

2025 – 2028 STRATEGIC PLAN



Margaret River Senior High School
Independent Public School



Acknowledgement to Country

Margaret River Senior High School respectfully acknowledges the traditional custodians of the land on which we live, learn, and work — the Wadandi people of the Noongar Nation. We honour their enduring connection to Boodja (Country), sea, and community, and pay our respects to Elders past and present. We recognise the richness of kaarditjin — knowledge, learning, and understanding — that has been shared across generations and continues to shape this land and its people. As a school, we are committed to walking together in the spirit of reconciliation, learning from the wisdom of First Nations peoples, and fostering a community where respect, inclusion, and shared knowledge are valued and celebrated. Our students are encouraged to engage with kaarditjin through meaningful learning, reflection, and active participation in reconciliation efforts.

Our School Context

Margaret River Senior High School is a vibrant school that aims to maximise the full potential of all our students. The school is regularly placed in the “top performing schools” awards that recognises 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 expected 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. We offer many extra-curricular opportunities in the Arts, Technologies and Physical Education areas including our Surf Academy, a specialist program endorsed by the Department of Education.

Our school is fortunate to have a farm onsite with dedicated teaching staff able to deliver courses from lower school as an elective to senior school as a Certificate course. The school's agricultural program began in 1956, just a year after the school opened in 1955. This initiative was part of a broader effort to provide practical, hands-on learning experiences in a region known for its viticulture, dairy, and mixed farming industries. Today, the school farm spans 18 hectares and offers students a comprehensive agricultural experience.

Alongside curriculum, we also provide well-planned, proactive pastoral care programs to ensure that students feel safe, nurtured and supported; vital prerequisites for learning. Our school provides intensive and personal expert support services when required and we have dedicated support staff in various roles on hand to work with students.

Our Vision

Margaret River Senior High School empowers every student to reach their achievement potential by fostering respect, responsibility, and resilience, nurturing the whole person, and contributing to a vibrant, engaged wider community.

Our Values

Respect

We embrace and celebrate the diversity of people, places, and beliefs within our community, fostering empathy, self-respect, and a commitment to creating a positive school environment.

Responsibility

We value lifelong learning, emphasising active engagement and accountability in our own learning. We believe in taking responsibility for our growth, fostering a culture of continuous improvement and dedication.

Resilience

We face challenges with determination and a positive mindset, adapting to difficulty and embracing new opportunities. for personal best and personal excellence.



Our Priorities

Priority One – Student Achievement

Focus Area 1 - Lower School Achievement

We will prioritise academic success in lower school as a critical indicator of student achievement, ensuring performance is comparable to, or exceeds that of, similar schools across WA. We will establish strong foundational skills in the General Capabilities such as literacy, numeracy, and critical thinking to equip students for continued success throughout their education. We will implement regular assessments and targeted interventions to address individual learning needs and uphold high expectations through evidence-based teaching practices to drive consistent improvement.

Strategies:

1. Data-Informed Planning and Assessment
 - Implement regular formative and summative assessments across all learning areas, benchmarked against system-level expectations.
 - Use diagnostic tools such as PAT (Progressive Achievement Tests) and NAPLAN data, to identify learning gaps and monitor progress.
2. Targeted Literacy and Numeracy Intervention
 - Identify students at risk through baseline testing (e.g., Year 7 entry tests) and provide tiered intervention (small group, individual, or differentiated in-class support).
3. Build Teacher Capability
 - Provide ongoing professional learning in evidence-based strategies, including explicit teaching, formative assessment, and feedback.
 - Embed instructional coaching or peer observation cycles focused on the General Capabilities in lower school classrooms.
 - Align teaching practice with the school's Instructional Framework to ensure consistency.

Focus Area 2 - Senior School Pathways and WACE Achievement

We will provide senior school students with a range of pathways, including ATAR courses for university entry, Vocational Education and Training (VET) programs for industry qualifications, and general courses that focus on skill development for employment or further training. We will design these pathways to support students in achieving the Western Australian Certificate of Education (WACE) while aligning with their interests and aspirations. We will actively monitor and measure the effectiveness of these programs against external and internal metrics to ensure they meet students' needs and consistently deliver strong outcomes.

