

Margaret River Senior High School



Strategic Plan 2021- 2023

Background

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.

A major strength of the School 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.

Our Vision

To offer a personalized education, catering for individual student needs through specialized programs and creation of individual pathways.

To nurture, encourage and challenge our students to be active and responsible contributors to our community.

We believe that building the leaders of tomorrow is an important focus at Margaret River Senior High School.

To enable students to achieve success through a clear focus on Learning and Teaching both within the classroom and building teacher capacity.

To create a future focus on innovative 21st Century learning with purpose-built facilities to encompass STEM across all curriculum.

Our Purpose

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.

To provide a high quality education based on the development of the whole person, at levels above state standards and enables students to participate in the world beyond school:

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

We provide well-planned, proactive Pastoral Care programs to ensure that students feel safe, nurtured and supported; vital prerequisites for learning. The School provides intensive and personal expert support services when required.

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.

Our Values

Respect

We embrace and celebrate diversity of people, places and beliefs.

Responsible and Motivated students

As lifelong learners we will take actively engage and take responsibility for our own learning at school and beyond

Resilient and adaptable students

We will not be discouraged by adversity. We continually challenge ourselves and embrace new opportunities so we can reach our full potential.

Excellence

We provide opportunities and support each other to achieve individual and collective excellence. We want students to aspire for personal best and personal excellence

Our Priorities

Success For All Students

Set high expectations for all students at MRSHS, including Education Support and Aboriginal students, to support individual student achievement.

Implement a whole school Learning and Teaching focus that cater for students' individual needs **which develops literate and numerate students.**

Increase our focus on ICT learning activities and STEM initiatives, creativity, problem solving and other skills to develop 21st century learners who can engage in emerging industries and future employment opportunities.

Enrich and Engage students through diverse curriculum offerings and educational experiences.

Staff Development – High Quality Teaching

Develop a school wide, approach to classroom pedagogy based on the principles of MRSH's Learning and Teaching strategy

Increase staff capacity to utilise ICT that engages students and allows for the teaching of STEM and 21st century learning.

Capacity build staff through targeted professional learning and provision of leadership opportunities to maintain and progress high quality, innovative and best practice teaching.

Student and Staff Health and Wellbeing

Maintain a strong focus on high care and pastoral initiatives to support resilience and social and emotional wellbeing

Develop an understanding cultural awareness based on equal opportunities for ability, gender, race, status and sexuality

Ensure that positive behavior is acknowledged and appreciated and ensure that students are recognized for the role they play in our school community.

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Our Commitment to Students

High Care

We will provide a school environment of high care and support that will enable our students to reach their potential.

Teamwork

We will work together to create a safe and inclusive environment that caters for every individual. We will be enthusiastic, committed to excellence and respectful of our students and their families.

Connection

We will be proud of Margaret River Senior High School and will actively promote the school, students and wider community together.

Lifelong Learners

We will develop positive lifelong learners who will actively seek out education opportunities at school and beyond.

Future Leaders

We will provide a range of opportunities to develop our next generation leaders who will actively contribute to our community

Our Commitment to Parents

High Quality Education

We offer your child a high quality education delivered by accomplished and passionate teachers who continually upskill in their field of expertise.

Effective Partnerships

We offer parents opportunities to work together with our school staff to achieve the best outcomes for your child. We share regular communications to keep you informed of your child's progress, challenges and achievements

Choices

We offer your child, by developing individual pathways, the freedom to choose their future and reach their full potential.

Care

We will offer a safe and inclusive environment which caters for your child's individual needs.

Our Commitment to Community

High Quality Education

We will provide the community with a high quality education that allows students to remain within our community. We will be the number school of choice in our community.

Effective Leaders

We will develop and provide the community with the leaders of tomorrow.

Connectedness

We will be active partners within our community.

Support

We will support our local businesses and community groups.

