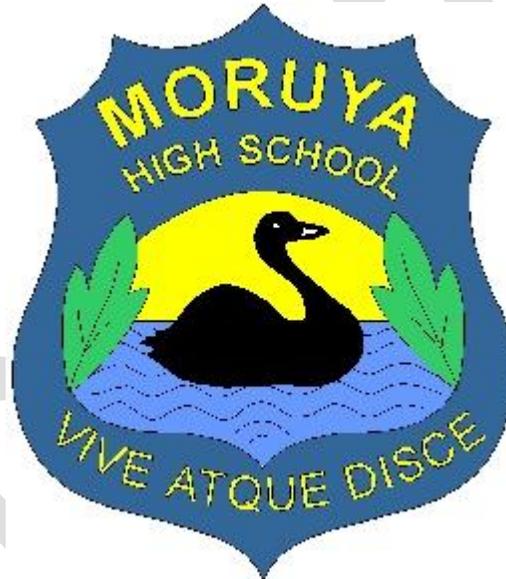


Moruya High School

MANAGEMENT PLAN 2014-2016



“Live and Learn”

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1. School Context

Moruya High School has the proud distinction of being the first high school to be established in the Eurobodalla. In addition to its historical significance Moruya High School enjoys a tradition of outstanding academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive and diverse curriculum. We recognise and support individualised and flexible pathways for relevant students as they seek to gain appropriate credentials in the school and vocational training contexts. We establish high expectations for our students and offer them the opportunity, encouragement and support required to fulfil their individual potential. Teachers plan, program and deliver curriculum within a quality teaching framework.

Welfare and discipline are priority focus areas in our school. Policy and procedures are clearly communicated to students and parents. We believe that all students are entitled to a safe and harmonious environment where they are treated with respect and where they in turn respect the rights of others. We emphasise rights AND responsibilities along with the necessity for students to accept and deal with the consequences of their actions. We believe that students should wear the specified school uniform consistently and with pride.

The school values its excellent reputation for the quality and diversity of its programs. We are an inclusive, comprehensive and coeducational public high school of some 700 students and 70 members of staff. The school has a significant enrolment of Aboriginal students, a special education support unit for students with disabilities and behavioural difficulties, a tutorial centre and numerous initiatives specifically designed to cater for targeted students. These initiatives include a Peer Tutoring program, the Media Group, Environmental Education committee, Successful Seniors program, a strong and active Student Representative Council, a Prefect System and comprehensive transition programs catering for students at key stages of their education experience. We provide and promote academic acceleration for gifted and talented students. Student leadership, extra-curricular activities in the sports and performing arts, and adolescent health programs that build resilience and resourcefulness, all combine to enrich the experience of students in our school. There is a high priority on the quality of our information technology and computer systems and all students benefit from access to a dedicated Learning Centre and Library facilities.

In 2010 we joined the National Partnership on Low Socio Economic School Communities. This program recognises, acknowledges and supports school communities where there exists significant socio-economic disadvantage. The programs also affirm that students are entitled to equity and excellence when it comes to the provision of quality education. Our community supports the school in this endeavour. We have a dedicated and active Parents and Citizens' Association where everyone is made welcome and where your voice and participation are valued. The school is responsive to the needs of the community and we encourage community expertise in our efforts to maximise opportunities for students. Many of our resources have been provided through community initiatives and generosity. Such support is valued and appreciated.

Our emphasis on basic values, courtesy, co-operation and respect make Moruya High School a pleasant and stimulating environment.

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 this is the ultimate outcome for our students and we trust that they take full advantage of the many opportunities available to them at Moruya High School – first in the Eurobodalla.

2. School Purpose and Agreed Priorities

2.1 Aims of the School

At Moruya High School we aim to:

- Provide a safe, stimulating and enjoyable learning environment for all students.
- Assist students in their individual growth towards the realization of their full potential.
- Develop the whole range of academic, vocational, cultural, interpersonal and athletic talents of each student.
- Promote excellence and achievement as positive outcomes available to all students.
- Develop student awareness of their academic, personal, career and vocational potential.
- Encourage parents and caregivers to participate in genuine partnership with the school for the benefit of students.
- Develop community pride and participation in the life of the school for the benefit of students.
- Provide a safe, harmonious and rewarding environment for all staff, students and visitors.
- Utilize technology for enhanced learning, communication and efficient administration.
- Promote a positive value system based on mutual respect, care and concern for the welfare of all.

