants. Approximately 20% of the student population identify as Indigenous. Literacy levels are an issue with nearly half of the student population falling below national literacy benchmarks. While numeracy levels are higher, the school data is still below the national cohort.

90% of Indigenous people live in homes located in the lowest 10% socio-economic areas in Mareeba. The average age of an Indigenous person (22 y.o.) is nearly half that of non-Indigenous (43 y.o.). Homelessness is a significant issue for Indigenous young people. The traditional owners of Mareeba are the Muluridji people, but the majority of Indigenous people come from other locations across Cape York and the Gulf of Carpentaria. School attendance is sometimes impacted due to family/community events. Indigenous student's attendance and retention, literacy, numeracy and QCE attainment are all significantly lower than non-Indigenous students.

The school is in a competitive educational environment with a Catholic high school, which had its first Yr 12 cohort in 2010. Parental satisfaction and expectations of the school are high and in 2010 Mareeba SHS was the highest performing school (per capita) in Far North Queensland with 4 OP1s (OP1-15 80%) and 71% attaining a QCE. Many parents and business owners attended Mareeba SHS themselves and there is strong community support for the school.

Staff satisfaction is similar to like schools and attendance is above. Staff retention is currently at 88%. There is a large core of staff who have been at the school for 10 or more years.

KEY PRIORITIES TO BE ADDRESSED

- Increase student engagement to attend and stay at school
- Maintain a high academic focus and ensure all students exit the school with a vocational pathway (either further study, apprenticeship/traineeship, full-time work, or for some students with special needs a transition into the community)
- Increase teaching staff capacity to teach literacy, numeracy, differentiated instruction, ICT
- Increase parent and community engagement with the school

COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

The school used the Diagnostic Inventory of School Alignment to survey parents, students and staff about the school in May 2011. 50% of parent respondents identified as Indigenous. This survey affirmed the school's high regard in the community and a need for an agreed pedagogy and performance feedback process for teachers. A series of workshops in July and early August 2011 with staff, students (student council and Yr 9 low achieving class), parents (P&C and Indigenous parents), community (Indigenous elders and community representatives) focussing on the NP outcome areas and the strategies most likely to improve outcomes for students.

A range of key stakeholder groups have been consulted and engaged:

- Students
- P&C
- Indigenous parents, elders and community representatives
- All school staff
- LCC

OUTCOMES

- All students are successfully engaged in learning.
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.
- Australian students excel by international standards.
- Young people make a successful transition from school to work and further study.
- Community confidence in the capability of schools.

NATIONAL PARTNERSHIP KEY REFORM AREAS:

1. Incentives to attract high-performing principals and teachers.
2. Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals.
3. School operational arrangements which encourage innovation and flexibility.
4. Provision of innovative and tailored learning opportunities.
5. Strengthened school accountability.
6. External partnerships with parents, other schools, businesses and communities and provision of access to extended services.

SCHOOL STRATEGIC PLAN

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
<p>1. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.</p> <p>Australian students excel by international standards.</p>	<p>1.1 Literacy and numeracy – improving NAPLAN results across all band levels</p> <p>1.1A Review and update the school's literacy and numeracy plans and monitor effectiveness</p> <p>1.1B Administer PAT M and PAT R annually (Years 8-10) to monitor effectiveness of strategies to improve student's literacy and numeracy levels.</p> <p>1.1C Continue Maths Mate program in Years 8-9 in 2011-2015. Investigate other resources e.g. Mathletics, Maths 300, Math Mastery (PD + TRS included)</p> <p>1.1D Continue Spelling strategy in 2012 in Years 8-10</p> <p>1.1E Supplement existing strategies with explicit reading and grammar instruction in Year 8&9 English (PD + TRS included)</p> <p>1.1F Ensure students meet QCE literacy and numeracy requirement</p>	<p>1.1A Review Term 4 2011 Updated literacy and numeracy plans Term 1 2012 Review plans annually in Term 4</p> <p>1.1B Administer annually in Nov (catch up in Yr 8 Feb for non FNQ SS students)</p> <p>1.1C Continue existing strategy in 2011. Revise program in 2012. Formatively assess student's numeracy each 5 weeks in years 8-9 from beginning of 2012. Evaluate effectiveness annually</p> <p>1.1D Evaluate program effectiveness Nov 2011 and Nov 2012</p> <p>1.1E Implement in 2012. Evaluate program effectiveness each Nov.</p> <p>1.1F Continue existing strategies. Review annually.</p>	15000	108000	123000
	<p>1.2 Improving science performance of students</p> <p>1.2A Further develop school's position as a Agribusiness gateway school and a specialist school in Engineering</p>	<p>1.2A Develop industry partnerships in 2011-2012. Adjust teaching programs to reflect agribusiness and engineering foci in 2012. Implement program in 2013. Evaluate program effectiveness annually.</p>	20000	0	20000
	<p>1.3 Developing teachers capacity to teach Literacy, Numeracy and Science</p>		88000	(See 4.3A and 4.3B) 30000	118000