Targets

Target Area	Benchmark Targets	Aspirational Targets
<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> Year 7 -9 progress to be above like schools in 4 out of 5 NAPLAN tests. Above Australian Mean in all 5 test areas. Above “like” schools in 3 out of 5 NAPLAN tests 	<ul style="list-style-type: none"> Year 7 -9 progress to be above like schools in all NAPLAN tests. Above “like” schools in the area of progress from Year 7 to Year 9 in NAPLAN testing in all areas At least one standard deviation above like schools
<ul style="list-style-type: none"> OLNA 	<ul style="list-style-type: none"> 95 % of all WACE students to achieve OLNA 	<ul style="list-style-type: none"> 100 % of all WACE students to achieve OLNA
<ul style="list-style-type: none"> WACE/ATAR 	<ul style="list-style-type: none"> Median ATAR above like schools Median ATAR above Government Schools average. Median ATAR above 78 (Southwest Schools target). 	<ul style="list-style-type: none"> Median ATAR above 82
<ol style="list-style-type: none"> Median ATAR 	<ul style="list-style-type: none"> 40% of Year 12 cohort gaining usable ATAR 	<ul style="list-style-type: none"> 48% of Year 12 cohort gaining usable ATAR
<ol style="list-style-type: none"> Graduation Rate 	<ul style="list-style-type: none"> Graduation rate above 90% 	<ul style="list-style-type: none"> 100% graduation rate
<ul style="list-style-type: none"> VET – Completion Rate 	<ul style="list-style-type: none"> 90% of whole Year 12 VET cohort (VET students studying a Certificate Course) to achieve full completion of Certificate II and above courses. 	<ul style="list-style-type: none"> All non ATAR students to complete a Certificate II or above course 100% of whole Year 12 VET cohort (VET students studying a Certificate Course) to achieve full

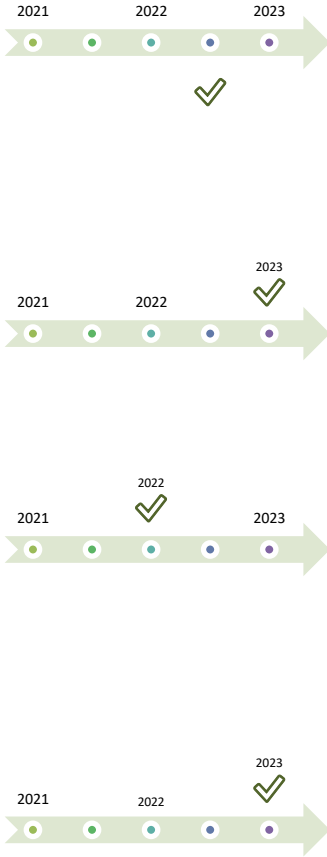
<ul style="list-style-type: none"> • Attendance Rate • National Attainment Rate • Transition Targets • Retention Rates 	<ul style="list-style-type: none"> • Average attendance above state average and Like Schools. • 70% of students with Regular attendance • 5% of students achieving above national average • 98% of Students transitioning to MRSBS from our feeder Primary schools. • 85% retention rate from Year 7 to Year 12 	<p>completion of Certificate II and above courses.</p> <ul style="list-style-type: none"> • Average attendance rate above 92% • 80% of students with regular attendance • 100% National Attainment • 100% of Students transitioning to MRSBS from our feeder Primary schools • 90% retention rate from Year 7 to Year 12
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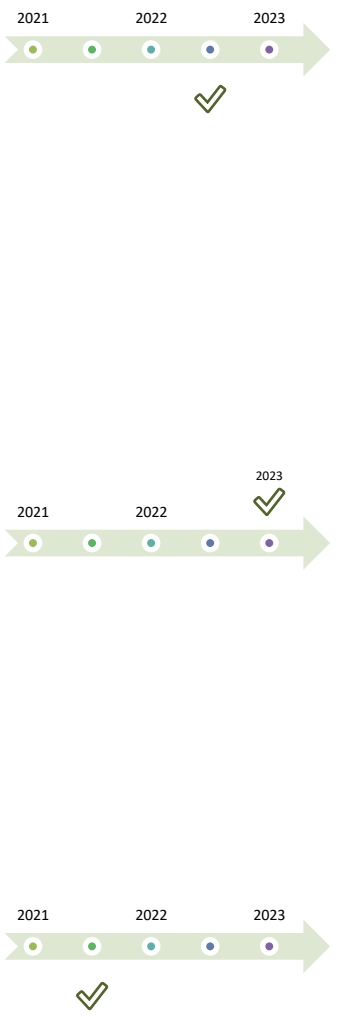
Margaret River Senior High School

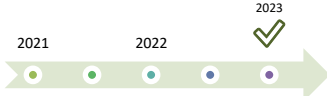


Operational Plan 2021- 2023

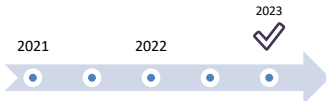
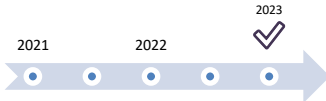
Success For All Students

