

Margaret River Senior High School



Strategic Plan 2015- 2017

Accepted and Endorsed by School Board 19th June 2015

School Context for Business Plan

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 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 recognise 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 lead to new and innovative programs that enable students to link to TAFE studies, Universities and Workplace Learning.

MARGARET RIVER SENIOR HIGH SCHOOL - BUSINESS PLAN 2015-2017

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: 2015 – 2017

1. **Academic Standards** – High standards of achievement for all students at MRSHS including Education Support and Indigenous students.
 - 🏆 Enrichment
 - 🏆 Student Engagement
2. **Staff Development**
 - 🏆 Peer Review
 - 🏆 Instructional Intelligence
3. **Student Health and Wellbeing**
 - 🏆 Positive Behaviours
 - 🏆 Student Support

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 life long 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 2015 -2017 and demonstrate that it is a highly successful school. The Review process from the 2012-2014 Business Plan has been the starting point for the 2015 - 2017 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

Target Areas 2015- 2017

Target Area	Benchmark Targets	Aspirational Targets
<ul style="list-style-type: none"> • Year 9 NAPLAN • Year 9 WAMSE • 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. 1. Above “like” schools in the area of progress from Year 7 to Year 9 in NAPLAN testing 3 out of 5 areas 1. Median ATAR above like schools 2. Median ATAR above Government Schools average 3. Median ATAR above 77. 1. Graduation rate above 90% 1. 90% of whole Year 12 VET cohort to achieve full completion of Certificate II and above courses. • Average attendance above state average and Like Schools. • 65% of students with Regular attendance 1. 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 80 • 100% graduation rate • All non ATAR students to complete a Certificate II or above course • Average attendance rate above 92% • 70% of students with regular attendance • 90% National Attainment

Margaret River Senior High School



Operational Plan 2015- 2017

Focus Area	Operational Strategies	Milestones / Indicators of Success
<p>Academic Standards Enrichment/ Engagement</p>	<ul style="list-style-type: none"> ● Prioritise FTE usage from SFSA for an Enrichment and Engagement Coordinator. ● Enrichment and Engagement as Performance Management priority ● Use of internal and external data systems to identify targeted students for enrichment. ● Develop Annual Whole School Enrichment Opportunity Calendar. ● Refine future audit information to include: <ol style="list-style-type: none"> 1. Students involved 2. 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 	<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 school priorities embedded into staff Performance Management ● Every Learning Area has developed strategies to meet the enrichment needs of identified students by 2014 ● An increase in participation in Enrichment and Engagement focused curricular activities and opportunities. ● Learning Area Reviews outlining strategies that have been used and analysis of their effectiveness. ● Audit of Enrichment and Engagement activities that have been financially supported by MRSHS. ● Number of students achieving a final scaled score of above 75%

	<p>75+ final scaled score in ATAR subjects</p> <ul style="list-style-type: none"> • Use of Good Standing Policy to support student engagement. • Development of whole school strategies to assist with Engagement of all students. • Develop Individual Pathway plans for identified students. • Development and implementation of Individual Behaviour Plans for targeted students. 	<ul style="list-style-type: none"> • 90% of students complete class work / assignments / homework on a regular basis. • Improve levels of attendance in line with the targets outlined in the business plans. • Reduction of negative referrals on the school's Behaviour Management data system. • Number of students who are on Individual Learning or Behaviour plans.
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Focus Area	Operational Strategies	Milestones / Indicators of Success
<p>Teacher Development</p>	<ul style="list-style-type: none"> • In School Professional Development for teachers with a clear focus on: <ol style="list-style-type: none"> I. Instructional Intelligences II. Peer review <p>(75% of total PD budget expended in this area)</p> <ul style="list-style-type: none"> • EBA meeting time linked to Peer Observation / Support / Review and Instructional Intelligences collaborative learning. • CAT trained staff members to implement Train the Trainer model to enhance feedback for Peer Review strategy • Induction/Mentoring of new staff at MRSHS • Implementation of agreed staff commitment to school based procedures. 	<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. • Each new staff member has been linked to an onsite mentor teacher in their first year at MRSHS. • All staff implementing Staff Consistencies into daily practice.

Focus Area	Operational Strategies	Milestones/ Indicators of Success
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 through the Oneline budget in Student Services to provide pastoral support for students. • Budget allocation to support Positive Behaviours in comparative budget beginning in 2016. • Development of Positive Behaviours Matrix. • Increased use of external agencies to support MRSHS staff in maintaining student wellbeing. • Physical re-structuring in Student Services to enable students with Pastoral Care issues the ability to safely access personnel. • Adapting Attributes on Reporting to Parents to address Positive Behaviour Matrix 	<ul style="list-style-type: none"> • BMiS Policy revamped to include Positive Behavior Strategy by end of 2015. • 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 staff to have been provided PD in relation to Positive behaviours by the completion of 2016. • Audit of number of students accessing support from external providers. • Increase number of students accessing Student Services for Pastoral Care and Health and Wellbeing needs. • School reporting against the Positive Behaviours Matrix.

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 2017 to 900 students. • 98% transition from Primary Feeders to Year 6 by 2017. • Target 700 interviews at school Reporting Night to Parents. • Increase parental involvement in school activities. • Utilise SEQTA software to provide direct e-mailing to parents by ball staff • 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.