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>1.3A Upskill two teachers to be literacy and numeracy key teachers. Literacy and Numeracy key teachers (0.5 each) to work with all teachers and teacher aides to increase student literacy and numeracy levels.</p> <p>1.3B Literacy and Numeracy teacher aide to support classes (addition 30 hrs through NP)</p> <p>1.3C Build science and SOSE teacher's capacity to explicitly teach reading in 2012 and incorporate strategies into Year 8 Science and History programs from 2013. Expand to year 9-10 programs if successful.</p> <p>1.3D Literacy training (systemic) completed by all teachers and teacher aides. Resource development to support implementation</p>	<p>1.3A 2012 – Key teachers appointed. Up-skilling and program development and initial implementation with staff and students. 2013-14 – ongoing implementation focussing on new staff. Evaluation of effectiveness of program and positions annually using PATM, PATR and NAPLAN (See 1.1)</p> <p>1.3B Employ teacher aide in 2011. Review position annually</p> <p>1.3C Teaching reading program (e.g ELDAC, reciprocal reading) PD for relevant staff in 2012. Yr 8 program revisions completed by Dec 2012. Implement Yr 8 programs in 2013. Evaluate using NAPLAN and PATR data.</p> <p>1.3D All staff trained in early 2012. New staff trained annually</p>			
	<p>1.4 Developing staff capacity to understand & use data and personalise student learning</p> <p>1.4A HODs (Teaching and Learning) to work with their teams using a 5-week formative assessment cycle to monitor and personalise student learning from 2012 (see 1.5A and 1.5B below)</p> <p>1.4B G&T key teacher role continues. Role is to Identify G&T students, develop suitable programs for students, promote extension activities (e.g. Uni. courses, competitions), PD for teaching staff and parents, and mentor staff in differentiated instruction for G&T students.</p>	<p>1.4A Plan in 2011, implement from 2012 with a semester review using PATM, PATR and KLA LOA results. Teachers modify teaching program for individuals and groups of students.</p> <p>1.4B continue existing role 2011-2015. Monitor effectiveness of role annually using student and parent satisfaction and achievement data (Also see 2.14)</p>	4000	(See 1.1B)	4000
	<p>1.5 Recommendations from Teaching and Learning Audit</p> <p>1.5A Agreed feedback loops for all staff</p> <p>1.5B Develop and implement agreed school-wide</p>	<p>1.5A Develop agreed feedback loop systems in 2011, implement in 2012, review annually</p> <p>1.5B Develop agreed pedagogy in 2011, implement in</p>	2000	(See 2.4A and 4.3A) 20000	22000

