



Educational achievement



Wellbeing and engagement



Culture and inclusion

## Merrimac State High School 2024 ANNUAL IMPLEMENTATION PLAN

**Culture of Inclusion through:**

*Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.*

**Achievement and Celebration**

We value and respect all individuals. We view all progress as significant, and worthy of celebration.

**Accessibility**

We regularly and systematically evaluate and revise practices to optimise inclusivity.

**Ability, not Disability**

We emphasise strengths over deficits. We remove barriers to success.

**Awareness**

We build and promote a culture of knowledge, empathy, and respect of diversity.

**Assessment and Adjustment**

We plan for diversity. We acknowledge that "sameness" is not equality.

**Merrimac SHS  
Inclusion  
Framework**

Monitoring  
Green --on track, Yellow -- underway, Magenta -- yet to commence. Shade cell at the end of each term after reflection based on progress.

T1	T2	T3	T4

**Long term measurable/desired outcomes:**

- Targeted literacy and numeracy PD for all subjects to support professional growth and differentiation
- First Nations perspectives embedded in curriculum from general capabilities ACARA 9.0. and audited for impact
- Offer community opportunity to upskill in new career workshop areas utilising our Facilities increasing engagement and supporting parents entering the workforce
- Students set writing goals in English using the Literacy Continuum Writing Indicators.

**AIP measurable/desired outcomes:**

- SoS Student Data -Reduction in SWD SDA's and Increase in SWD A-C achievement.
- SoS Student Data -Safe at school, teachers support us etc. increase %.
- SoS Parent data around teachers.
- SoS Teachers: Confidence and access to PD.
- 100% A-C English & Maths
- 70% A-B English & Maths
- 100% JCE success. At least a C across 4 key KLA's.
- First Nations students tracked fortnightly through data wall.
- 100% At least C for all First Nations students in English and Maths.
- Documented differentiation practices / PLP in OneSchool and dedicated whole staff PD for SWD.
- 100% A-C English and Maths Year 7-10
- 70% A-B LOA Maths and English 7-10.
- RTI students tracked to improve to meet Literacy and Numeracy targets.

**Strategy/ies:**

- Implement whole school inclusion framework for refinement and common understanding with students developing the body of work in the 5A's framework

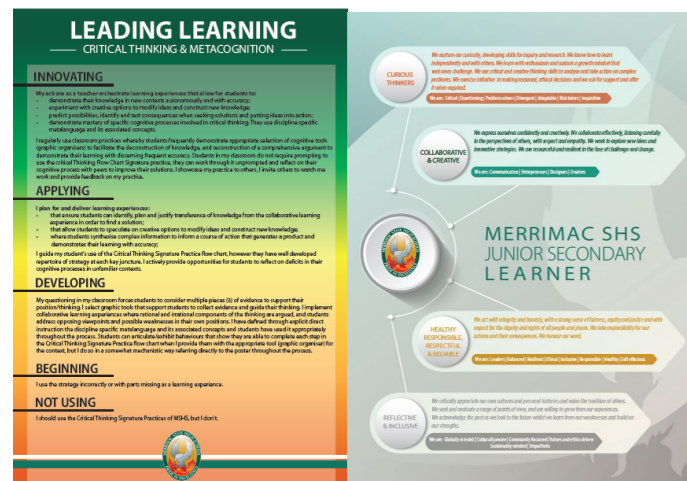
**Actions:**

- PD in evidence-based learning support and differentiation offered after each reporting cycle through TrakEd.
- PLC used as consultation and build with staff on Inclusive Framework.
- RTI classes streamed and facilitated by targeted literacy, numeracy and expert senior staff revisited in 5 week cycles with feed forward and back cycles implemented to HODs
- Leadership PD (Student PD) with a focus on the MSHS Inclusion Framework
- Evidence in planning to focus on ability not disability and inclusive general capabilities audited for Sem 1.
- Cultural focus on 5 areas of MSHS Inclusion Framework to build a language of inclusion
- Form and implement dispositions as a quality assurance and professional learning mechanism
- Planning documents reflective of SWD in class (SFD placemats)
- Align General Capabilities of First Nations Pedagogies to enrich the learning of every student as evidenced in planning documents.
- TA and Case Management aligned to specific support across the whole school to successfully transition through secondary school.
- Celebrate growth and Achievement as student success linked to the inclusion framework and regular calendar events of success

**Responsible officer(s): All Lead by HOSES and DPI**

**School priority 2: Wellbeing and Engagement**

Build pedagogy capability and expertise through targeted professional learning directly linked to key targets via instructional leadership and signature practices building a culture of high expectations and differentiated support to engage students.



