

# Mossman SHS

## 2025 ANNUAL IMPLEMENTATION PLAN

Educational  
achievementWellbeing and  
engagementCulture and  
inclusion

School priority 1		Develop and implement systems to support student well-being and inclusion across all levels of the school		Phase	Embedding -E	School priority 2		Identify and establish teacher well-being processes and structures to build engagement and professional development opportunities.		Phase	Developing – D
Link to school review improvement strategy:		Review the Student Code of Conduct, associated systems and processes and allocation of resources to strengthen consistency of practices and support for all students to engage in their learning. (D3)				Link to school review improvement strategy:		Create further opportunities for staff consultation and collaboration on appropriate school-based decisions to establish collective ownership and shared responsibility for the strategic agenda. (D1) Create opportunities for collaboration within and external to the school to further build the capability of teachers in prioritised areas including professional learning and observation for teachers teaching outside their specialist areas. (D5)			
Strategy/ies		Develop an overarching framework to integrate responses for student early intervention to affect behavioural, academic and inclusion outcomes. Student welfare and support teams develop and implement a common referral framework to access multi-tiered support for students. Implement a common PBL approach throughout the school. Establish systems to target and support specific disengaged student cohorts Redefine existing roles and provide clarity on responsibilities of existing ELT and SLT. Partnership initiatives resources to enhance school community connection and interactions.				Strategy/ies		Survey staff on their wellbeing needs and ideas annually. Build staff resilience and team membership through planned collegial engagement activities through each year. Make provision for and encourage staff input into school strategic planning and review. Revitalise teacher annual performance processes to be more focussed on the needs of staff. Utilise a range of activities that builds staff cohesion and positive interaction Celebrate teacher success in classrooms and outside the school Recognise staff employment milestones Build trust and openness through honest and supportive staff meeting agendas – seek input from staff			
Actions including Responsible officer(s)				Resources		Actions including Responsible officer(s)				Resources	
Principal – monitor and refine existing systems Deputy Principals – Refine and Run Tier 3 intervention and support meetings. HODs – Monitor student behaviour (Year Level HODs) and academic performance data through Curriculum HODs,) Set up Tier 2 intervention and support system Teachers – Utilise systems for referral using established processes				Regional Office support through IECM. School Data plan SORD		Principal – Consult widely on staff team building activities and meeting agendas that meet teacher needs Deputy Principals – Implement systems with fidelity and transparency HODs – Participation honestly in senior management meetings and work with faculty staff to support teacher professional development needs Teachers – Participate in school systems and activities in a spirit of cooperative trust and support				Wellbeing programs, Budget for External whole staff PD opportunities,	
End Term 4	Measurable outcomes	Staff are able to articulate the schools PBL agenda. 100% of teaching staff use systems to collect student behaviour data. Student support, management and referral systems will be established. % of students attending <85% decreases by 5% for 1 <sup>st</sup> Nation’s students. Target student cohorts’ retention in each year increased by 5%. SDAs decrease by 10% for 1 <sup>st</sup> Nation’s students. SOS staff data on student behaviour management improves from current level to 50%.				End Term 4	Measurable outcomes	100% staff response to pulse surveys. 10% increase per year of students who like being at school and support in SOS data over SP period. 15% per year Increase in Staff SOS morale data over SP period. 100% teachers engaged in APDP planning, execution and review process.			
	Success criteria	Behaviourally: Students will know how support is available. Teachers will know a referral system is in place and how to use Leadership team will track and monitor the level of supports required and adjust systems to meet need.					Success criteria	Behaviourally: Students can express how they are supported by staff at school. Teachers can engage in support systems without judgement and know their input is valued. Leadership team will review staff pulse surveys data and make adjustments to staff wellbeing programs.			
	Artefacts	Documented Internal Student Referral processes for Tier 2& 3 students. Tiered intervention chart and PBL materials.					Artefacts	Schedule of staff meetings, agendas and minutes available as well as professional development and team building activities.			
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring		
End Term 1	Staff are able to articulate the schools PBL agenda.	Behaviourally: Students will become aware of the types of support available for them in the school. Teachers will start students through existing structures for support. Leadership team will develop systems of system that examines and respond to student needs.	Referral system flow chart. Student Support awareness posters	Range of programs increasing	End Term 1	Staff are able to recognise that meeting agendas are being create after consultation with them.	Behaviourally Leadership team will consult with staff in the design and execution of meeting agendas and activities that meet their meets.	Meeting agendas			
End Term 2	Student support, management and referral systems will be established. No. students being supported. % Reduction of SDAs	Behaviourally: Students can start to access alternative learning programs. Teachers will start input in to the development of student support systems. Leadership team will regularly and actively review student students through referral and behaviour data.	Tracking system of student support.	SDAs decreasing Attendance data improving	End Term 2	% of Staff who respond favourably to the SOS surgery and interim pulse surveys	Behaviourally: Students are able to recognise that staff are responding in positive way to their behaviour and academic performance. Teachers will express their view in forums and know that their input in valued. Leadership team will continue to consult and adjust meeting agendas.				
End Term 3	% Teaching staff use systems to collect student behaviour data. % Increase in attendance.	Behaviourally: Students will understand how they can better articulate the type of program support they require. Teachers can utilise support systems to access and report student data. Leadership team will review SDA & attendance data to make adjustments to support systems.		Retention data improving QCE data .	End Term 3		Behaviourally: Students will continue to access school programs , increasing attendance Teachers will participate fully in staff team building activities and build cohesive supports with each other across facilities. Leadership team will		SORD		