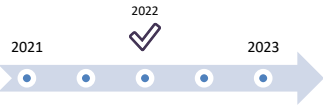
Operational Strategies	Resources	Timeline	Milestones / Indicators of Success/ Data
<ul style="list-style-type: none"> ➤ Whole school focus on Learning and Teaching. ➤ Continue to Develop and refine Learning and Teaching Framework ➤ Development of school Learning Management System ➤ Engaging parents through a range of communication strategies to assist with students' learning ➤ Use of whole school data to modify and improve Learning and Teaching ➤ Use of internal and external data systems to identify areas of student need. 	<ul style="list-style-type: none"> ➤ Deputy Principal – Curriculum Development ➤ Professional Development funds – minimum \$20k expenditure per Year ➤ Learning Management System \$40 k per annum ➤ PD funds for staff development SEQTA Engage Facebook SMS Text E-mail Newsletter Phone calls Message Board NAPLAN, PAT testing OLNA ATAR VET Completion National Attainment Post school Destination data TISC data 	 <p>2021 2022 2023</p> <p>2021 2022 2023</p> <p>2021 2022 2023</p> <p>2021 2022 2023</p>	<ul style="list-style-type: none"> ➤ Improved student Performance data against like schools, state and national data as identified through school targets. ➤ Audit of % of staff who have implementing Learning and Teaching framework into lessons ➤ Audit data and usage of School Management System by staff, students and parents. ➤ Parent Survey of effectiveness of school communication systems. ➤ Every Learning Area having developed strategies to meet the Learning needs of students as identified through whole school data.

<ul style="list-style-type: none"> ➤ Develop Individual Pathway Learning Plans for identified students. ➤ Alignment of the school's support strategies to assist students to achieve 75+ final scaled score in ATAR subjects ➤ Develop Annual Whole (Learning and Teaching) Opportunity Calendar. ➤ To develop positive learning environments, both in class and beyond. ➤ Development and implementation of Good Standing Policy to support student engagement. ➤ Development of data systems through SEQTA to assist with the implementation and management of the Good Standing Policy and Student Recognition Policy 	<p>PIVOT National School Survey PISA</p> <p>SSEP Education Assistant Support Learning Support Coordinator Individual Education Plan</p> <ul style="list-style-type: none"> • \$30k per annum budget for Learning and Teaching initiatives • 0.5FTE for Coordination of Good Standing Policy 2021 ➤ 0.6 FTE level 2 School Officer time 	 <p>Timeline 1: 2021 (green dot), 2022 (green dot with checkmark), 2023 (blue dot)</p> <p>Timeline 2: 2021 (green dot), 2022 (blue dot), 2023 (blue dot with checkmark)</p> <p>Timeline 3: 2021 (green dot with checkmark), 2022 (blue dot), 2023 (blue dot)</p>	<ul style="list-style-type: none"> ➤ Number of students who are on Individual Learning or Behaviour plans to be consolidated. ➤ Number of students achieving a final scaled score of above 75% ➤ Number of students engaging and participating in events ➤ Audit of range of activities against: <ul style="list-style-type: none"> ▪ Academic ▪ Sporting ▪ Creative Arts ▪ Social/Emotional ➤ Percentage of students who maintain Good Standing throughout a School Year ➤ % of students who: <ul style="list-style-type: none"> ▪ Maintain Good standing ▪ Achieve XXXX status through Student Recognition Policy
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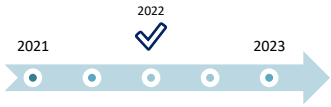
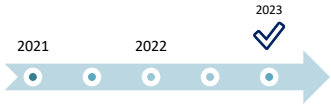
<ul style="list-style-type: none"> ➤ Development of whole school Learning and Teaching strategies to assist with Engagement of all students. Targeted PD in this area. 	<ul style="list-style-type: none"> ➤ \$30K Professional Development Budget ➤ Senior Leadership Group ➤ Learning Area Curriculum Development Resources (L.A.Budgets) ➤ DoE / SCSA extra professional development funds -0.5 FTE per staff member 2021 		<ul style="list-style-type: none"> ➤ 80% staff involved or completed targeted professional development in the area of Learning and Teaching
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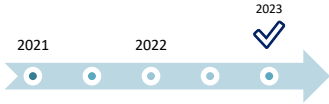
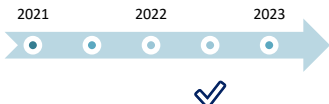
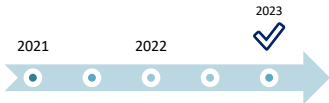
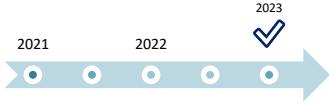
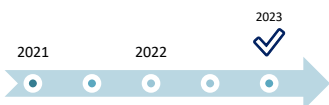
Staff Development – High Quality Teaching

