

School plan 2018-2020

Murwillumbah High School 8129



**INSPIRING EVERY STUDENT
EVERY DAY**

School background 2018–2020

School vision statement

Murwillumbah High School's vision is captured in the school's motto – 'Inspiring every student, every day.' We provide students with the skills, knowledge and values they can then use to create the future they want and in doing so contribute to creating the future of our local community and beyond.

On the school's badge are the Latin words 'pergo, perago, periclitor', which translates as, 'I strive, I undertake, I succeed.'

This plan provides a framework to ensure that effective communication, student engagement and wellbeing are at the heart of Murwillumbah High School.

School context

Murwillumbah High School was established in 1929 and has a long tradition of outstanding academic, cultural, creative, and sporting achievement.

The highly qualified and experienced teachers at Murwillumbah High School are committed to the provision of a secure and caring environment that promotes the learning and development of all students using quality teaching strategies which are contemporary, engaging and challenging.

The school, which has approximately 430 students and 72 staff, offers a wide range of courses which meet the needs of all students. The Special Education Unit provides comprehensive programs for students with special needs.

A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students supporting them to become resilient citizens in a dynamic and changing world.

School planning process

A collaborative process was used to identify three strategic directions and to develop evidence-based strategies.

School strategic directions 2018–2020



Purpose:

In what ways and to what extent can we inspire students to deeply engage with their learning and develop the skills to become life-long learners?

Purpose:

In what ways and to what extent can we enhance communication with all stakeholders and achieve positive promotion of the school?

Purpose:

In what ways and to what extent can we support the growth of student and staff as resilient people?

Strategic Direction 1: STUDENT ENGAGEMENT

Purpose

In what ways and to what extent can we inspire students to deeply engage with their learning and develop the skills to become life-long learners?

Improvement Measures

More than 10% decline in off task behaviours for stage 4 students, in the classroom as indicated by Sentral data.

Improved results in external testing including the HSC, NAPLAN and VALID.

Data indicating Increased enrolments 7–12 and improved retention rates

Student, parent and staff qualitative data (forum data) indicates improved satisfaction with teaching and learning compared to data collected term 4 2017.

Improvement to the number of Stage 4 students achieving A and B gradings in their school report.

People

Staff

Student Rewards team

Community based projects team

Senior success team

Futures learning team and futures curriculum team

Future Leaders team

Students

Students to trial renewed rewards system.

Students to engage with Futures learning project, maximising success program, community based program, future leaders project and literacy and numeracy initiatives.

Parents/Carers

Engage in development of programs where necessary.

Leaders

Senior Executive to lead Literacy and Numeracy team.

Senior Executive to form a Futures Curriculum Committee.

Community Partners

Engage in development of community based programs where necessary.

Processes

Develop a renewed reward system.

Develop community-based projects for disengaged students.

Maximising Success for Senior Students.

Staff to engage with professional learning and trialling of Futures Focussed Learning pedagogies, led by a Futures Curriculum Committee.

Support and refine LEAP (Learning Engagement Academic Program).

Develop a Future Leaders Program.

Lead school in ways to implement whole School Literacy and Numeracy initiatives to lift achievement.

Evaluation Plan

Parent survey.

Staff and student focus group feedback.

Student NAPLAN data reflects one years growth for one years effort.

Percentage of students participating in the leadership program.

TEC education calculator.

Practices and Products

Practices

Success in all areas of school life is valued and celebrated

Staff empowered to deliver and disengaged students and parents/carers educated and empowered to pursue, alternate educational pathways

Collaborative, future-focussed learning is evident in classrooms in Stage 4

MHS students value and pursue leadership opportunities where a visible, dynamic SRC is leading student initiatives.

Products

A functional and effective recognition system.

Relevant pathways for senior students – Non-ATAR and Striving for Academic Excellence are defined and communicated to all stakeholders.

Enhanced learning environments.

A Future Leaders Program is operating in Stage 4 and 5 at MHS.

Strategic Direction 2: COMMUNICATION

Purpose

In what ways and to what extent can we enhance communication with all stakeholders and achieve positive promotion of the school?

Improvement Measures

Increased attendance and participation by parents within the school community at school events. Increased student representation and parent and community attendance at Merit Assemblies and Presentation Night.

Significantly improved community satisfaction evident in survey and forum data compared to baseline data from 2017 (360 degree Communication survey and forum data). Data shows the school is perceived by the community on a positive manner.

Student, staff and parents indicate a higher degree of satisfaction with school communication compared to 2017 forum data.

People

Staff

Internal communication team.

Best practice team.

Student achievement team.

Improved communication with parents team.

Leaders

Process and policy review team.

Students

Engage with student achievement team to develop film pond focus .

Parents/Carers

Engage with parent survey and provide feedback.

Processes

Team formed to explore and develop improved communication processes with parents involving surveys and trials.

Best practice re: communication and technology developed.

MHS students and their achievements are consistently and effectively showcased.

Review processes and policies and build staff, student and community awareness of, and access to these.

Internal communication.

Evaluation Plan

Parent survey.

"Shared" on facebook statistics.

Staff and student focus group feedback.

Practices and Products

Practices

Parents are reliably communicated to and confidently communicate with, MHS.

Staff communicate all essential information via the most effective technological means.

students empowered as recorders of MHS achievement.

Staff, students and parents understand and work with clear routines.

Products

Clear and effective communication channels with parents.

students, parents and the community are more informed and invested in the school.

System of acknowledgment via video representation .

Clearly articulated, communicated and easily located processes and policies.

Strategic Direction 3: WELLBEING

Purpose

In what ways and to what extent can we support the growth of student and staff as resilient people?

Improvement Measures

A reduction in staff sick leave and student absenteeism indicating growth in levels of connectedness and resilience.

Reduction in SENTRAL entries focusing on aggressive behaviour and off task behaviours.

- Staff actively advocate and utilise wellbeing strategies.

People

Staff

Engage in professional learning activities that build their capacity to develop positive relationships, provide pastoral care and curriculum that equips students with knowledge, skills, attitudes and strategies to understand and manage themselves and relationships.

Acknowledge individual differences and provide opportunities for all to learn and succeed.

Empowered to provide immediate support and links to external agencies.

Are aware and actively care for their own wellbeing.

Leaders

Executive align policy and curriculum.

Executive model wellbeing practices.

Parents/Carers

Empowered to engage in school based and external programs that support their children.

Community Partners

Develop their profile and capacity to provide support for all MHS stakeholders.

Students

Build capacity to develop positive relationships, resilience, acceptance of diversity and a sense of being a world-wide citizens.

Processes

"Flourish" collect base-line wellbeing data from across the school for students.

Staff welfare committee formed to develop wellbeing initiatives. Investigate what works in other schools around happiness and wellbeing – team to explore opportunities to develop related programs.

Student behaviour support team formed to investigate best practice and formulate effective whole school approaches.

Embed wellbeing attitudes and strategies in programs to enable students to understand and manage themselves and their relationships.

Evaluation Plan

Parent/student feedback.

Monitor staff and student absenteeism.

Student behaviour data from SENTRAL.

Practices and Products

Practices

All staff operate with consistent school wide rules and consequences.

All scope and sequences address positive relationships and self-awareness

Active involvement in student leadership programs.

Products

Targeted student programs for addressing student mental health.

A structured, sustainable and achievable staff wellbeing program/s.

Alignment between needs and curriculum.

Strategic Direction 3: WELLBEING

People

Participate in school decision making processes and policy/procedure development.

support needs addressed.