School priority 3		Clarify and consolidate pedagogy and teaching approaches that support subject related material and teacher capacity to implement.	Phase	Developing – D Implementing – I	School priority 4		Review, define and then systematically implement systems to monitor curriculum planning, moderation and assessment processes to support teachers to understand subject specific requirements of the Australian Curriculum and QCAA	Phase	Implementing – I Embedding – E		
<b>Link to school review improvement strategy:</b>		<ul style="list-style-type: none"> <li>Create opportunities for collaboration within and external to the school to further build the capability of teachers in prioritised areas including professional learning and observation for teachers teaching outside their specialist areas. (D5)</li> <li>Formalise and implement a Local Consultative Committee (LCC) approved approach to observation and feedback to enable teachers to routinely engage in opportunities to reflect on and strengthen their use of agreed pedagogies captured in the 'Mossman Way'. (D8)</li> </ul>			<b>Link to school review improvement strategy:</b>		<ul style="list-style-type: none"> <li>Create opportunities for collaboration within and external to the school to further build the capability of teachers in prioritised areas including professional learning and observation for teachers teaching outside their specialist areas. (D5)</li> <li>Develop a whole school curriculum, assessment and reporting plan that includes 3 levels of planning to ensure teachers are clear about what and how to deliver the Australian Curriculum (AC) to every student. (D6)</li> </ul>				
<b>Strategy/ies</b>		<ul style="list-style-type: none"> <li>Establish through curriculum planning sessions, key observational areas for support and development.</li> <li>Formalise teaching pedagogy and capability development through SLT observations and feedback.</li> <li>Review school's Pedagogical framework to reflect KLA and learner needs.</li> <li>Budget allocation to ensure all teaching staff are able to access quality PD that directly links to their goals.</li> </ul>			<b>Strategy/ies</b>		<ul style="list-style-type: none"> <li>Develop and implement a planning and moderation schedule that is cyclical for each term that can be reliably repeated each year.</li> <li>Refine assessment schedule and ensure AC/QCAA alignment</li> <li>Revitalise Curriculum and lesson planning within KLA Departments and establish COP Best Practice forums</li> <li>Reorganisation of existing resources to align with changed curriculum support provisions, monitoring, and review processes.</li> </ul>				
<b>Actions including Responsible officer(s)</b>				<b>Resources</b>		<b>Actions including Responsible officer(s)</b>				<b>Resources</b>	
<b>Principal</b> – Design and setup of systems with SLT to monitor subject specific pedagogies and school wide approaches <b>Deputy Principals</b> – Work with HODs to implement systems to support teaching and learning in classrooms <b>HODs</b> – Classrooms support and feedback on the implementation of teaching and learning in classroom through APDP <b>Teachers</b> – Engage in and individual and collegial support processes defined through APDP process to review, monitor and further refine teaching practices.				TRS and Budget for staff to attend identified PD sessions		<b>Principal</b> – Monitor school wide engagement and report through ELT, SLT and to P&C school achievement data <b>Deputy Principals</b> – Work with HODs to monitor curriculum implementation <b>HODs</b> – Support teachers to understand KLA requirements <b>Teachers</b> – Access PD and support materials through QCAA and ACRAA resources				SORD School Curriculum and Assessment plan School Data Plan	
End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>100% engagement of HODs in PD and structures to setup and develop classroom observational and feedback systems.</li> <li>Up take of staff in observations and review provision increases by 20% each year.</li> <li>Increasing % of Teaching staff APDPs plans reflect goals aligned to improving pedagogy in key learning areas.</li> <li>Sharing of teaching practice between teachers through COPs and invitations to observe increase by 50%.</li> <li>Pedagogical framework is reviewed, visible and referenced by staff.</li> <li>Student class truancy in Years 8 &amp; 9 will be reduced by 20% each year of SP.</li> </ul>			End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>50% of teachers involved in professional development linked to annual performance development plans on curriculum planning and moderations activities.</li> <li>Subject specific communities of practice, start to be established with targeted teachers participating.</li> <li>100% of teachers know school's assessment schedule and can participate in moderation.</li> <li>Maths and English – increase %A &amp; B by 2%. And be above state expectation levels and show positive relative gain.</li> </ul>				