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	<p>pedagogy</p> <p>1.5C Implement Individual Learning Plans for all students</p> <p>1.5D Investigate school-wide positive behaviour support process to include a values program</p> <p>1.5E Review current behaviour management policy and procedures to reduce students coming to the school administration It is hoped that through better coordination of student services across the school that student engagement will improve.</p> <p>1.5F PD and planning in preparation for 1:1 learning environment. Implement from 2013</p> <p>1.5G Complete curriculum review in 2011. Revised curriculum for 2012.</p>	<p>2012, and review annually, and include in staff induction programs from 2013.</p> <p>1.5C Evaluate, revise and implement system across Yr 10-12 in 2012. Review process and adjust annually based on student and parent satisfaction data, QSA 15 columns data and destination data. Plan system for Yr 8 in 2012 and trial with Yr 8 in Semester 2. Implement across Yr 8 in Years 2013-2015 and Yr 9 2014 -2015. Plan inclusion of Yr 7 in 2013-14. Implement in Yr 7 in 2015.</p> <p>1.5D (See 2.4B, 2.1A, 2.1D, 2.4D, 2.4E)</p> <p>1.5E (See 2.4B)</p> <p>1.5F (See 2.3A)</p> <p>1.5G 2011 review completed. Actioning recommendations ready for implementation in 2012. Review curriculum annually 2012-2015</p>			
<p>2. All students are successfully engaged in learning.</p> <p>Schooling promotes the social inclusion and reduces the education</p>	<p>2.1 Closing the gap for Indigenous students and developing a culture of high expectation for all students</p> <p>2.1A Establish an after-hours homework club</p> <p>2.1B Teacher aides</p> <p>2.1C PD</p>	<p>2.1A Plan in 2011, implement from Sem.1 2012</p> <p>2.1B continue existing strategies</p> <p>2.1C Staff PD on poverty and Crossing cultures using local Indigenous representatives focussing on local perspectives. Review annually.</p>	375000 (est.)	(See 4.3A) 35500	410500

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disadvantage of children, especially Indigenous children.	2.1D Further develop student leadership programs (Indigenous Leaders, Senior Leaders, Beacon Ambassadors, Student Council, Outdoor Ed program)	2.1D Audit existing programs in 2012, adjust program in 2012 and implement revised program in 2013. Annual review.			
	2.1E Indigenous Tertiary Aspirations Program	2.1E Implement identification process in 2012 and program from 2013.			
	2.1F ATSI curriculum program (as one part of EATSIP program)	2.1F Investigate in 2012 and implement from 2013. Review EATSIP strategy annually.			
	<p>2.2 Action Research Projects to improve student learning outcomes of identified student cohorts such as:</p> <ul style="list-style-type: none"> • Homeless • Indigenous • Refugees • ESL (Indigenous, Pan Pacifica & other) • Disabilities (including number of students awarded a Queensland Certificate of Individual Achievement) • Additional learning needs • Others <p>2.2A Principal's action research project</p> <p>2.2B Individual/small group projects (max. \$5000/year) to implement action research</p>	<p>2.2A Track parallel groups (Yr 8 2011 – Yr 11 2014 vs Yr 2013 to Yr 10 2015) to see if attendance/ attitude to schooling/achievement has positively changed. Initial data collection 2011-13. Write scoping paper 2013 Interim data collection 2013-2014 Write interim findings 2014 Final data collection 2015 Final paper 2015</p> <p>2.2B Offered annually to staff to support improvement strategies. Feedback shared with the school community</p>		22000	22000
	2.3 Student attendance rates including Indigenous attendance	2.3A e-learning key teacher trained in 2012, full-time	10000	(See 4.3B) 11000	21000

