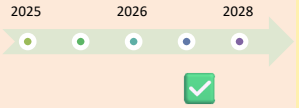
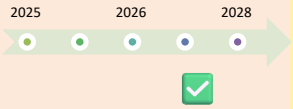
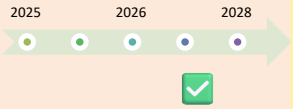
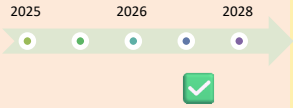
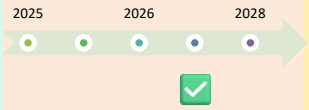
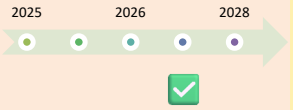
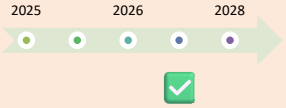
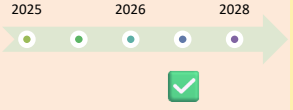
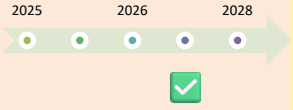
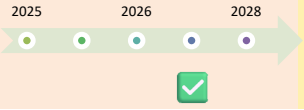
2025 – 2028 OPERATIONAL PLAN

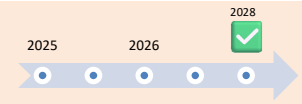
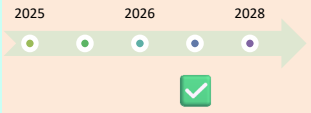
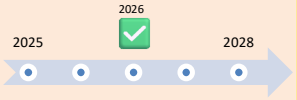
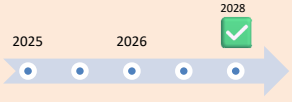
Margaret River Senior High School
Independent Public School

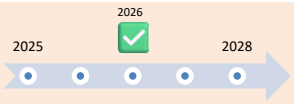
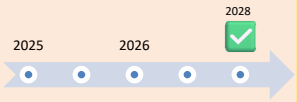
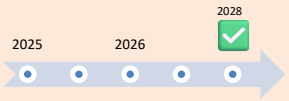
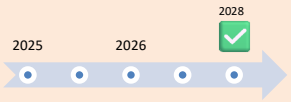
Success for All Students

OPERATIONAL	RESOURCES	TIMELINE	MILESTONES
➢ Whole school focus on Learning and Teaching. ➢ Continue to develop and refine Learning and Teaching Framework	➢ Deputy Principal – Teaching and Learning Development ➢ Professional Development funds ➢ Teaching and Learning PLC ➢ Learning Area Budgets		➢ 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
➢ Continued development and refinement of school Learning Management System	➢ PD funds for staff development ➢ Learning Management System to transition to Compass and Connect. ➢ Continue Financial Support for Learning Area Management, ire STILE		➢ Audit data and usage of School Management System by staff, students and parents.
➢ Engaging parents through a range of communication strategies to assist with students' learning	➢ Compass and Connect ➢ Facebook ➢ SMS Text ➢ E-mail ➢ Newsletter ➢ Phone calls ➢ School Website ➢ Open Reporting Days		➢ Staff and Parent Survey of effectiveness of school communication systems.
➢ 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.	➢ NAPLAN ➢ PAT testing ➢ OLNA ➢ ATAR ➢ VET Completion ➢ National Attainment ➢ Post school Destination data ➢ TISC data ➢ WEC data		➢ Every Learning Area develop strategies (Learning Area Plan) to meet the Learning needs of students as identified through whole school data. ➢ Number of students who are on Individual Learning or Behaviour plans to be consolidated.

➢ Alignment of the school's support strategies to assist students to achieve 85+ final scaled score in ATAR subjects ➢ Over 50% of Year 12 cohort eligible for direct entry to University			➢ 50% of ATAR students achieving an ATAR score of 88.
➢ Develop a range of Enrichment and Engagement activities to support achievement.	➢ Enrichment and Engagement Budget ➢ School Calendar ➢ School Leadership FTE ➢ PLCs		➢ Number of students engaging and participating in events. ➢ Audit of range of activities against: ▪ Academic ▪ Sporting ▪ Creative Arts ▪ Social/Emotional
➢ Development and implementation of Good Standing Policy to support student engagement.			➢ Percentage of students who maintain Good Standing throughout a School Year
➢ Use of data systems to target and improve student outcomes	➢ Senior Leadership Group Analysis ➢ Learning Area Curriculum Development Resources (L.A Budgets)		➢ % of students who: ▪ Maintain Good standing ▪ Achieve XXXX status through Student Recognition Policy
➢ Development of whole school Learning and Teaching strategies to assist with Engagement of all students. Targeted PD in this area.	➢ AI ➢ Pivot ➢ NAPLAN/OLNA ➢ Learning Area specific online education platforms ie STILE, Mathspace, Elastic ➢ 0.2 FTE HoLA 2IC (Trail basis 2026)		➢ 80% staff involved or completed targeted professional development in the area of Learning and Teaching
➢ Roll out of WA Curriculum 9 multi-tiered system for literacy intervention	➢ PD for HOLAs/staff during familiarisation stage ➢ Intervention and Differential Coordinator role.	 	➢ SCSA moderation processes show compliance

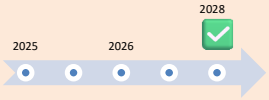
Staff Development – High Quality Teaching