2.2 Agreed Learning Outcomes

The priority learning areas listed below were identified and agreed upon by the Moruya High School community and resulted from broad consultation. We hold these priorities to be of fundamental importance in meeting the needs of our students and in complementing the mandatory academic curriculum set by the Board of Studies and The NSW Department of Education and Communities.

INTERPERSONAL SKILLS such as

Self Discipline
Coping with change
Dealing with social problems after school
Respect for others
Co-operative learning
Tolerance

Getting along with others
Flexibility in dealing with others
Generosity, kindness and forgiveness
Leadership and follower skills
Conflict resolution
Manners

PROBLEM SOLVING and RESEARCH such as

- Accessing and assessing information
- Investigative skills
- Preparing for the future, coping with change
- Study skills
- Developing curiosity and interest
- Learning to learn
- Information seeking skills - questioning skills
- Creative thinking

Creative use of time and time management

LITERACY and NUMERACY such as

Literacy and Numeracy across the curriculum including applications for everyday life

COMMUNICATION SKILLS such as

- Expressing oneself clearly and effectively
- Listening effectively
- Developing language
- Capacity for speaking out in an appropriate manner
- Communicating in group activities (sport, debates and class work)

AWARENESS OF SELF and PERSONAL RESPONSIBILITY such as

- Coping with personal stress
- Coping with personal change
- To enjoy life
- Goal setting
- Self discipline
- Self perception
- To be happy with oneself
- Responsibility for own actions
- Self confidence
- Self esteem
- Work ethic
- Sex education

We also believe it is important that students should

**VALUE and ENJOY LEARNING
and
DEVELOP A GLOBAL VIEW**

Seeing the whole picture through an understanding and awareness of

- Environment and other world issues
- The world around us

- Culture and languages
- The arts

Citizenship
Management Plan

3. NSW Department of Education and Communities – Office of Schools Plan Current Priority Areas 2014

The Department's Office of Schools Plan 2012-2014 specifies six priority areas. These are:

1. Literacy and Numeracy
2. Curriculum and Assessment
3. Aboriginal Education
4. Engagement and Attainment
5. Leadership and Management

In the context of these priority areas the following outcomes are directly relevant to the school strategic directions and key focus areas.

They are:

- Better literacy and numeracy outcomes for all students
- Increased retention rates and completion of Year 12 or its vocational equivalent
- More flexible, individualised and engaging pathways for students
- More comprehensive and successful transition programs at key stages
- More comprehensive and strategic data on student engagement levels
- Closing the achievement gap and increasing outcome standards for Aboriginal students
- Elevated levels of participation and satisfaction for Aboriginal parents and community members
- High quality teaching and professional standards
- Higher quality learning environments
- Strengthened teacher capacity to improve student learning outcomes
- Enhanced school leadership capacity for whole school improvement
- Improved technology-based learning and infrastructure
- Innovative use of interactive technologies for teaching, learning and teacher professional learning
- Broader curriculum options for students through information and communication technologies and communities of schools.

4. Moruya High School Strategic Directions and Key Focus Areas 2014-2016

The school strategic directions and key focus areas are inclusive of the priority objectives and outcomes listed above. At the same time they reflect the particular context, organization and methodology of Moruya High School in the process of planning for continuous improvement. This process includes annual evaluation, reporting and target setting or revision. Analysis of outcome data is critical to the success of this process. Individual staff, school executives and relevant school committees are expected to participate and contribute to these processes.

The strategic directions for 2014-2016 and beyond are stated within the key focus areas that form the basic structure of this plan. These focus areas are general in scope and are not mutually exclusive. However, the strategies and targets are intended to be very specific and where they are relevant to more than one focus area they are restated in the relevant areas. When this occurs, the resource allocation is not restated unless it equates to additional resources from a different resource base. The key focus areas will be in the same form and structure as the **DEC Office of Schools Plan**. This provides for consistency and continuity of purpose within an agreed context. These key focus areas establish the context of our overall school plan 2014 to 2016.