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	<p>2.3A e-learning key teacher to progress online learning services</p> <p>2.3B Administration Officer support for Student Services Centre (full-time, from existing staffing allocation)</p> <p>2.3C Reward system linked to school attendance</p> <p>2.3D Review and improve high school transition programs (6-8 and 10-11)</p>	<p>assistance for teachers in 2013, half-time for 2014</p> <p>2.3B AO2 training in 2012 and uptake in new role 2012 or 2013</p> <p>2.3C YLC to audit existing system in 2011, design system with in 2012 and implement 2012-2015 with annual review</p> <p>2.3D DPs to audit existing systems in 2012, design and implement systems in 2013-2015 with annual review</p>			
	<p>2.4 Positive Behaviour Support - Reducing School Disciplinary Absences where behaviours issues are consistently high</p> <p>2.4A Appoint HOD (Student Engagement)</p> <p>2.4B Further develop School-wide Positive Behaviour Support</p> <p>2.4C Continue Teacher aide to assist in Youth Transition Centre</p> <p>2.4D Review Responsible Behaviour Plan for Students – e.g. support on return from suspension</p> <p>2.4E Classroom profiling of all staff as a self-reflection tool</p>	<p>2.4A Appoint HOD from start of 2012 and continue to 2015</p> <p>2.4B Audit of existing support services 2012 Investigate additional services 2012-2013 Implement additional services as required 2013 – 2015. Review annually.</p> <p>2.4C continue existing strategy. Review annually</p> <p>2.4D Review annually. Adjust policy and procedures</p> <p>2.4E Annual profiling of all teachers. Use school-wide data to inform classroom management PD</p>		(See 4.3A and 4.3B) + 1500	1500
	<p>2.5 Student wellbeing and support</p> <p>2.5A Convert A03 into a student support services centre. Relocate student services support staff to</p>	<p>2.5A plan and commence construction in 2011 ready for commencement of 2012 year.</p>	70000	(See 4.3 and 2.1D) 73000	143000

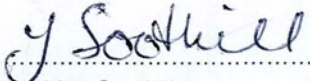
Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>new location.</p> <p>2.5B Learning Support Management Team to develop proactive and reactive processes to support individuals and groups of students. Increase structured student activities during break times.</p> <p>2.5C Employ a casual teacher to support homework club</p> <p>2.5D Further outdoor education and student leadership programs</p> <p>2.5E Implement designated socio-emotional learning program in Yrs8-9</p>	<p>2.5B Continue existing strategies. Review annually</p> <p>2.5C Employ casual teachers to support 3 day/week homework club. Commence Sem 2 2012. Review position annually.</p> <p>2.5D (See 2.1D, 2.3C, 1.5D)</p> <p>2.5E investigate possible programs to add to existing suite in 2011 for phased implementation in 2012. (See 1.5D and 2.4B also). Review annually.</p>			
<p>3. Young people make a successful transition from school to work and further study.</p>	<p>3.1 Improving student transition to work and further study</p> <p>3.1A Appoint HOD (Senior Schooling)</p> <p>3.1B Streamline existing SET planning processes (including regular review and evaluation) to ensure all students have a pathway</p> <p>3.1C Continue existing strategies (e.g. Beacon, Yr 10 work experience, SBAT, Certificate II and above courses, Early Uni, career events, Career education)</p> <p>3.1D Increase senior schooling teacher aide to be a full-time position (additional 15 hours/week)</p>	<p>3.1A HOD (Senior Schooling) appointed Term 3 2011</p> <p>3.1B Audit current process 2011, modify process for 2012 and review annually (also refer 1.5C)</p> <p>3.1C Continue. Review effectiveness of programs annually.</p> <p>3.1D Employ teacher aide from 2012. Review position annually</p>	116000	(See 4.3B)	116000
	<p>3.2 Partnerships with Higher Education, Training and Business that promote meaningful pathways including pathways for students at educational risk such as students with a disability and Indigenous students</p>		(See 1.2A)		0

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>3.2A Continue existing partnerships with external education and training providers (e.g. AACC, QITE, VPG, Skills 360, Ostara, SDE, universities and TAFE institutes)</p> <p>3.2B Continue existing partnerships with employers.</p> <p>3.2C Promote new partnerships with education providers and employers</p> <p>3.2D Position school as a gateway school for agribusiness and Drama/FTV excellence</p> <p>3.2E Maintain other excellence programs (e.g. Engineering, Rural Operations (Mechanical), Arts)</p>	<p>3.2A continue and review annually</p> <p>3.2B continue and review annually</p> <p>3.2C Analyse number of new links formed annually.</p> <p>3.2D Finalise Agribusiness action plan in 2011 and implement in 2012. Review annually. Trial Drama excellence program in 2012. Evaluate 2012. Implement 2013.</p> <p>3.2E continue and review annually.</p>			
4. Community confidence in the capability of schools.	<p>4.1 Improving parent reporting – particularly around student wellbeing</p> <p>4.1A Revised parent –teacher communication process focussing on individual learning plans rather than report cards each term</p> <p>4.1B continue to issue report cards each semester as per EQ policy</p>	<p>4.1A Design system in 2012 and implement progressively in 2013-2015. Review annually.</p> <p>4.1B continue strategy. Review annually.</p>		(See 4.3A)	0
	<p>4.2 Parent and community engagement programs (including Indigenous engagement)</p> <p>4.2A Support PaCE and other community generated parent programs</p> <p>4.2B Parent workshops (e.g. PPP, 1:1 ICT, individual learning plans, cybersafety)</p> <p>4.2C Forming an Indigenous parent group to support Indigenous students and events (e.g.</p>	<p>4.2A Contribute as required. Review annually</p> <p>4.2B Canvas parents about workshop needs in early 2012. Develop parent program and implement. Review annually.</p> <p>4.2C Work with PaCE team and CEC to initiate program in 2012. Parent group to provide advice on</p>	(See 2.1) 5000	160000	165000