Strategies:

1. Personalised Pathway Planning
 - Continue to strengthen individualised Year 10 pathway counselling processes by engaging students and families in personalised conversations that support informed course selections aligned with post-school aspirations, including university, TAFE, apprenticeships, and employment.
2. Diverse and Responsive Curriculum Offerings
 - Maintain a broad suite of ATAR, General, and VET courses, and seek ongoing feedback to ensure alignment with student needs, university prerequisites, and industry demands.
 - Regularly review course offerings based on student interest and enrolment trends to ensure relevance and sustainability of offerings.
 - Continue to build partnerships with local RTOs and industry to expand VET opportunities including initiatives such as School-Based Traineeships.
3. Academic Monitoring and Intervention
 - Strengthen mentoring for Senior School students using targeted data analysis and individualised interventions to support academic progress, promote engagement, and ensure they remain connected to their post-school goals.
4. Data-Informed Review and Continuous Improvement
 - Maintain and embed a culture of self-reflection and continuous improvement by engaging staff in a review cycle that analyses performance across Certificate, General, and ATAR courses—including WACE achievement trends, ATAR scores, VET completion rates, and post-school destinations—to inform curriculum planning, resource allocation, and program development.
 - Maintain an ongoing process of transparent accountability by reporting and interrogating student performance outcomes with staff, the school board, and the broader community, while fostering ongoing dialogue among all stakeholders to support informed decision-making.

Focus Area 3 - Student Attendance

We will promote daily attendance as essential for student success, enabling active engagement with lessons, building on prior knowledge, and participating in collaborative learning activities that enhance understanding. We will emphasise the importance of routine and responsibility, fostering skills essential for future success. We will employ strategies and work with families to address the impact of missed school, which can create learning gaps and hinder students' ability to achieve their potential. By encouraging consistent attendance, we will support students in maximising academic growth, strengthening social connections, and developing lifelong habits that contribute to their success.

Strategies:

1. Early Identification and Tiered Intervention
 - Monitor attendance regularly, with alerts for students falling below 90% and 80% thresholds.
 - Consolidate and refine the tiered response system:
 - Tier 1: Whole-school attendance promotion
 - Tier 2: Targeted support (e.g., attendance plans, check-ins)
 - Tier 3: Intensive case management with family and agency involvement.

2. Strong School-Family Partnerships
 - Continue to develop partnerships between staff, students, families, and the wider community to foster and maintain a strong sense of connectedness to the school.
 - Use SMS, Compass updates, and parent meetings to communicate attendance concerns and supports early.
 - Continue the development and implementation of individual attendance improvement plans in partnership with parents/carers for students with chronic absences.
3. In-School Support for Engagement
 - Identify and support students disengaged due to learning difficulties, mental health, or social challenges.
 - Use Student Services Teams to coordinate wellbeing checks, mentoring, and re-engagement support.

Priority Two - High Quality Teaching

Focus Area 1 - Pedagogical Improvement

We will guide our teaching practices through the school's Instructional Framework, ensuring that teachers engage in ongoing learning to align with evidence-based strategies that enhance student outcomes. We will promote a shared commitment to growth, building a collective belief in the power of effective teaching to drive student improvement. Through collaboration, reflection, and learning from one another, we will strengthen our collective efficacy, ensuring every student is given the opportunity to succeed. Performance development will be a key driver of this improvement, with staff supported to engage in meaningful self-reflection to identify their strengths and areas for growth.

Strategies:

1. Embed the Instructional Framework into Daily Practice
 - Provide explicit professional learning on the school's Instructional Framework, unpacking its components and expectations.
 - Integrate the framework into lesson planning templates, observation tools, and peer feedback cycles.
 - Use the framework as a reference point during Learning Area meetings, open classrooms, and performance development conversations.
2. Prioritise Evidence-Based Teaching Strategies
 - Focus professional learning on high-impact instructional strategies (e.g., explicit teaching, feedback, formative assessment, metacognition).
 - Share and showcase best practice through video exemplars, demonstration lessons, and teacher-led PD.
 - Support staff in applying evidence-based approaches through coaching, team teaching, or peer observation.
3. Strengthen Collaborative Professional Learning
 - Support the Professional Learning Communities (PLCs) to focus on student data, instructional strategies, and shared inquiry.

4. Make Performance Development Meaningful
 - Use performance development as a growth tool, not a compliance process—align goals to the Instructional Framework and school priorities.
 - Provide clear templates and guidance for goal-setting, evidence collection, and reflection.
 - Build leadership capacity to conduct effective performance conversations, focused on feedback, coaching, and support.
5. Strengthening Pedagogical Practice Through Subject-Specialist Teaching
 - Senior Executive Team to continue to use the workforce management plan to strategically fill existing and future vacancies.

Focus Area 2 - Developing Expertise

We will provide meaningful leadership opportunities, allowing staff to take on roles that align with their skills and aspirations. Staff will be encouraged to access professional development to deepen their expertise. Additionally, we will identify and support staff who are ready to step into higher roles by offering targeted development plans tailored to their potential, ensuring they are equipped with the skills, confidence, and vision to succeed.

