

Margaret River Senior High School



Strategic Plan 2018- 2020

School Context for Business Plan

Margaret River Senior High School is a vibrant school that aims to maximize the full potential of all our students. The school is regularly placed in the “top performing Schools” awards that recognizes schools in Western Australia with exceptional student achievement, in both tertiary and non tertiary pathways of study.

At Margaret River Senior High School we believe that a quality education is not just about academic achievement but also about nurturing, encouraging and challenging our students to be active and responsible contributors to our community.

Our aims are to provide an education:

- 🏆 For the whole person
- 🏆 At levels above state standards
- 🏆 That enables students to participate in the world beyond school.

Our experienced and dedicated staff provide an exceptional curriculum that is diverse, challenging and caters for the wide range of our student needs.

The School offers a comprehensive curriculum in lower school and has an extensive range on Tertiary and Non Tertiary courses in Year 11 and 12, including several Vocational Programs.

Our co-curricular programme is exceptional, providing challenging and enjoyable activities such as drama, debating, photography, dance, outdoor education, music, information technology and visual arts and an extensive range of sports.

We believe that our well-planned, proactive Pastoral Care programs ensure that students feel safe, nurtured and supported; vital prerequisites for learning. The School provides intensive and personal expert support services when required. Our teachers strive to recognize individuality, encourage personal excellence and provide learning relevant to each student's future life. Meeting individual needs is our number one priority.

A major strength of the School Community is its strong links and partnerships with parents and the local community. Parents play a key role in planning for the future and participate in all aspects of school life. The strong sense of community and quality of relationships makes Margaret River Senior High an exceptional School.

The school has established partnership with the members of the Margaret River Education Campus (MREC) which includes Edith Cowan University, Curtin University and Southwest Institute of Technology. Shared facilities and expertise have led to new and innovative programs that enable students to link to TAFE studies, Universities and Workplace Learning.

MARGARET RIVER SENIOR HIGH SCHOOL - BUSINESS PLAN 2018-2020

School Ethos

The purpose of our school is to ensure that the academic, creative, social and personal potential of each student develops to the highest possible level.


School Values / Attributes

We aim to achieve our purpose by developing and displaying the following values and attributes:

1. Respect – Respect for self, others and the environment
2. Honesty
3. Independence
4. Responsible and Motivated students
5. Literate and Numerate students
6. Resilient and adaptable students
7. Students who aspire for excellence
8. Prepared to successfully participate in community membership, education/training and work engagement

School Priorities: 2018 – 2020

1. **Academic Standards** – High standards of achievement for all students at MRSHS including Education Support and Indigenous students.

-  Enrichment
-  Student Engagement
-  Differentiated Curriculum

2. **Staff Development**



-  Peer Review
-  Staff Health and Wellbeing
-  Performance Management and Performance Development

3. **Student Health and Wellbeing**

-  Positive Behaviours
-  Student Support and Pastoral Care

Maintenance

School Promotion – Developing community confidence in MRSHS

-  Quality Communication
-  Increasing enrolment at MRSHS

Curriculum Planning and Development

-  Australian Curriculum and New WACE Course Development
-  Year 7's into High School

STAFF BELIEFS

1. At Margaret River Senior High School we care about our students.
2. At Margaret River Senior High School we will work together to enhance staff and student development.
3. We are proud of Margaret River Senior High School and will actively promote the school, students and wider community.
4. We will be enthusiastic, committed to excellence and respectful of self and others.
5. We will provide a wide range of learning opportunities to meet the needs of all our students.
6. We aim to develop positive lifelong learners who will actively contribute to our community

Overview of self-assessment

Margaret River Senior High School holds regular self-assessment reviews each semester to identify areas of strength, areas for improvement and areas that need strategic planning to cater for future educational trends. Student performance in the Upper School is monitored closely with students being provided with predicted ATAR scores regularly, WACE progress, VET progress and Individual Pathway progress.

The school focuses on encouraging and supporting staff and community members to continue to develop and maintain a wide range of School based and Community based programs and activities to attract and retain students to our school.

The Business Plan and the IPS review are tools for the school's administration to move forward in the period 2018 -2020 and demonstrate that it is a highly successful school. The Review process from the 2015-2017 Business Plan has been the starting point for the 2018 - 2020 Plan.