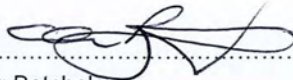
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	<p>NAIDOC, camps)</p> <p>4.2D Extend parent volunteer program (beyond P&C/tuckshop)</p> <p>4.2E Marketing Plan (radio, website, newspaper, parent net, school events, newsletter). Employ AO2 to support processes</p> <p>4.2F DISA Survey to be administered annually to monitor school's perception internally and in the wider community</p>	<p>how Indigenous targeted funds will be expended. Provide advice to the school on educational issues affecting Indigenous students. Review annually</p> <p>4.2D Work with PaCE team, CEC and others to generate a parent skills database in 2012. LSMT to conduct needs analysis of the school community. Link the two together.</p> <p>4.2E finalise plan for 2012 continuing existing strategies. Employ AO2 from Sem 2 2011. Review position annually.</p> <p>4.2F administer annually. Use data to inform future changes to strategic plan.</p>			
	<p>4.3 Improving teacher quality and workforce planning</p> <p>4.3A Staff professional development to improve teaching performance especially in literacy, numeracy, differentiation and elearning.</p> <p>4.3B Workplace reforms</p> <ol style="list-style-type: none"> 1. Key teacher literacy 2. Key teacher numeracy 3. Key teacher e-learning 4. HOD coaching/classroom profiling (July2012) 5. Teacher aide (YTC) 6. HOD student engagement 7. Parent/Community engagement AO 8. Teacher aide (Senior schooling) 9 Teacher aide (Literacy/Numeracy) <p>4.3C Staff well-being program (having fun @ or through work)</p> <p>4.3D Continue existing teacher induction programs</p>	<p>(See 1.1C, 1.1E, 1.3C, 1.3D, 1.4B, 1.5A, 1.5B, 2.1C, 2.3A, 2.4A, 2.4E, 2.5D, 2.5E, 3.2D, 4.1A, 4.2B)</p> <p>4.3B</p> <ol style="list-style-type: none"> 1 (See 1.3A) 2 (See 1.3A) 3 (See 2.3A) 4 (See 2.4E) 5 (See 2.4C) 6 (See 2.4A) 7 (See 4.2E) 8 (See 3.1D) 9 (See 1.3B) <p>4.3C Audit current program and survey staff re; needs and wants. Implement revised program in 2012. Review annually.</p> <p>4.3D Continue existing programs. Review annually and adjust as required.</p>	<p>1000 + (existing grant sources)</p>	<p>1869000</p>	<p>1870000</p>

CERTIFICATION

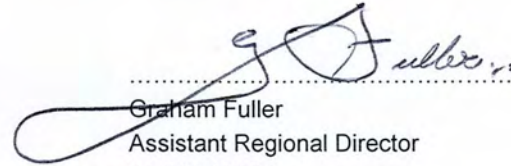
This Plan (with Budget and Annual Financial Return) was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.



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Josephine Soothill
Principal
21 / 10 / 2011



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Craig Batchelor
P&C President
21 / 10 / 2011



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Graham Fuller
Assistant Regional Director
21 / 10 / 2011