Strategies:

1. Identify and Nurture Emerging Leaders
 - Use performance development conversations and leadership capability frameworks (e.g. AITSL) to identify staff with leadership potential.
 - Create individual leadership development plans for aspiring leaders, including PD opportunities, mentoring, and targeted feedback.
2. Build a Culture of Professional Learning
 - Provide access to high-impact professional development, including instructional leadership, curriculum expertise, coaching, and student engagement.
 - Embed collaborative learning structures (e.g., PLCs, peer coaching, lesson observation) to support continuous improvement.
3. Provide Formal and Informal Leadership Pathways
 - Ensure clarity around pathways to formal roles (e.g., Senior Teacher, Level 3 Classroom Teacher, HOLA), and the criteria for selection and readiness.
 - Encourage staff to engage in action research, school improvement teams e.g. PLC, or lead whole-school initiatives as informal leadership roles.
 - Support application writing, interview skills, and career planning through in-school mentoring or coaching.

Priority Three – Positive Learning Environment

Focus Area 1 – Wellbeing

We will prioritise the wellbeing of both staff and students by fostering a safe, inclusive, and respectful school environment. Grounded in our vision for a thriving workplace, we will empower students and staff through SEL training and promote a culture of respect, responsibility, and resilience. Meaningful connections between colleagues, students, and families will be nurtured through collaboration and clear communication. We will implement proactive strategies—such as consistent routines, early intervention, and positive behaviour support—to build trust, address challenges constructively, and reinforce a sense of belonging. By using data-informed insights and acknowledging positive behaviours and achievements, we will create a school culture where wellbeing is visible, valued, and shared by all.

Strategies:

1. Promote Positive Relationships and a Sense of Belonging
 - Develop and embed a whole-school approach to Social and Emotional Learning (SEL) that promotes positive relationships and mutual respect.
 - Provide professional learning to build the capacity of staff and students to consistently apply SEL practices aligned with the school's values of Respect, Responsibility, and Resilience.
 - Develop a whole-school approach to relational practices by providing professional learning that builds staff capacity to foster positive, respectful, and restorative relationships with students and colleagues. This includes culturally responsive approaches that promote a safe, inclusive school culture and reflect the school values of Respect, Responsibility, and Resilience.
 - Embed House activities into classroom learning, wellbeing initiatives, and whole-school events to strengthen staff and student connection, belonging and community.
2. Embed Whole-School Behaviour Expectations and Routines
 - Ensure all staff teach, reinforce, and consistently apply the school's behaviour expectations in every classroom and setting.
 - Create visuals, routines, and prompts to support students in understanding and meeting expectations.
 - Hold regular year-level or whole school assemblies to revisit behavioural expectations, celebrate success, and build shared identity.
3. Implement Early Intervention and Proactive Behaviour Supports
 - Continue using data (e.g., behaviour tracking, attendance, academic concerns) to identify students at risk and intervene early, with a focus on refining processes for consistency and impact.
 - Integrate and advance targeted social-emotional and behaviour interventions, such as restorative conversations and peer mediation, as part of a whole-school approach.
 - Provide staff with tools for de-escalation, restorative conversations, and classroom management strategies that build safety, not compliance.
4. Recognise and Celebrate Positive Behaviour
 - Maintain systems to acknowledge positive behaviours at classroom and whole-school levels (e.g., RRR points, positive phone calls, commendations).
 - Align recognition with our core values (e.g., Respect, Responsibility, Resilience), reinforcing what matters most in our school culture.
5. Prioritise Staff Wellbeing and Collegial Support
 - Support the Staff Mental Health and Wellbeing PLC to promote regular wellbeing initiatives, collect data via surveys, and promote support programs.
 - Promote workload balance by reviewing planning expectations, meeting schedules, and email practices.
 - Create time and space for collegial collaboration, appreciation, and social connection, such as staff morning teas, peer shout-outs, and wellness activities at PD days/staff meetings.

Focus Area 2 - Student Engagement

We will prioritise effort, accountability, and achievement to foster student engagement in meaningful ways. Teachers will design lessons that connect to students' interests, leverage their strengths, and align with their future aspirations. We will encourage students to put effort into their work, demonstrating the value of persistence and building resilience. By setting clear expectations and providing regular feedback, we will hold students accountable and instil a sense of responsibility for their learning. We will celebrate achievements, both big and small, to reinforce progress and boost confidence.

Strategies:

1. Design Learning That Is Relevant and Aspirational
 - Ensure lesson design includes authentic tasks, real-world applications, and student choice where appropriate.
 - Incorporate career education and future pathways into classroom discussions and projects, especially in Years 7–10.
 - Use student surveys or interest inventories to inform unit planning and teaching approaches.
2. Set High Expectations and Promote Accountability
 - Clearly communicate learning goals, success criteria, and behavioural expectations for every lesson.
 - Build students' understanding of self-assessment and goal-setting, empowering them to take ownership of their learning.
 - Implement a consistent approach to tracking progress and following up on incomplete work, supported by pastoral care staff and Heads of Learning.
3. Provide Regular, Targeted Feedback

Build time into lessons for timely, actionable feedback that supports students in improving their work.
4. Celebrate Achievement and Engagement Consistently
 - Continue using the school-wide system (Compass – Chronicle) for acknowledging academic progress, attendance, and positive behaviour.
 - Share student successes in assemblies, newsletters, Vivi displays, and via parent communication platforms.