While self-assessment will focus on gathering appropriate data to make judgements about our performance and inform our strategies for improvement in the indicated focus areas of the document, it will also aim to address the dimensions of a successful school which will form a construct for the external review. This review will be reported to the board on a twice yearly basis and form data for the school's annual report.

These dimensions include:-

1. Teacher Development
2. Curriculum Development
3. Academic Standards
4. School Promotion
5. Student Health and Well being

Target Areas 2018- 2020

Target Area	Benchmark Targets	Aspirational Targets
<ul style="list-style-type: none"> • Year 9 NAPLAN/ • Year 7 NAPLAN • WACE/ATAR 1. Median ATAR 2. Graduation Rate • VET – Completion Rate • Attendance Rate • National Attainment Rate 	<ol style="list-style-type: none"> 1. Above like schools mean in all 5 categories of NAPLAN testing. 2. Above State mean in 4 out of 5 areas of NAPLAN testing. 3. Above national mean in 4 out of 5 areas of NAPLAN testing. <ul style="list-style-type: none"> • Above “like” schools in the area of progress from Year 7 to Year 9 in NAPLAN testing 3 out of 5 areas <ol style="list-style-type: none"> 1. Median ATAR above like schools 2. Median ATAR above Government Schools average 3. Median ATAR above 80. 4. 50% of Year 12 cohort gaining usable ATAR <ul style="list-style-type: none"> • Graduation rate above 90% • 90% of whole Year 12 VET cohort (VET students studying a Certificate Course) to achieve full completion of Certificate II and above courses. • Average attendance above state average and Like Schools. • 70% of students with Regular attendance • 5% of students achieving above national average 	<ul style="list-style-type: none"> • Above Australian Mean in all 5 test areas. • Measure of progress as a Target • 30% in top band • Less than 15 % in bottom band • At least one standard deviation above like schools • Above “like” schools in the area of progress from Year 7 to Year 9 in NAPLAN testing in all areas • Median ATAR above 82 • 100% graduation rate • All non ATAR students to complete a Certificate II or above course • Average attendance rate above 92% • 80% of students with regular attendance • 100% National Attainment

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Margaret River Senior High School



Operational Plan 2018- 2020

Focus Area	Operational Strategies	Milestones / Indicators of Success
<p>Academic Standards Enrichment/ Engagement</p>	<ul style="list-style-type: none"> ➤ Continuation of Enrichment and Engagement Coordinator position. ➤ Prioritise 0.1 FTE usage from SFSA for an Enrichment and Engagement Coordinator for 2018 - 2019. ➤ Whole school focus on Differentiated Curriculum based on School developed continuum. ➤ Enrichment and Engagement as Performance Management priority ➤ Use of internal and external data systems to identify targeted students for enrichment and engagement. ➤ Develop Annual Whole School Enrichment & Engagement Opportunity Calendar. ➤ Refine future audit information to include: <ul style="list-style-type: none"> ➤ Students involved ➤ Effectiveness of strategies ➤ Learning Areas to develop procedures and strategies for student enrichment in context. ➤ Budget for Enrichment and Engagement Priority area. ➤ Alignment of the school's Enrichment strategy to assist students to achieve 75+ final scaled score in 	<ul style="list-style-type: none"> ➤ Annual appointment of Enrichment and Engagement Coordinator ➤ Annual Whole School Enrichment Audit undertaken as part of school self- assessment process. ➤ All Learning Areas incorporating Differentiated programs by 2020. ➤ All school priorities embedded into staff Performance Management ➤ Every Learning Area having developed strategies to meet the enrichment needs of identified students. ➤ An increase in participation in Enrichment and Engagement focused curricular activities and opportunities. ➤ Learning Area Reviews showing an increase in the number of strategies that have been used and analysis of their effectiveness. ➤ 90% of students complete class work / assignments / homework on a regular basis. ➤ 2% improvement in attendance in line with the targets outlined in the business plans. ➤ Expenditure of annual Budget allocation for Enrichment and Engagement ➤ Number of students achieving a final scaled score of above 75%