They are as follows:

1. Literacy and Numeracy
2. Curriculum and Assessment
3. Aboriginal Education
4. Engagement and Attainment
5. Leadership and Management

Progress and success will be measured against the obvious. Schools are required to:

- ensure high expectations of significant and sustainable improvements in student learning outcomes for disadvantaged and Aboriginal students,
- implement classroom strategies that have the greatest effect on student learning,
- build sustainability through strategies that will continue to impact on student outcomes beyond the funding period,
- increase partnerships between schools, with parents, local communities and organizations,
- provide ongoing opportunities for sustained professional learning through mentoring, courses and professional dialogue,
- strengthen accountability, and
- maximise the use of the school's total resource and, where appropriate, the total resource available across a community of schools.

Over the next three years we will monitor the implementation of the plan, evaluate strategies, assess outcomes and refine our priorities as required.

We will keep you informed of our progress and we will seek your participation and assistance throughout the process.

This plan has been endorsed by John Walsh (School Principal) and Paul Morris (Director, Public Schools NSW). This plan is to be revised and updated annually.			
Principal	John Walsh	SED	Paul Morris
Signed		Signed	
Date	18 th February, 2014	Date	18 th February, 2014

Priority Area 1 – Literacy and Numeracy

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
<p>Increased levels of literacy achievement for all students in line with national, state, regional and school specific targets.</p> <p>Better literacy and numeracy outcomes for all students</p>	<p>80% of students in Year 7 and Year 9 to achieve a net gain in reading age in the period between testing in term one and retesting in term three (as measured by the ACER CLOZE tests).</p> <p>30% of Year 9 students will be in the proficient bands for reading compared to 29% for the same cohort who were in Year 7 in 2013.</p> <p>30% of students will be in the proficient band for grammar and punctuation compared with 31% for the same cohort who were in Year 7 in 2013.</p> <p>Decrease the percentage of Year 9 students at or below the minimum standard for reading to 25.2% compared with the three year average of 27.5%.</p>	Provide support to all teachers in the development of literacy teaching strategies.	HT Learning Support	TPL \$6,000	X	X	4
		Conduct Peer Tutoring (literacy and numeracy) program for relevant students.	HT Learning Support		X		4
		Allocate teachers' aides to support students in special literacy and numeracy classes in Year 7 and 8.	HT Learning Support	Tied Funding Support \$60,000	X		4
		Improve DEAR program through better provision of resources.	HT Learning Support LST SLSO	Tied Learning Support D3/4 \$4,000	X		4
		Train SLSO to deliver MULTILIT to the bottom 10% of students according to reading age.	HT Learning Support	SASS TPL \$1,000	X		4
		Provide training for teachers in ALARM. Teachers to employ ALARM methodology across all KLAs.	HT HSIE	D3/4 \$6,000 TPL	X		4
	Decrease the percentage of Year 9 students at or below the minimum standard for reading to 25.2% compared with the three year average of 27.5%.	Provide tutorial assistance to targeted Year 9 students under-performing in Grammar and Punctuation	HT Learning Support STL	C1	X		4
	Implement NAPLAN-style assessment items across all KLAs for Years 7, 8 and 9.	Retain Head Teacher Learning Support.	HT Learning Support		X		1
		Implement Years 5 to 9 Transition Matrix across our Community of Schools to facilitate implementation of the Australian Curriculum	HTs Learning Support, Maths, English, PDHPE	E5 \$4,000	X		6

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
Broader curriculum options for students through information and communication technologies and communities of schools	Differentiated curriculum and curriculum adjustments evident in teacher lesson plans	Develop differentiated teaching programs for all remedial classes	HT Learning Support HT Maths	F3	X		4
		Curriculum modification strategies evident in minutes and records from Learning Support meetings	Continue Numeracy component of Peer Tutoring	HT Learning Support		X	X
		Teachers visit the community of schools (Broulee, Moruya and Mogo Public Schools) to share strategies for teaching maths to talented students.	HT Learning Support HT Maths	D2	X	X	6
		Run accelerated groups for Year 10 students	HT Maths	D1	X	X	4
		Run extension programs for Years 7 and 8.	HT Maths		X	X	4

