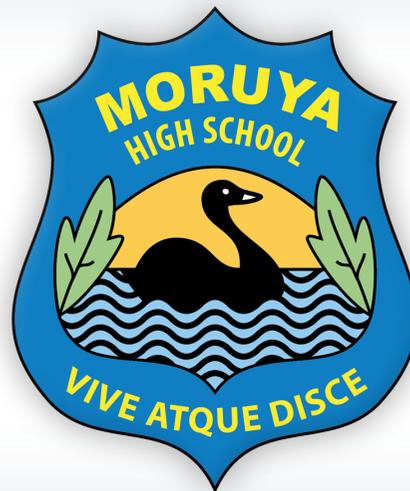


School plan 2018-2020

Moruya High School 8368



School background 2018–2020

School vision statement

Moruya High School has a positive, respectful and supportive environment that enables students to confidently engage in their education. Students leave our school with an ongoing passion for learning and the skills and attributes essential to thrive in a rapidly changing world. Strong relationships with our whole school community provide the opportunities for **all** students to be able to reach their full potential as 21st Century citizens.

School context

Moruya High School is an inclusive, comprehensive public high school of some 600 students and 60 teaching staff. The school has developed a positive behaviour for learning culture based on respect, responsibility and aspiration. With a significant enrolment of Aboriginal students, a special education support unit for students with disabilities and behavioural difficulties and a tutorial centre, the school offers a diverse curriculum and has developed numerous initiatives designed to meet the needs of our students. These initiatives include peer tutoring, the media group, a successful seniors program, a student representative council, a prefect group, a group focussed on sustainability and comprehensive transition programs. We promote academic acceleration for gifted students, student leadership, extra-curricular activities in sports and creative and performing arts and adolescent health programs all of which build resilience. The school has forged strong partnerships with other organisations to ensure Moruya High students have access to a broad range of educational opportunities. Attention is currently focussing on improving the quality of our information technology and computer systems and ensuring all students have access to flexible quality learning spaces.

Our school motto challenges students to learn. It states that while we live we must learn and we must learn in order to live productive and meaningful lives. We trust that our students take full advantage of the many opportunities available to them at Moruya High School – the first in the Eurobodalla.

School planning process

Senior Executive TPL during 2017

Evaluation of the 2015–17 School Plan – terms 3 and 4 2017

School community consultation – term 4 2017

Situational Analysis undertaken – term 4 2017, completed term 1 2018

Draft school plan prepared – early term 1 2018

MHS Executive review of draft – mid term 1 2018

Further consultation with school community – mid term 1 2018

Presentation to staff late term 1 2018

Publication – early term 2 2018

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in Teaching

Purpose:

To continue to build a culture of teaching excellence by developing the professional knowledge and practice of staff. Underpinning this culture of teacher excellence is a professional, collaborative workplace where staff have a sense of pride, commitment and enthusiasm. This culture will foster student engagement, enable students to develop an ongoing passion for learning and develop the skills and attributes essential to thrive in a rapidly changing world.



STRATEGIC DIRECTION 2

Excellence in Learning

Purpose:

To build a learning culture where students are actively engaged in meaningful, challenging, future focussed learning experiences. Stimulating learning environments that support student engagement are evident throughout the school. Students will leave school with a strong foundation of literacy and numeracy skills. This learning culture recognises and supports the individual needs of all students, empowering them to achieve their full potential.



STRATEGIC DIRECTION 3

Excellence In Relationships

Purpose:

To ensure Moruya High School is recognised by the community as the school of choice in the Eurobodalla region. This is underpinned by an organisational culture where strong partnerships with our whole school community are valued.

Strategic Direction 1: Excellence in Teaching

Purpose

To continue to build a culture of teaching excellence by developing the professional knowledge and practice of staff. Underpinning this culture of teacher excellence is a professional, collaborative workplace where staff have a sense of pride, commitment and enthusiasm. This culture will foster student engagement, enable students to develop an ongoing passion for learning and develop the skills and attributes essential to thrive in a rapidly changing world.

Improvement Measures

Positive learning climate as measured by Tell Them from Me surveys increases and exceeds state average each year from 2017 baseline of 5.5.

All teachers maintaining current accreditation standards with at least five working towards higher accreditation (HA or Lead) achieved through leadership of professional learning and collective efficacy.

People

Leaders

Build capacity of staff by providing ongoing professional development opportunities and create a transparent teaching and learning culture which includes regular observations of each others practice.

Staff

Demonstrate responsibility for improving their own professional practices and working collaboratively to ensure research based pedagogy underpins teaching strategies.

Students

Provide valuable feedback on learning experiences

Parents/Carers

Provide feedback on student learning experiences

Processes

Evaluative Practice

Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning in the use of quality sources of data to inform future teaching and learning.

Collaborative Practice

Implement collaborative processes for consistency in teacher practice using frameworks such as Curiosity and Powerful Learning and Positive Behaviour for Learning.

Incorporation of Research based Pedagogy

Ongoing application of educational best practice for example ALARM and Explicit Teaching. Strengthening staff capacity by sharing evidence based research and practices at staff meetings.

Evaluation Plan

Analysis of:

- * External Validation Appraisals
- * Tell Them From Me surveys
- * Observation data
- * Professional development records
- * Faculty meeting minutes
- * SCOUT reports
- * Lesson plans and programs

Practices and Products

Practices

Teachers collaborate across faculties to share knowledge, data, feedback and information about student progress and achievement.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and breakdown knowledge.