	<p>ATAR subjects</p> <ul style="list-style-type: none"> ➤ Use of Good Standing Policy to support student engagement. ➤ Development of whole school teaching and learning strategies to assist with Engagement of all students. Targeted PD in this area. ➤ Develop Individual Pathway plans for identified students. ➤ Development and implementation of Individual Behaviour Plans for targeted students. ➤ Provide staff who receive Enrichment and Engagement funding with opportunity to present at whole staff meetings. ➤ Establish mentor support system/data base – to assist staff (teacher and non-teaching) in their initiatives /opportunities applications and if needed organizing and conducting excursions. ➤ Closer liaison and coordination with Schools Promotions Officer regarding promotion of priority and each Enrichment and Engagement initiative to the whole school and wider community. ➤ Run and coordinate staff “forums” re Students Engagement & Enrichment – issues/concerns and opportunities . 	<ul style="list-style-type: none"> ➤ 5% Reduction of negative referrals on the school’s Behaviour Management data system by 2020. ➤ Number of students who are on Individual Learning or Behaviour plans to be consolidated. ➤ Increase number of staff who place applications to run Enrichment and Engagement events and activities by 10%. ➤ Audit of number of events for staff on school planner
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Focus Area	Operational Strategies	Milestones / Indicators of Success
Staff Development Teaching Staff	<ul style="list-style-type: none"> ➤ In School Professional Development for teachers with a clear focus on: <ol style="list-style-type: none"> 1. CMIS training to explore II strategies and tactics and for the teaching staff to be able to share a common professional language. 2. Peer Observation Peer review is embedded into the Performance Management Documents. HOLA Teacher observation are mandatory as part of PM. 3. Performance Development of staff. ➤ EBA meeting time linked to Peer Observation / Support / Review and Instructional Intelligences collaborative learning. ➤ Induction/Mentoring of new staff at MRSHS through HOLA's and Level 3 classroom teachers. Input into induction by Priority Managers ➤ Appointment of both Teaching and Non- Teaching staff member to oversee Staff Development Priority ➤ Commitment to this priority area for another two year tenure at a 0.1 FTE allocation with \$30k budget per annum 	<ul style="list-style-type: none"> ➤ All staff incorporating Instructional Intelligences strategies in classroom practice on a weekly basis. ➤ All staff involved in Peer Observation / Peer Support Review. ➤ Lesson observation protocol for Peer Observation used by all staff completed and implemented. ➤ All staff involved in Performance Development Professional Development activities. ➤ Each new staff member has been linked to an onsite mentor teacher in their first year at MRSHS. Survey data of induction process effectiveness. ➤ Expenditure of annual budget on Staff Priority Area

<p>Staff Development Non- Teaching Staff</p>	<ul style="list-style-type: none"> ➤ Implementation of agreed staff commitment to school based procedures and standards. ➤ Improvement in Private Study/Independent study culture to align with Staff Consistencies ➤ Focus in Leadership Training for our HOLA group in 2018 <i>Improving School Improvement for Secondary Leaders</i>. Target aspirational leaders for same Professional Development in 2019 ➤ Targeted Professional Development in 2018-2109 related to raising Mental Health Awareness for Students and Staff ➤ Appointment of both Teaching and Non- Teaching staff member to oversee Staff Development Priority ➤ Commitment to this priority area for another two year tenure at a 0.1 FTE allocation with \$30k budget per annum ➤ Redevelopment of performance management documents specifically for non-teaching staff and in relation to individual JDF's. ➤ Identify training priorities through performance management process. 	<ul style="list-style-type: none"> ➤ All staff implementing Staff Consistencies into daily practice. ➤ Increase of 10% attendance in organised Period 5 study classes. ➤ 10% of staff participating in targeted Professional Development on leadership. ➤ To maintain staff retention rates above state average ➤ Sick leave and resignation rates to be below state average ➤ All non-teaching administrative Staff completing training to upskill in word processing, spreadsheets, WebSiS, Connect and HRMiS. ➤ Analysis of feedback on training courses and their effectiveness ➤ Performance management line managers given new performance management documentation to use in process this year. ➤ All non-teaching positions to have JDF before 2020.
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Student Health and Wellbeing	<ul style="list-style-type: none"> ➤ Positive Behaviour focus to be included as part of Managing Student Behaviour across the school. ➤ Health and Wellbeing Professional Development of key staff, with a focus on Student Services personnel ➤ Maintain current resourcing of \$30k through the budget in Student Health and wellbeing priority to provide opportunities and support for students. ➤ Increasing staff awareness of Health and wellbeing opportunities for extra support and funding. ➤ Development of Positive Behaviours and Health and wellbeing matrix. ➤ Use of external agencies to support MRSHS staff in improving services for student wellbeing and student support. ➤ Maintain the physical structure of Student Services with the new build to enable students with Pastoral Care issues the ability to safely access personnel. ➤ Three key areas of focus for positive behaviour: <ol style="list-style-type: none"> 1. Respect 2. Responsibility 3. Resilience 	<ul style="list-style-type: none"> ➤ BMiS Policy implemented and revised to include Positive Behavior Strategy by end of 2018. ➤ Three key areas of focus for positive behaviour: <ol style="list-style-type: none"> 1. Respect 2. Responsibility 3. Resilience, To be incorporated into school's BMiS Plan. ➤ All teaching staff provided with PD in relation to Student Health and Wellbeing by the completion of 2020. ➤ Provision of specific Professional Development for 80% of non-teaching and support staff at MRSHS to assist with Student Health and Wellbeing. ➤ Positives Behaviours Matrix to be completed by 2019 ➤ School reporting against the Positive Behaviours Matrix. ➤ Audit number of students accessing support from external providers. ➤ Increase number of students accessing Student Services for Pastoral Care and Health and Wellbeing needs.