Priority Area 2 – Curriculum and Assessment

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
School-based assessment is used to enhance student performance.	Reduction of Preliminary and HSC “N determinations” to zero.	Retain “Successful Seniors” program, including senior orientation, study skills, mentoring, Wednesday school, attendance monitoring and support.	Senior School Coordinator Mark English		X	X	3
Improved access to a variety of curriculum options for all students. Higher quality learning environments	Students receive at least 85% of their elective course choices.	Retain “MAX Day” program to provide increased curriculum options through TVET, extension courses and alternative pathways.	Senior School Coordinator Mark English		X	X	3
		Maintain current student driven flexible curriculum structure.	Executive		X	X	3
Strengthened teacher capacity to improve student learning outcomes	Moodle courses online for all HSC courses (2014).	Provide ongoing Moodle and other ICT TPL training to teachers	Computer Coordinator	A3 \$4 000	X	X	4
	IWBs used in 50% of classes.	Install additional interactive classroom hardware. Expand number of IWBs and promote use by staff.	Computer Coordinator	A1	X		4
	All teachers to have completed NAPLAN workshops. All teachers to have completed SMART 2 workshop	Continue to provide NAPLAN workshops to assist all teachers in understanding the content of the NAPLAN Literacy and Numeracy tests.	Executive		X	X	5
		Continue to provide SMART 2 workshops to assist teachers in using SMART data in their teaching.	Executive		X	X	5
	Teachers delivering stage 6 courses for the first time to receive additional support.	S5.11 Mentor new teachers delivering Stage 6	Executive		X	X	3

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
Innovative use of interactive technologies for teaching, learning and teacher professional learning	All teachers to have completed ALARM training.	Establish timetabled school-based professional learning opportunities to: <ul style="list-style-type: none"> • build teacher knowledge and understanding of syllabus outcomes • encourage professional dialogue and sharing • increase opportunities for collaborative planning, programming and consistency of teacher judgement processes. 	Principal DP Anne Barrett	C4	X	X	3
	Adoption of Middle Years (5 to 9) Transition Matrix in consultation with the Community of Schools, resulting in increased flow of information between high school and feeder schools	Curriculum leaders across the Community of Schools establish a working party to implement new Australian Curriculum	Mark English		X	X	6

Priority Area 3 – Aboriginal Education

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
<p>Aboriginal students are achieving the same literacy and numeracy standards as all students.</p> <p>Closing the achievement gap and increasing outcome standards for Aboriginal students</p> <p>Elevated levels of participation and satisfaction for Aboriginal parents and community members</p>	<p>Attendance rates in line with whole school population.</p>	<p>Continue to monitor attendance and utilise rewards for good attendance and letters home for poor attendance.</p> <p>Support for families through DP Attendance, LST and ATSI support staff.</p>	<p>DP Attendance HT Learning Support AEO</p>	<p>F1 \$4 000</p>	<p>X</p>	<p>X</p>	<p>2</p>
		<p>Work with other services to discover and remove barriers to attendance.</p>	<p>ASLO</p>	<p>F2</p>	<p>X</p>	<p>X</p>	<p>2</p>
		<p>Involve Community of Schools and Primary School Network of Parents to develop strategies to improve attendance</p>	<p>Principal</p>		<p>X</p>	<p>X</p>	<p>6</p>
		<p>Provide professional learning in Aboriginal education – best practice.</p>	<p>DP AEO</p>	<p>F2</p>	<p>X</p>		<p>1</p>
		<p>Deliver modules 3 and 4 of No Gap No Excuse.</p>	<p>Principal AEO</p>	<p>F2</p>	<p>X</p>		<p>1</p>
		<p>Monitor teaching programs for evidence of appropriate cultural inclusions and focus areas</p>	<p>DP</p>	<p>F2</p>	<p>X</p>		<p>1</p>
<p>Promote awareness, programs and achievement for Aboriginal students and communities.</p>	<p>Increased communication with Aboriginal parents/carers through newsletter, website, local media and personal contact.</p>	<p>Targeted assistance for Aboriginal students identified as struggling with assessment task completion and delivery.</p>	<p>Learning Centre Coordinator</p>	<p>E1 \$60 384</p>	<p>X</p>	<p>X</p>	<p>4</p>
	<p>Involvement in and support for Sista Speak and similar programs</p>	<p>Communicate availability of programs to students and Aboriginal community.</p>	<p>DP Careers Adviser</p>		<p>X</p>	<p>X</p>	<p>6</p>

