

# School plan 2015-2017

## Maclean High School 8362



# School background 2015–2017

## School vision statement

Maclean High School's vision ensures an environment founded on respect and responsibility that provides a platform for students to achieve their optimum success.

## School context

Maclean High School is located on the South Arm of the Clarence River on the North Coast of N.S.W. The school is a large district, comprehensive, co-educational facility. The grounds including the school's farm occupy 10 hectares of the river flood plain. The school has excellent facilities including expansive grounds, an agricultural farm, two Trade Training Centres, one in Hospitality and the other in Construction, upgraded science laboratories, a modern library, air conditioned class rooms, technology integrated across the school and our Creative and Performing Arts program is acclaimed across the region. The curriculum, class structures and education programs are designed to accommodate these diverse needs of our community and provide pathways extending from Academic and tertiary education to Vocational pathways including school based apprenticeships and traineeships. There is a considerable amount of extra-curricular activity adding significantly to the learning opportunities. There is a significant major excursion program including trips to Heron Island, Central Australia and Jindabyne. The school has a widely acclaimed transition program for students from the 12 feeder primary schools. The extensive curriculum, especially in the senior school offers access to a broad range of courses including many vocational opportunities. Courses include Hospitality, Primary Industries, Seafood Aquaculture, Construction, Metals and Engineering and Sports Coaching. There is also a wide variety of TAFE options. Students with special education needs are well catered for with a variety of programs. There is also significant emphasis on literacy development, student welfare, sport, and the creative and performing arts. Academic results are exceptional and consistently above the like schools group and the region. A highly acclaimed school musical is held every 2 years involving a considerable number of staff and students. Students regularly perform at Encore to showcase their talents. Retention rates are exemplary and among the best in the region. Maclean High School undertakes significant programs in Literacy, Numeracy, Aboriginal Education (The school was the recipient of a Nanga Mia Award in 2016), Quality Teaching, Connected Learning and Student Engagement and Retention. These programs benefit all students who have a strong comprehensive education

## School planning process

The planning process began with training for the Senior Executive in the 5 P Planning process. This 5P concept was then presented to staff and the P and C to develop their understanding of the process that lies ahead. Step one was to identify 5 things that we do well at Maclean High School. This activity was done by the staff and the P and C which revealed similar results. This then established a pathway to develop our strategic directions. The planning group has met once per week and discussed a number of school based issues. The Melbourne Declaration on Educational Goals for Young Australians was used a stimulus to promote discussion in relation to practices at Maclean High School. The school planning committee met once a week in the early stages to establish our strategic directions. These were disseminated to the school community for refinement and adjustment until the final three were established. The planning group met with David Silcock for consultation and further review of the wording used and the emphasis in the phrasing of some points. The staff looked at the strategies and processes in an effort to establish achievable milestones. This proved to be a time consuming process. The plan is a living document and has undergone several adjustments since its inception. This will be an ongoing process as we "thrust and parrie" to find out what is working and what is not.

# School background 2015–2017

## School vision statement

## School context

program to follow. Student surveys indicate that the students are happy and feel safe at school and that they have a belonging and ownership of the school's core values:

Fair, Respectful, Effort, Safe, Honest = F.R.E.S.H

## School planning process

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Ensure a positive and engaging learning culture.

### Purpose:

Ensure a positive and engaging learning culture.

Ensuring a positive and engaging learning culture through a diverse curriculum including VET courses and a focus on inquiry, literacy and numeracy to improve student self-esteem and positive behavior for learning.

## STRATEGIC DIRECTION 2

Use technology to enhance learning, engagement and communication.

### Purpose:

Use technology to enhance learning, engagement and communication.

Effective use of technology to build a positive and interactive learning environment that will enhance student engagement and provide improved communication between school and home.

## STRATEGIC DIRECTION 3

Strengthen community engagement.

### Purpose:

Strengthen community engagement.

Involving community members with varying cultural backgrounds in student learning and engagement to continue building a positive and cohesive school.

# Strategic Direction 1: Ensure a positive and engaging learning culture.

## Purpose

Ensure a positive and engaging learning culture.

Ensuring a positive and engaging learning culture through a diverse curriculum including VET courses and a focus on inquiry, literacy and numeracy to improve student self-esteem and positive behavior for learning.

## Improvement Measures

Fractional truancy is decreased (data) with students attending class and being engaged

Year 8 demonstrates an increased engagement with reading.

Improvement in NAPLAN results in the long term for Year 9

Community members regularly visit the school.

## People

### Students

STUDENTS• Understand the importance of attending all their classes. • Actively engage in their own learning based on high expectations. • Become active members of the school community. • Participate in VET courses

### Staff

STAFF• Show a common approach to teaching and learning. • Use a consistent approach to reinforce school values. • Have high expectations for individual student outcomes. • Maintain and acquire VET qualifications

### Parents/Carers

PA.RENTS/CARERS• Engage in school learning activities. • Support and reinforce their student's learning. • Reinforce the importance of school attendance.

### Community Partners

COMMUNITY• Engage in school learning activities. Support the school curriculum through work experience, careers express, etc.

## Processes

STUDENTS• Explicitly talk to them about the ramifications of missing class. • Are actively reflecting and are undertaking self-assessment. • Participate in at least one extra curricula program.