	<ul style="list-style-type: none"> ➤ Continued reinforcement of the positive behaviours with reward programs, posters to promote across the school, weekly events to highlight certain attributes. ➤ For relevant year groups and or student groups identify explicit teaching of behaviours or strategies to assist with demonstrating positive behaviours. ➤ Focus on Health and Wellbeing Professional Development of staff. ➤ Provide opportunities for parents/students to explore the support available to assist the family, parent and student. E.g. expo for parents and students, guest speakers. 	<ul style="list-style-type: none"> ➤ All Learning Areas reporting against Positive Behaviours in Semester reviews by 2019 ➤ Audit of number of opportunities for parents to access school support.
Focus Area - <i>Maintenance</i>	Operational Strategies	Milestones/ Indicators of Success
Curriculum Development West Australian Curriculum	<ul style="list-style-type: none"> ➤ Development of whole school implementation plan for the Australian Curriculum ➤ Targeted External Professional Development for Implementation of Australian Curriculum ➤ Development of School Connect across the school with a focus on sourcing Australian Curriculum resources and support. ➤ Networking with contributory Primary Schools to share teaching resources and strategies. ➤ Development of school timetable and delivery mode for Year 7 into High School. 	<ul style="list-style-type: none"> ➤ School to be prepared for the implementation of the West Australian Curriculum phase 2 and 3 across the lower school by the end of 2015. ➤ Structured Overview of Implementation of Australian Curriculum to be revised and implemented by 2016 ➤ All phases of the West Australian Curriculum to fully developed, implemented and reviewed by the end of 2020.

Focus Area - <i>Maintenance</i>	Operational Strategies	Milestones/ Indicators of Success
School Promotion	<ul style="list-style-type: none"> ➤ Develop range of promotional activities to increase enrolments at Margaret River Senior High School. ➤ Development of opportunities to increase parent participation in school activities. ➤ Enhance communication protocols between school and Parents ➤ Marketing of school in local community events and newspapers. ➤ Creation of School Promotions Officer position. ➤ Use of school website as promotional and marketing tool for the school 	<ul style="list-style-type: none"> ➤ Increase enrolments on yearly basis by 2020 to 1200 students. ➤ 98% transition from Primary Feeders to Year 6 by 2019. ➤ Target 700 interviews at school Reporting Night to Parents. ➤ Increase parental involvement in school activities. ➤ Utilize SEQTA / Connect software to provide direct e-mailing to parents by all staff. Interim reports to be replaced by online marks books by semester 1 2018. ➤ Maintain AMR Agricultural Show exhibition, Cabaret and Creating Identity Exhibition. ➤ Number of articles in Augusta-Margaret River Times. ➤ Increase in number of hits on School Website.