Teachers provide explicit, specific and timely formative feedback related to success criteria.

Faculties integrate research based pedagogy into teaching practices throughout the school.

Products

Evidence-based programs and lessons are in place to meet the needs of all students.

Performance Development Plans that are based on reflective practice and focussed on whole school improvement

Teacher feedback supports improved student learning.

Strategic Direction 2: Excellence in Learning

Purpose

To build a learning culture where students are actively engaged in meaningful, challenging, future focussed learning experiences. Stimulating learning environments that support student engagement are evident throughout the school. Students will leave school with a strong foundation of literacy and numeracy skills. This learning culture recognises and supports the individual needs of all students, empowering them to achieve their full potential.

Improvement Measures

Increase the proportion of students achieving proficiency in line with Premiers priorities. Baseline 2015–2017 average 17.57%

NAPLAN Year 9 – HSC value added exceeds growth of similar school groups.

Year 7–9 NAPLAN value added results are excelling under the School Excellence Framework.

People

Leaders

Foster a school wide culture of high expectations and a shared responsibility for establishing processes to improve student engagement and achievement.

Staff

Maintain accurate student records and assessment data and utilise data to monitor student performance.

Staff

Explicitly communicate consistent expectations for behaviour across all school settings.

Staff

Differentiate teaching in order to address student needs.

Staff

Seek opportunities for students transitioning from school.

Students

Provide feedback on learning to teachers.

Community Partners

Work with staff to assist student engagement and achievement.

Processes

Personalised Learning and Assessment for Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice. Ongoing student access to tailored support, extension, or enrichment to maximise outcomes.

Strong Foundation in Literacy and Numeracy

Review a range of data sources in order to inform future practice and directions for literacy and numeracy. This includes:

- inclusion of both summative and formative assessment practices
- timely targeted intervention by staff for students at risk of not meeting literacy and numeracy standards and provision of targeted literacy and numeracy support

Wellbeing

Continue to build whole school capacity implementing an integrated approach to well-being in which the school community can connect, succeed and thrive.

Evaluation Plan

All data will be analysed collaboratively:

- Student TTFM surveys (term 1 and 3)
- Parent and Teacher TTFM survey (term 3)
- Personalised Learning data
- Ongoing review of NAPLAN, HSC, VET

Practices and Products

Practices

Evidence-informed literacy and numeracy strategies are core aspects of our teaching practice.

Targeted student programs are available through partnerships with key organisations to enable them to achieve their full potential

Staff utilise data to monitor student achievement, identify gaps in student learning and inform teaching practices.

The use of data and collaborative evaluation is an embedded practice to inform teaching.

Teachers use Assessment for Learning systematically to develop increased learner autonomy and metacognition.

Products

Improved student outcomes in literacy and numeracy

Explicit literacy and numeracy strategies are embedded across the school.

Senral referrals will contain the antecedent to the behaviour, the behaviour and the consequence so that data decision rules can be implemented effectively. Staff skill and efficacy in managing student behaviour will increase.

Acknowledgement and consequence systems support a culture of positive behaviour.

Strategic Direction 2: Excellence in Learning

Processes

- and other data
- Classroom Observations (CPL) – engagement
- Personalised Achievement Program – student achievement/recognition
- PBL – behaviour data
- Student performance data

Strategic Direction 3: Excellence In Relationships

Purpose

To ensure Moruya High School is recognised by the community as the school of choice in the Eurobodalla region. This is underpinned by an organisational culture where strong partnerships with our whole school community are valued.

Improvement Measures

Tell Them from Me survey results on two-way communication with parents exceeds State Government school norms.

Increased retention of students from primary partner schools.

An increase in engagement with school communications articulated through reach to community members using Facebook Insights.

Retention of Aboriginal students increases from Years 10 to 11 and 11 to 12 using baseline of 2015–2017 historical data.

People

Leaders

Plans and proactively engages with parents and the broader community

Staff

Work collaboratively with community of schools to improve students outcomes and promote the merits of Moruya High School to our school community

Parents/Carers

Provide feedback to the school on communication processes

Students

Participate in opportunities to collaborate with primary schools

Community Partners

Work in partnership with the school to broaden opportunities for the students of Moruya High School.

Processes

Aboriginal Education

Improved educational outcomes for aboriginal students through access to programs with ATSI agencies.

Ongoing acknowledgement and celebration of ATSI events.

Community Engagement

Deliver excellence in communication with the school community, to foster trust and continue to improve the school's reputation in the Eurobodalla region.

Community of Schools

Develop an active plan for transition from K to 12 and a shared understanding of quality teaching practices across all schools.

Seek opportunities to work closely with and engage partner primary schools to improve student outcomes.

Evaluation Plan

Analysis of:

Tell Them From Me surveys

Positive Behaviour for Learning feedback

Media

Practices and Products

Practices

Parents and families are valued by staff as partners in student learning, and as a result parents, school leaders and teachers work together in mutually supportive ways.

Education at Moruya High School is inclusive and addresses the needs of all students.

The whole school community promotes the merits of education at the school.

Effective Year 6 into 7 transition processes.

Products

Positive and respectful relationships exist across the school community.

Aboriginal and Torres Strait Islander students educational outcomes are equivalent to other students.

High levels of trust are apparent across the school community.

Broad professional development opportunities through strengthened COS relationships.