STAFF• Use allocated time and resources to work collaboratively to create a consistent learning environment. • Actively engage in the consistent delivery of the PBL strategies. • Effectively using school wide processes with reward systems such as Gotcha • Promote VET in curriculum

PARENTS/CARERS• Invited and encouraged to attend all school functions to celebrate success. • Actively communicate with the school.

COMMUNITY• Invited and encouraged to support school and celebrate success. • Actively communicate with the

## Evaluation Plan

Review data for school attendance.

Review data in relation to Wellbeing and disciplinary actions.

## Practices and Products

### Practices

STUDENTS• Consistently attend classes and submit work for missed lessons. • Increased participation in extra curricula activities. • Significant % of students doing VET

STAFF• Consistently display high expectations regarding student work and behaviour. • Continue to learn within the Professional Development Framework. • Use technology to improve access to students.

PARENTS/CARERS• Increased attendance and participation at school activities. • Decrease in unexplained absences. • Greater than 85% of parental emails received.

COMMUNITY• Increased attendance and participation at school activities. • Continued offerings for work • experience, careers express, etc.

### Products

Academic outcomes improve. Students become independent learners inquiring, questioning and deciphering information to solve problems.

Increased responsible and productive use and access of technology in the classroom and the school environment.

# Strategic Direction 2: Use technology to enhance learning, engagement and communication.

## Purpose

Use technology to enhance learning, engagement and communication.

Effective use of technology to build a positive and interactive learning environment that will enhance student engagement and provide improved communication between school and home.

## Improvement Measures

There are competent uses of Chrome books in every staff room.

Staff using Sentral

Documents are emailed and not posted.

Website current. KLA information available.

## People

### Students

#### STUDENTS

- Use student portal to communicate with teachers.
- Access the school web page
- BYOD.

### Staff

#### STAFF

- Use distribution list
- Investigate use of school app
- Launch of MHS webpage
- Continue to learn within the Professional Development Framework
- Improve technology skills.
- Know Chrome book and Google Apps for education.

### Parents/Carers

#### PARENTS/CARERS

- Use of email for newsletter, etc
- Increase in student BYOD
- Increase purchase of Chrome Books our preferred device

### Community Partners

#### COMMUNITY

## Processes

### STUDENTS

- Encouraged to familiarise themselves with the process of access. to DE email and technology in the school.

### STAFF

- Professional learning for staff to be able to create a house distribution list
- IT staff contact and review implementation of school app
- Staff relief to build web page and faculty member set as contact.

### PARENTS/CARERS

- Collection of email addresses.
- Increase use of the school website.
- \* Introduction of Parent Portal on Sentral

## Evaluation Plan

### COMMUNITY

- Encourage community to provide email and address contact.
- \* Increased access given through Parent Portal

## Practices and Products

### Practices

#### STUDENTS

- 100% of students using student portal
- Students up to date.
- Increased usage of web page.
- Monitor numbers using BYOD.

#### STAFF

- Increased communication between staff and students.
- 100% use of staff portal
- App tailored for MHS use
- SASS staff responsible for email dissemination.

#### PARENTS/CARERS

- 100% of parents receive important information.
- Decrease in paper and printing costs
- Receipt for fees numbers increase.

#### COMMUNITY

- Increased community use of emails and web page.
- Positive feedback from Tell Them From Me survey.

### Products

Technology is used across the school in a

# Strategic Direction 2: Use technology to enhance learning, engagement and communication.

## Improvement Measures

### People

- Increased communication by email.

### Processes

### Practices and Products

number of formats and forums.  
Paraprofessional support in place and staff have been up-skilled to deliver effective lessons using technology.

100% of staff using Sentral

Email is the preferred method of communication.

Chrome books spread across the school to increase access for students.

Technology upgrade of the library.

# Strategic Direction 3: Strengthen community engagement.

## Purpose

Strengthen community engagement.

Involving community members with varying cultural backgrounds in student learning and engagement to continue building a positive and cohesive school.

## Improvement Measures

A variety of communication channels are used with the community

Access to current information is improved.

## People

### Students

STUDENTS

- Effective communicators
- Awareness of need to communicate with home.

### Staff

STAFF

- Know students personally.
- Recognition of positive behaviour for all students.
- Develop a deeper knowledge of and empathy for students
- Attend student performance nights.

### Parents/Carers

PARENTS/CARERS

- Have regular contact with the school
- Active involvement.

### Community Partners

COMMUNITY

- Willingness to interact with school and support programs.

## Processes

STUDENTS

- Role play effective communication with students.
- Email home newsletters and permission notes.

All students have attended the cultural tours and participated in the River of Learning program.

STAFF

- Staff modelling good communication.
- Deliver positive feedback to students on a regular basis
- Staff use Smart Data, RAP, Sentral to develop knowledge.

PARENTS/CARERS

- Receive positive communication from the school.

COMMUNITY

- Invitations to school events.
- Participate school programs
- Evening to invite community partners to be part of MHS.

## Evaluation Plan

Data that 100% of staff use Sentral

Number of parents on the parent portal

Number of staff using RAP

## Practices and Products

### Practices

STUDENTS

- Regular discussion with parents/carers about school.
- Increased participation in school events.

STAFF

- Development of postcard for faculty and school.
- Reduction in behaviour problems and detentions.

PARENTS/CARERS

- Instigate and initiate discussion about school.
- Satisfaction with the level of communication.
- P&C involvement and help at school
- Using web site regularly.

COMMUNITY

- Increase number of work placements, VET placements, careers express, etc.
- Incorporate with links on websites.
- Increased usage of the websites.