Operational Strategies	Resources	Timeline	Milestones / Indicators of Success
<ul style="list-style-type: none"> ➤ In School Professional Development for teachers with a clear focus on: <ol style="list-style-type: none"> 1. Development of Learning and Teaching Capacity of Staff. 2. Peer Observation Peer review is embedded into the Performance Management documents. HOLA Teacher observation are mandatory as part of PM. ➤ Develop a range of classroom and peer observation strategies. ➤ Embed Learning and Teaching focus into Performance Management 	<ul style="list-style-type: none"> ➤ Professional Development funds – minimum \$20k expenditure per Year <ul style="list-style-type: none"> ➤ CMiS Foundations ➤ CMiS Instructional Strategies ➤ CMS CAT Training ➤ Teachwell ➤ ICT funds for audio visual equipment. ➤ Up to \$10k PD funds for relief and professional development <ul style="list-style-type: none"> ➤ Video ➤ Web conferencing 	 	<ul style="list-style-type: none"> ➤ All staff incorporating CMS strategies in classroom practice on a weekly basis. ➤ All staff involved in Peer Observation / Peer Support Review. ➤ Develop lesson observation protocol for Peer Observation based on CMS Cat and Teachwell programs. ➤ Learning and Teaching Framework fully implemented in all Learning Areas. ➤ All staff involved in Performance and Peer review activities. ➤ Full expenditure of annual budget on Staff Priority Area

<ul style="list-style-type: none"> ➤ EBA meeting time linked to Learning and Teaching focus. ➤ Induction/Mentoring of new staff at MRS SHS through HOLA's and Level 3 classroom teachers. Input into induction by Priority Managers ➤ Continued Development of Leadership Capacity Building by running program for identified Aspirant Leaders ➤ Continued focus of Senior Leadership Group on Team building and leadership capacity building. 	<ul style="list-style-type: none"> ➤ At least 4 hours per annum of EBA and trade-off time meeting time linked to Learning and Teaching focus. ➤ DISC Professional Development ➤ Holtz/Cohglan PD ➤ Professional Development funds. 		<ul style="list-style-type: none"> ➤ All Senior Leadership staff to have participated in targeted Professional Development on leadership. ➤ 50% of Aspirant Leaders to have completed DISC and leadership Professional Development <i>by completion of 2023</i>
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Student and Staff Health and Well-being

Operational Strategies	Resources	Timeline	Milestones/ Indicators of Success
<ul style="list-style-type: none"> ➤ Development and implementation of Student Recognition Policy ➤ Three key areas of focus for positive behaviour <ol style="list-style-type: none"> 1. Respect 2. Responsibility 3. Resilience ➤ Continued reinforcement of the positive behaviours with reward programs, posters to promote across the school, weekly events to highlight certain attributes. 	<ul style="list-style-type: none"> • 0.6 FTE for program development 2021 • \$30k annual budget for Student Recognition activities and initiatives. • Rewards funds to recognise high levels of students' achievement, ie students' reward breakfast. 		<ul style="list-style-type: none"> ➤ BMiS Policy implemented and revised to include Positive Behaviour 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.
<ul style="list-style-type: none"> ➤ Health and Well-being Professional Development of key staff, with a focus on Student Services personnel ➤ Targeted Professional Development related to raising Mental Health Awareness for Students and Staff 	<ul style="list-style-type: none"> • Professional Development Funds. • Learning Support Coordinator Time. • School Psychologist – All Staff Mental Health Awareness Program 		<ul style="list-style-type: none"> ➤ 100% teaching staff provided with PD in relation to Student Health and Well-being by the completion of 2023. ➤ Provision of specific Professional Development for 80% of non-teaching and support staff at MRS HS to assist with Student Health and Well-being.

<ul style="list-style-type: none"> ➤ Maintain current resourcing of \$30k through the budget in Student Health and well-being priority to provide opportunities and support for students. ➤ Development of Positive Behaviours and Health and well-being matrix. ➤ Use of external agencies to support MRSBS staff in improving services for student well-being and student support. ➤ For relevant year groups and or student groups identify explicit teaching of behaviours or strategies to assist with demonstrating positive behaviours. ➤ Provide opportunities for parents/students to explore the support available to assist the family, parent and students. 	<ul style="list-style-type: none"> • Comparative Budget • 0.2 FTE Administration time • Students Services Team • Senior Leadership Group • \$2000 for poster development and promotion • Local Mental Health Providers • Student Services Team • Health Education teachers • \$2000. per annum School funds for incursions • MRSBS P and C • Professional Development Funds 	    	<ul style="list-style-type: none"> ➤ Audit number of students accessing Student Services for Pastoral Care and Health and Well-being needs. ➤ Increase the number of opportunities and activities students accessing Student Services for Pastoral Care and Health and Well-being needs per annum. ➤ Completion of School Behaviours Matrix. ➤ Audit number of students accessing support from external providers. ➤ Increase the number of targeted incursions addressing Mental Health needs in each year group. ➤ Increase the number of opportunities for parents to access school support.
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