**Monitoring**

Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4
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**Long term measurable/desired outcomes:**

- Improve interpretation and relevance of student data through cycles evident in Data plan
- SOS data increase in 'I have access to relevant PD' from 72.4% to >90%
- SOS data increase 'The school encourages coaching and mentoring activities' from 70.8% to >90%
- SOS data 'I modify my teaching practice after reviewing student assessment data' increase from 94% to 100%
- SOS - I receive useful feedback about my work at this school' increase >90%
- ALL HODs partake in the growth of two leaders for development
- Development of feedback cycles and approaches linked to IL
- Implementation of Aspirant Leaders program
- Revisit workforce plan for current role effectiveness and new role requirements
- Implementation of Learning Walks and Talks with students
- 100% of teaching staff have completed 2 APR conversations
- 100% of teaching staff have completed QCAA modules in Assessment and Literacy
- Student attendance data moving to 95% across all cohorts.
- Increase in positive messaging and participation rates in NAPLAN
- 100% NMS
- Mean Year 7 – 530
- Mean Year 9 – 615
- data sets used to create a 'pack' of resources for teachers to inform RTI & Teaching & Learning
- Student voice surveys implemented.
- Curriculum roll out: blend and map 8.4 and 9.0 with key focus areas on English and Maths for full integration
- Greater focus on PBL strategy targeting student engagement and culture and positive relationships with staff
- Maximising transition beyond 'days and events' to data sharing and observations prior to arrival

**AIP measurable/desired outcomes:**

- 95% student attendance
- Staff articulate and action pedagogical approaches framework in their lessons with feedback and observation.
- 100% teachers engaged in PLCs and Inquiry Cycles leading to increase in key areas of LOA
- 100% teachers complete Q Learn modules on Pedagogical Approaches.
- All Graduate Teachers complete classroom profiling 4 times per year (2 per semester).
- Published Collaborative Expertise Calendar.
- Top 3 Signature Practices mapped and identified by KLA.
- All teachers complete 2 Formal Observations.
- 100% SMART goals are linked to an AITSL Teaching Standard a School Priority linked to E & E.
- 100% teachers embed meta-cognitive thinking tools and engagement strategies in all lessons and these are evidenced in planning documents.
- Increase in teacher engagement in Learning Lounges by 50% every year.
- SoS Student and Parent data - Student behaviour is well managed at my school. Currently 34% up to 72%.
- PBL Data Staff: Decrease in staff requesting/identifying they need more training in PBL and Behaviour Management.
- All staff confident and competent in implementing PBL strategies within the school evidenced in SOS and decrease in Dean referral
- Every teacher in a PLC engaged in a cycle of inquiry.
- Teacher observations at least 1 per semester by HOD and then peer reviews throughout year.
- Engaged pedagogies and relationships to reduce SDAs evidenced by increased Student SOS data positive reflections
- Refine Wellbeing curriculum reviewed and tailored to targeted student need.
- Align whole school Professional Learning Plan to all Key PD and key agendas to make explicit connections between all meetings such as PLC, Staff, Exec, Twilight, Assemblies.
- Promote pathways and opportunities for Year 13 from Year 9 actively exposing students to RTO, Uni, TAFE.
- PLCs dedicated to improving reading performance and pedagogies.
- Review Data Plan to track all relevant diagnostics and intervention cycles.
- Implement new observation templates to reflect PLC learning and signature practices.
- Implementation of SNARC referral process

**Strategy/ies:**

- Increase staff pedagogy capability (targeted Junior Secondary and Cognition) supporting engagement, differentiation and rigour.
- Target PLC and Inquiry Cycles to leverage new data framework as timely check points for goal tracking
- Collegial Engagement Model mapped to Instructional Leadership and coaching informed by teacher LOA data
- Twilight Sessions align with E & E & school priorities and goals.
- PLT & PD opportunities to focus on PBL and engagement culture strategies supported by whole staff focus on Trauma Informed Practice.
- Whole school focus on RTI targeting literacy, numeracy and senior school B to A response
- ETOR roll out of key faculty PD in Jun Sec in initial stages in co-program with Primary feeder school
- Collegial Framework model implemented to ensure teaching staff are receiving targeted feedback about pedagogical practice.
- Development of Junior Secondary Pedagogies with Junior Secondary team through Learner Profile.
- Accountability for instructional leadership cycles to support targeted intervention to increase LOA performance and improve teacher practice where historically low growth in LOA is evident.
- Use a data driven model to focus on student management in REP program.
- Using all evidence to monitor student achievement in English and maths to ensure 100% pass through classroom, IL, data wall and RTI as well as case management cycles to maximise the learning of students

