

# School plan 2018-2020

Macksville High School 8162



# School background 2018–2020

## School vision statement

To be a dynamic learning community where quality teaching and learning occur in a safe, positive and innovative environment catering to the learning needs of all students.

## School context

Macksville High School is a co-educational comprehensive high school, situated in the picturesque Nambucca Valley on the Mid North Coast. It opened in 1950 and has a tradition of high academic, sporting, cultural and civic achievements. The school enrolment averages 500 students including a significant number of Aboriginal students (13%). The NSW Family Occupation and Employment Index (FOEI) is 122, higher than the average of 100, with an Australian Index of Community Socioeconomic Advantage (ICSEA) of 939 which is lower than the average of 1000, both indicating socioeconomic disadvantage. The school prides itself on delivering an inclusive educational model striving to ensure all students have access to a quality education in a diverse school community.

Our students enjoy extensive curriculum selections utilising outstanding facilities including a school farm, 1000 seat capacity indoor stadium, performance theatre, two large sporting ovals, a Trade Training Centre, bush tucker garden and Gaagal room, a Learning Centre for student support, specialist provision for distance education, interactive whiteboards in every classroom as well as dedicated computing spaces and access to laptops for our students. With a strong tradition in academic and sporting success, our students regularly compete at regional and state level in debating, public speaking, and a wide range of sports. Other extra-curricular activities include musicals, a cattle team, merit and enrichment activities and excursions. The Learning Centre provides direct specialist assistance for students and staff through developing personalised learning and social skill programs within a supportive environment.

The school actively collaborates with and has developed strong links with the Valley 10 Community of Schools, the local AECG (Aboriginal Education Consultative Group) and many local businesses. The teaching staff is made up of both experienced and early career teachers, dedicated to offering students every opportunity to reach their potential in a holistic learning environment.

## School planning process

This plan is a result of consultation between students, staff and community through meetings and surveys. It has included analysis of internal and external data sources including NAPLAN and HSC trend analysis. The implementation and accountability for the plan will be monitored by the School Executive and evaluated each term, and used in developing the school's Annual Report.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Student Learning

**Purpose:**

Our purpose is to strive to build the capacity of our students in literacy, numeracy, critical thinking, collaboration and creative problem solving to become successful learners.



## STRATEGIC DIRECTION 2 Staff Learning

**Purpose:**

Our purpose is to work collaboratively to develop an engaging and innovative learning environment catering for the learning needs of all students.



## STRATEGIC DIRECTION 3 School Wellbeing

**Purpose:**

Our purpose is to develop a positive learning culture underpinned by our core school values.

# Strategic Direction 1: Student Learning

## Purpose

Our purpose is to strive to build the capacity of our students in literacy, numeracy, critical thinking, collaboration and creative problem solving to become successful learners.

## Improvement Measures

At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

The value add trend for Years 9 – 12 is positive, and a continuing decrease in Band 1's and increase in Bands 4 to 6 in the HSC.

Students in the STEM program should demonstrate achievement at or above individual and cohort levels using internal data.

## People

### Students

Students will develop cross-curricular skills in literacy and numeracy.

Students will engage in learning programs to develop their collaborative, critical thinking and problem solving skills.

### Staff

Teachers will develop their skills to provide engaging differentiated learning programs catering for diverse student learning needs.

Teachers will work collaboratively to enhance their skills to deliver activities to develop collaborative, critical thinking and problem solving skills in students.

### Parents/Carers

Parents/Carers will support the learning of their children through positive relationships with the school.

### Community Partners

Collaborative partnerships will be strengthened to enable our students to gain real world learning opportunities.

### Leaders

Leaders will develop expertise in instructional leadership to build staff capacity in delivering authentic learning programs.

## Processes

Continued implementation of literacy and numeracy programs and *Create A Response (C.A.R)* framework for extended response writing. Literacy and numeracy activities are appropriately adjusted according to student learning needs.