	<b>Success criteria</b>	<b>Behaviourally:</b> <ul style="list-style-type: none"> <li>Students will be more engaged in learning activities and have less class truancy.</li> <li>Teachers will understand and use the pedagogical framework when involved in planning sessions.</li> <li>Leadership team will use pulse surveys to track teacher satisfaction with PD opportunities and make changes to better reflect teacher support and PD needs.</li> </ul>				<b>Success criteria</b>	<b>Behaviourally:</b> <ul style="list-style-type: none"> <li>Students know assessment requirements and understand how they can improve their outcomes.</li> <li>Teachers will demonstrate their understanding of the AC and QCAA requirements through HOD monitoring.</li> <li>Leadership team will monitor internal moderation and curriculum support provisions through staff feedback.</li> </ul>				
	<b>Artefacts</b>					<b>Artefacts</b>	Moderation Schedule, School Curriculum planning, Revised Pedagogical Approaches for KLAs, Revised Assessment policy				
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>		<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>		
End Term 1	Increase in student engagement in teaching and learning activities	<b>Behaviourally:</b> Students will be able to engage in targeted lesson content more effectively. Teachers can engage in PD and that aligns to their APDP Leadership team will work with HOD to model and develop monitoring and feedback system	APDP Monitoring process flowchart Feedback form	HOD monitoring data of student support (Tier 1 & 2 response)	End Term 1	School planning and assessment scheduled reviewed. Relevant QCAA and AC PD scheduled for teaching staff	<b>Behaviourally</b> Leadership team will review whole school curriculum planning and assessment schedules.	Whole school curriculum plan Whole school assessment plan			
End Term 2	Review of APDP Build teacher confidence in processes Reduction in student classroom disciplinary action	<b>Behaviourally:</b> Teachers will review teaching and learning practices and align their changes to APDP intentions Leadership team will monitor engagement year level cohorts in classroom engagement and discipline and through referrals to Tier 2 intervention and support.		Completion of teacher APDP. School SDA data SOS staff data SOS Student data	End Term 2	% of Staff regularly accessing QCAA and AC PD sessions. % Achievement in Maths and English COP established	<b>Behaviourally:</b> Students can access support to understand assessment requirement. Teachers will be able to unpack student assessment requirements for students in their classes. Leadership team will provide time and structure for moderation activities to occur.	Register of PD available and accessed SORD achievement data.			
End Term 3	Increase in positive student feedback to students and parents	<b>Behaviourally:</b> Students will be able to positively respond to SOS questions and student wellbeing surveys. Teachers can reflect on their individual teaching a practice the areas of improvement based on student's successes in their classrooms. Leadership team will systematically review student and cohort for improvement trends and patterns		PBL data One School contact data. LOA data and NAPLAN Alignment in SORD	End Term 3	% staff engagement in curriculum planning and satisfaction through pulse surveys	<b>Behaviourally:</b> Students will be able to describe what they need to do to improve their achievement. Teachers will understand how they can make adjustment for the learners in their classes, particularly in Maths and English. Leadership team will review effectiveness of teacher moderation activities in relation to curriculum provisions.				
<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.											
Principal		P&C/School Council			School Supervisor						