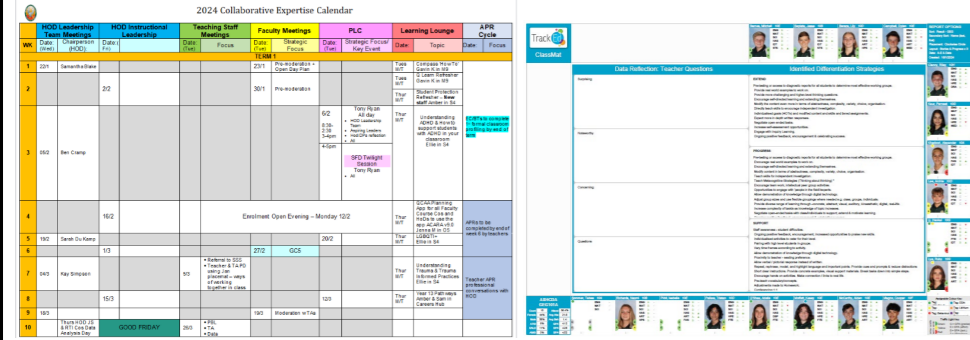
**Actions:**

- Engage HODs in instructional rounds in the classroom to improve learning and student outcomes prioritising critical thinking, metacognition and co-teaching.
- Use Inquiry cycles in PLCs to improve instruction and Peer Observation documents align with our agreed pedagogical approaches.
- Monitor student attendance to maximise learning days (approved, patterned, SDA, SWD and RE program)
- Q Learn courses for all agreed Pedagogy Approaches and Signature Practices. Collaborative Expertise Calendar published
- Source relevant PD for SFDs and Twilight sessions to support building HOD leadership capability, teacher instruction, and Relational Trust..
- Identify staff in need of or requesting support in PBL and Behaviour Management and create opportunities for them to receive this support and report back on impact in referral and behaviour data
- Track behaviour data to identify areas of concern and develop a targeted approach to improving data outcomes.



**School priority 3: Educational Achievement**

Developing and implementing quality assessment through systematic curriculum delivery directly linked to Australian Curriculum 9.0 and new Applied Syllabus and CARF to promote expertise to achieve every student reaching their potential



**Monitoring**

Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

**Long term measurable/desired outcomes:**

- Timetable alignment to further develop subject expertise and minimise planning load
- RTI targeting ATAR improvement 75+ and improve data awareness in key areas noted as not improving in the IA and EA subject specific data
- 100% Senior students with defined Year 13 pathway
- 95% Student attendance through positive campaigns and engagement strategies leading to increased student success
- Junior – Literacy continuum embedded.

**AIP measurable/desired outcomes:**

- All teachers complete 2 Formal Observations.
- 7-12 Curriculum and assessment calendar published to parent community by semester.
- 7-12 Assessment Board.
- CARF completed by Sem 1, 2024.
- 100% KLAs using QCAA Planning App for ACARA V9.0
- All teachers teaching senior classes have completed QCAA modules.
- 100% teaching staff engaged in a cycle of inquiry with their nominated PLC.
- Attendance data above 95% for students.
- 100% NMS all areas NAPLAN 7 and 9 with increase mean Year 7 550+ and Year 9 615+.
- 100% QCE / QCIA and Minimum Cert III @ graduation / direct entry.
- Increase retention between Year 11 – 12.
- 100% QCE/QCIA
- Celebrate the post school destinations of graduates to community.
- 100% LOA C-A Eng and Maths 7-10
- 70% LOA A-B Eng and Math 7-9
- 100% A-C First Nations success in Eng and Maths
- 100% JCE (passing all KLA's)
- 100% QCE and QCIA attainment
- 100% any early leaver with mapped pathway and confirmation with school of engaged learning / career

**Strategy/ies:**

- Whole school curriculum mapping for alignment and to support students' future pathways.
- CARF development, monitoring and review
- Moderation processes are quality assured and reviewed and mapped to Data framework
- Teacher and Teacher Aide engagement, knowledge and skills in unpacking student data sets in order to differentiate the curriculum and formative assessment with an inclusion lens.
- Toolkit for teachers (lanyard with QR codes) for instant access to resources
- Whole School focus on literacy and numeracy agendas across all curriculum areas
- Implementation of V9 Australian Curriculum in English and Maths Year 7 – 10.
- Other curriculum areas working towards implementation of Australian Curriculum V9 in 2025.
- Implement whole school review of all assessment and planning documents to check for V9 alignment.
- Use data wall fortnightly to directly align student outcomes for Senior Applied Subjects.
- Use fortnightly tracking cycles of students achievement via Data Wall meetings
- Implement Turbo Days to improve NAPLAN strategy building and ownership of data and increase celebration of success to build culture of success

**Actions:**

- Teacher and Teacher Aide upskilling in unpacking data sets through Guided Learning activities with an inclusion lens.
- Identification of Literacy and Numeracy General Capabilities in each KLA, 3 Levels of Planning.
- To support educational achievement, work with partner primary schools to ensure curriculum alignment specifically in Year 6 English aligning with Year 7 English.
- Increase on site providers for VETIS courses for SWD.
- 5 intervention cycles to monitor SETP Year 9 T4 – Yr 10 T4 tracking for Senior Subject pre-requisites.
- Build clear "Summer School" cycles to maintain students in Senior as 'On Track'.
- Use targeted opportunities to build quality assessment that supports gradual rigour with a focus on increasing B to A students with a target of 70% in each cohort of English and maths 7-10

**Approvals**

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal : Rachel Cutajar

P&C President: Nicole Moore

School Supervisor : Sue Dalton