Focus Area 3 - Student Voice

We will empower students by providing them with a voice, enabling them to take an active role in shaping their educational experiences and fostering a sense of belonging within the school community. We will create opportunities for students to give feedback on their learning, allowing them to express what works, suggest improvements, and feel valued as contributors to their education. By including students in decision-making processes, especially on matters that directly affect them, we will demonstrate respect for their perspectives while nurturing critical thinking and leadership skills. Through participation in structures like the student council, students will advocate for their peers, collaborate with school leadership, and develop a stronger sense of responsibility and pride in their school.

Strategies:

1. Embed Student Feedback in Teaching and Learning
 - Use student voice surveys to gather feedback on teaching strategies, engagement, and classroom climate.
 - Include a reflection component in assessment tasks or unit evaluations (where applicable), asking students what helped them learn and what could be improved.
2. Promote Classroom-Level Voice and Agency
 - Encourage teachers to offer choice in learning tasks, topics, or assessment methods where possible.
 - Foster a classroom culture where student questions, ideas, and reflections are valued and integrated into learning.
 - Use co-constructed class norms or learning agreements to promote shared responsibility and ownership.
3. Strengthen the Role and Visibility of Student Leadership
 - Look for opportunities to expand the remit and impact of the Student Council by involving them in school-wide initiatives (e.g., sustainability, wellbeing, events planning).
 - Schedule meetings between student leaders and school leadership to discuss student priorities and feedback.
 - Recognise and celebrate the contributions of student leaders through school communications, awards, and public acknowledgements.
4. Develop Student Leadership and Communication Skills
 - Create opportunities for students to present ideas to staff, school board, or parent groups, building public speaking and advocacy skills.
 - Encourage student participation in external leadership programs, such as GRIP, Lions Youth of the Year or WA Student Council.



Our Targets

Target 1: NAPLAN High Band Achievement

Over the life of this business plan, a positive trend appears in the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN Reading and Numeracy. (Data Source: SAIS Dashboard)

Target 2: NAPLAN Growth

By 2028, ensure a positive upward trend in the number of students demonstrating medium to high progress in NAPLAN Reading and Numeracy between Year 7 and Year 9. (Data Source: SAIS Dashboard)

Target 3: Distribution of Grades

By Year 10, the percentage of students to meet or exceed the performance of like schools achieving a grade C or above in English, Mathematics, Science, and Humanities. (Data Source: SAIS – Learning Area Grade Distribution)

Target 4: Whole-School Attendance

Overall student attendance rate to reach 90%. Reduce the proportion of students in the "at-risk" (<90%) and "severe" (<80%) attendance categories across all year groups. (Data Source: SAR)

Target 5: WACE completion

WACE completion rates for students who commence Year 11 exceeds that of like schools. (Data Source: SAIS WACE Report)

Target 6: ATAR

50% of students who complete university pathway achieve an ATAR of 88 or above. (Data Source: SAIS WACE Report)

Target 7: University Entrance

By the end of the business plan over 50% of students achieving direct entry into university (ATAR / Uniready / Portfolio / Cert IV). (Data Source: SAIS WACE Report)

Target 8: Achievement

Increasing percentage of students completing Year 12 achieving a Cert II+, School Based Traineeship, and/or Uniready Enabling program or an ATAR (70+).
(Data Source: SAIS WACE Report)

Target 9: OLNA

For the life of the Business Plan, 95% of all WACE students to achieve OLNA, striving to 100%. (Data Source: SAIS WACE Report)

Target 10: Performance Development

By the end of the Business Plan cycle 100% of teaching staff will have participated in at least one targeted professional learning activity aligned to school priorities and/or their performance development goals each year.
(Data Source: PD application forms, staff attendance at whole school PD)

Target 11: Leadership

Identify and support a cohort of staff across the cycle who are ready for higher leadership roles through personalised development plans and mentoring.
(Data Source: Staff intentions survey, Performance Development processes)

Target 12: Wellbeing and Engagement

Increased percentage of students reporting positive emotional engagement and feeling connected to adults at school. Increased percentage of students reporting high overall emotional wellbeing (including life satisfaction, optimism, and happiness). Decreased percentage of students reporting low levels of resilience or high emotional distress.
(Data Source: WEC survey and report)

Target 13: School Climate

Staff, student, and parent feedback demonstrates strong satisfaction in school culture, leadership and organisation. (Data Source: Biennial survey)



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