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
		Continue to promote Djinggi Program – Aboriginal Teachers in Training Program.	DP Careers Adviser		X	X	6
		Continue to train Aboriginal students as peer tutors	HT Learning Support		X	X	4
Aboriginal students are engaged in schooling and supported by strong partnerships between schools, their families and communities.	Maintain Aboriginal student performance in Year 9 NAPLAN to no lower than 4.5% below the whole school population.	Continue to review Personal Learning Plans and profiles for all Aboriginal students.	Principal		X	X	3 4
		Work with the local Community of Schools to make PLPs ongoing and integrated through students' schooling from K-12.	Principal		X	X	4
	Aboriginal families to have personal contact with the school.	Use the presence of Sista Speak mentors as a conduit to encourage community engagement.	Principal DP AEO		X	X	6
	Increase levels of parent/carer participation and contact with relevant programs and initiatives	Provide continued support for PACE meetings and program	Principal DP		X	X	6

Priority Area 4 – Engagement and Attainment

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
Improved performance of students in all HSC courses.		Implement annual student satisfaction survey.	Senior School Coordinator		X	X	3
		Retain and staff learning centre for timetabled senior student support.	Executive	E1	X		3
<p>Retention of flexible school organisation practices to enhance student engagement.</p> <p>Increased retention rates and completion of Year 12 or its vocational equivalent</p> <p>More flexible, individualised and engaging pathways for students</p> <p>More comprehensive and successful transition programs at key stages</p> <p>More comprehensive and strategic data on student engagement levels</p>	<p>Whole school attendance rate to exceed 90%.</p> <p>HSC scores in all courses to be no less than 2 marks below the state mean (2014).</p> <p>HSC scores in 50% of courses to be above state mean (2014).</p>	<p>S 3.6 Implement attendance strategies to minimise roll inaccuracies and partial truancy, including:</p> <ul style="list-style-type: none"> • use of Web Attend for roll marking • use SMS to inform carers of student absences • 90% Attendance notification letters. 	DP Senior School Coordinator SAO	F5 \$4,000 F3 \$6,000	X	X	2 5
		Continue to utilise SASS staff in the administration of attendance management.	Principal SAO	F4	X		2
		Incorporate attendance strategies and incentives in PLPs.	HT Learning Support AEO	A3	X	X	2
		Continue to implement SENTRAL and related programs for enhanced administration, management and communication.	Principal DP	A3	X	X	2
		Continue to monitor student attendance, welfare and performance.	DP		X	X	5

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
<p>Innovative use of interactive technologies for teaching, learning and teacher professional learning</p> <p>Broader curriculum options for students through information and communication technologies and communities of schools.</p> <p>Retention rates equivalent to state</p>		Provide alternative pathways for disengaged students through the PIE (Partnerships: Industry and Education) and CORE programs.	Careers Adviser Senior School Coordinator STL	E4 \$4 000	X		6
		Develop partnerships with community agencies to provide training, employment and support for students via the ACE Program targeting disengaged Year 10 students	Careers Adviser		X	X	6
		Implement intervention strategies and counselling for students at risk of leaving early.	Careers Adviser Senior School Coordinator		X	X	3
		Maintain CORE Program for identified Year 11 students.	Careers Adviser Senior School Coordinator STL	E4	X	X	4
Establish network and support structures for parents/carers with children experiencing difficulties.	<p>Increased parental and community involvement in, or attendance at,:</p> <ul style="list-style-type: none"> • school information sessions • P&C meetings • Student Learning Plan development • Parent Teacher evenings • Community of Schools 	Engage parents, community members and community organisations to fully participate in the development and implementation of the School Plan.	Principal DP		X	X	6