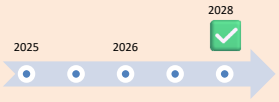
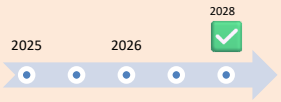
OPERATIONAL	RESOURCES	TIMELINE	MILESTONES
➢ In School Professional Development for teachers with a clear focus on: ➢ Development of Learning and Teaching Capacity of Staff. ➢ Peer Observation Peer review is embedded into the Performance Management documents. HOLA Teacher observation are mandatory as part of PM.	➢ Professional Development funds with priority given to CMS– ➢ CMS Foundations ➢ CMS Instructional Strategies ➢ CMS CAT Training ➢ L&T Framework ➢ Teaching and Learning PLC	 	➢ All staff incorporating CMS strategies in classroom practice on a weekly basis. ➢ All staff involved in Peer Observation / Peer Support Review. ➢ Use of lesson observation protocol for Peer Observation based on CMS Cat and Teachwell programs.
➢ Develop a range of classroom and peer observation strategies.	➢ Teaching and Learning PLC ➢ ICT funds for audio visual equipment. ➢ Up to $10k PD funds for relief and professional development		➢ 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
➢ Embed Learning and Teaching focus into Performance Management	➢ Video ➢ Web conferencing		
➢ Induction/Mentoring of new staff at MRSHS through HOLA's and mentor teachers.	➢ Induction program – booklet and PowerPoint.		➢ Each new staff member has been linked to an onsite mentor teacher in their first year at MRSHS. ➢ Survey data of induction process effectiveness.

➢ Continued focus of Senior Leadership Group on Team building and leadership capacity building	➢ Introduction and trial of 2IC for MESH Learning Areas with the view to expand across all Learning Areas.		➢ All Senior Leadership staff to have participated in targeted Professional Development on leadership.
➢ School-wide usage of new Performance Management documents and timeline. ➢ Identify training priorities through performance management process.	Performance Management documents and structure. ➢ Performance Management Line Managers ➢ Relief funds	 	➢ All non-teaching administrative Staff completing training to upskill in word processing, spreadsheets, COMPASS and HRMiS. ➢ Skills set matrix completed for Administration and Student Services Staff
➢ Develop Staff Capacity to use and implement ICT across the curriculum	➢ ICT Budget ➢ Professional Development funds		➢ Review as outlined in the ICT Strategic Plan
ICT Strategic Plan ➢ Invest in digital learning platforms that enhance curriculum delivery, collaboration and feedback ➢ Use of data and feedback. Establish clear data cycles (collection, analysis, planning, action, review) in LAs and at SET/SLG levels.	➢ SYILE ➢ Mathspace ➢ Education Perfect ➢ Elastik ➢ RTP ➢ SAIS data ➢ COMPASS-Chronicle ➢ Attendance		

Positive Learning Environment

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.

OPERATIONAL	RESOURCES	TIMELINE	MILESTONES
➢ Develop and embed a whole-school approach to Social and Emotional Learning into formal teaching practice that focuses on the values of Margaret River SHS: • Respect • Responsibility • Resilience	➢ Teaching & Learning Framework ➢ Teaching & Learning PLC ➢ Student Wellbeing PLC ➢ Switch4Schools program ➢ The Resilience Project ➢ $25k annual budget for Student Recognition activities and initiatives.		➢ Pastoral care embedded into daily lesson framework under lesson goals ➢ Audit implementation of Lesson Goals via learning areas to ascertain percentage of take-up. ➢ Improved outcomes in WEC data compared to 2023 baseline data.
➢ Continued reinforcement of the positive behaviors with reward programs, posters to promote across the school, weekly events to highlight certain attributes.	➢ Culture PLC ➢ Publication funds for digital and static display - $15K. ➢ $25k annual budget for Student Recognition activities and initiatives.		➢ Audit of visual displays of RRR across individual classrooms, wider school environment and digital school resources. ➢ Improved WEC, behaviour and increased RRR recording.

➢ Targeted programs and support related to improve wellbeing for students and staff.	➢ Staff Wellbeing PLC ➢ Student Wellbeing PLC ➢ $40k Professional Development Funds. ➢ $25k Student Health & Wellbeing budget. ➢ Examination of staffing structures and Student Services structure to support Positive Learning Environment initiatives. Funding to the equivalent of a L3 Program Coordinator.		➢ Staff Survey data demonstrates improved wellbeing data compared to 2023 baseline. ➢ Audit of Professional Development opportunities attended in relation to student and staff wellbeing. ➢ Structure of Student Services and whole school staffing.
➢ Continued development of Positive Education matrix and planned wellbeing event schedule.	➢ Student Wellbeing PLC. ➢ $25K Positive Learning Environment budget. ➢ $40K Professional Development Funds.		➢ Audit of the number of wellbeing events that occur on a termly basis. ➢ Increase the number of opportunities and activities students accessing Student Services for Pastoral Care and Health and Well-being needs per annum.
➢ Embed House activities into classroom learning, wellbeing initiatives, and whole-school events to strengthen staff and student connection, belonging and community.	➢ MRSHS P & C to support awards and rewards program. ➢ 25K Positive Learning Environment budget. ➢ Implementation of House Colour Sports shirts for Physical Education and sporting events		➢ Audit number of House related events. ➢ Audit number of students receiving House related RRR points. ➢ Audit total RRR points awarded annually.

Shine Forth

158 Bussell Highway, Margaret RIver WA 6285
Phone. (08) 9757 0700
Email. margaretriver.shs@education.wa.edu.au
Website. www.margaretrivershs.wa.edu.au
ABN: 70 847 797 698