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
		<p>Offer parent education classes on a range of issues to help parents and carers engage more fully with their child's learning at school and at home. These classes would increase and improve home-school communication and could include:</p> <ul style="list-style-type: none"> • Family reading and writing – including helping your child with their learning • Family numeracy – including helping your child with their learning • Positive parenting classes • Reading and understanding reports and student data • Pathways and career options. 	Principal DP HT Learning Support Senior School Coordinator		X	X	6
		Encourage parent and citizen involvement in community of schools and Transition Programs	Principal Senior School Coordinator		X	X	6
		Continue to develop partnerships with community agencies, including Working With Youth Network, to provide welfare support for students.	Principal Senior School Coordinator		X	X	6
	Mind Matters program in place	Develop programs to provide support for parents/carers and students dealing with mental health issues.	Principal		X	X	6
		Implement recommendations of Mind Matters survey.	Principal DP		X	X	3
		Reorganise the relationship between the LST and Welfare Team.	DP HT Learning Support		X	X	3

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
Build capacity of teachers to use interactive ICT for student learning and engagement.	Teachers identifying ICT as a priority in their Professional Learning Plans to have completed an accredited course	Revise professional learning plans for all staff and link those plans to the school plan and to submissions for TPL funding.	DP Mark English	F2	X		1
		Identify and provide ICT TPL opportunities for teachers. Increase teacher IWB competence and IWB usage in class through training and provision of resources.	Computer Coordinator HT Admin	A4	X	X	3
Innovative use of interactive technologies for teaching, learning and teacher professional learning	IWBs used in 50% of classes.	Install additional interactive classroom hardware. Expand number of IWBs and promote use by staff.	Computer Coordinator	A1	X		4
	50% of teachers to have completed Moodle training	Provide ongoing Moodle and other ICT TPL training to teachers	Computer Coordinator	A2 \$1 200	X		4
Increased levels of student attainment through appropriate study patterns	Increase the number of students securing SBATs.	Continue to develop partnerships with external providers and agencies to cater for more diverse student needs	Senior School Coordinator		X	X	3 6
	Maintain the number of students accessing and continuing to access the Djinggi Program.	Continue to develop guidelines to assist teachers with the implementation and use of IEPs and PLPs to meet the needs of students with special needs in their classrooms.	HT Learning Support AEO		X	X	3
	Introduction of CORE Program (an alternative to the HSC Academic courses) for 18 Year 11 students.						
	Continuation of ACE program, through EAEC, targeting Year 10 students and incorporating a mentoring dimension.	Continue to develop: <ul style="list-style-type: none"> Local strategies for transition programs the collection of student exit data and tracking of student destinations and vocational outcomes 	Principal		X	X	3 6

Priority Area 5 – Leadership and Management

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	15	16	RA
Cohesive whole school coordination of student learning support needs.	Improved whole school communication regarding students with learning support needs.	Retain Head Teacher Learning Support	HT Learning Support	B1	X		1
Provide leadership in Eurobodalla Learning Community in support of public education.	85% of year 6 students at Broulee Public School to enrol at Moruya High School.	Teachers visit Broulee, Moruya and Mogo Primary Schools to share strategies for teaching maths to talented students	HT Mathematics	D2	X	X	6
Enhanced school leadership capacity for whole school improvement	95% of year 6 students at Moruya Public School to enrol at Moruya High School.	Provide TPL in Mathematics, Science, History, PDHPE and Music across the Community of Schools for Stage 3 teachers.	HTs Maths, Science, English, PDHPE and CAPA	B4	X		6
Improved technology-based learning and infrastructure		Implement Team Leadership for School Improvement program through the development of “Coaching” skills in executive staff.	Principal		X	X	2
Support the professional development all of teachers.	Every teacher to have an agreed Professional Learning Plan which is monitored by their head teacher and linked to School Plan and Quality Teaching Framework	Continue to assist teachers and head teachers develop Professional Learning Plans. Promote TPL linked to PLPs and School Plan.	Principal DP		X	X	6
		Maintain whole school ALARM Coordinator	HT HSIE	C5 \$15 872	X	X	5
School policies accurately reflect DEC policies and local needs.	Evidence of school Welfare and Discipline Policy evaluation and modification.	Review and alter Welfare and Discipline policy in line with DEC	Principal DP HT Learning Support		X	X	2