Further implementation of cross curricular Project Based Learning (PBL) activities including Year 9 integrated STEM class and term four Year 10 PBL initiative.

Implementation of the Senior Support and Mentoring Program to develop the skills of our senior students to become successful learners, and transition to IEP identified post-school options.

## Evaluation Plan

Analysis of internal and external data including NAPLAN and HSC RAP data to identify learning progress of individual students and cohorts.

Student and parent surveys regarding engagement and progress.

Data analysis informs and supports successful transition Year 6 to 7, and Year 10 into senior years, and then into post-school options.

## Practices and Products

### Practices

Students are able to work individually and collaboratively to problem solve, think creatively and appropriately use technology in learning activities.

Senior students reflect on assessment feedback and plan their learning goals with support from the Senior Mentor Teacher.

Teachers use student achievement and needs data to inform adjustments and accommodations to learning activities to enhance student engagement and success.

### Products

IEP's and learning support documentation available for all staff to assist with making adjustments and accommodations. Senior students will have an IEP with learning goals, career pathways and aspirations articulated.

Student work samples and projects available from PBL and STEM initiatives.

Role statement developed for Senior Mentor Teacher.

Senior students accessing support and attending study skills sessions.

# Strategic Direction 2: Staff Learning

## Purpose

Our purpose is to work collaboratively to develop an engaging and innovative learning environment catering for the learning needs of all students.

## Improvement Measures

100% of teacher Performance and Development plans linked to Australian Professional Standards for Teachers and assist in Accreditation processes.

Evidence based teaching and learning programs and assessment practices meet NESA requirements.

Staff have the skills and confidence to use technology in lesson delivery including the Google suite.

## People

### Students

Students will attend and actively engage in learning activities.

### Staff

Teachers will be active learners, building their capacity to deliver differentiated learning strategies and cross-curricular project based learning through collaboration and sharing expertise.

Teachers will implement new syllabuses guided by NESA requirements.

### Leaders

Leaders use the Performance and Development framework and Australian Professional Teaching Standards to support building the capacity of staff to improve student outcomes.

## Processes

Teachers will be supported in the implementation of new syllabuses and associated NESA requirements to develop best practice programs, scope and sequences, and assessment tasks.

Staff will work collaboratively to develop skills in technology use, and connect through programs including the Google suite.

Leaders will develop collaborative professional learning activities to meet PDP goals. Performance and Development plans and Australian Professional Teaching Standards will also inform professional learning to meet Accreditation requirements.

## Evaluation Plan

Monitoring of teaching programs, scope and sequences and assessment tasks through registers and senior monitoring folder.

Staff confidence in the use of Google suite and other technologies.

Utilisation of identified mentoring and support for Beginning Teachers.

Professional learning addressing identified needs linked to PDP's and Teaching Standards.

Lesson observations and feedback identify opportunities to develop positive classrooms.

## Practices and Products

### Practices

Teachers are supported in their use of internal and external data to develop engaging programs catering for diverse learning needs.

Teachers work collaboratively with supervisors to develop PDP's which include targeted PL and are linked to Australian Professional Teaching Standards to support their Accreditation processes.

Staff use of technology is observable in classroom practice and wider school collaborative connections.

Leaders will engage in professional learning to develop their skills in instructional leadership, peer observation, mentoring and evidence based practices.

### Products

Implementation of whole school assessment policy and assessment schedules for all year groups. All assessment tasks have scaffolds and specific marking criteria.

Systems developed for lesson observations and collaborative practices to provide constructive feedback, areas for development and growth and enable sharing of best practice.

Engaging teaching and learning programs will be aligned with NESA requirements.

# Strategic Direction 3: School Wellbeing

## Purpose

Our purpose is to develop a positive learning culture underpinned by our core school values.

## Improvement Measures

Students will progress through the Recognition Rewards program at appropriate year level.

The school's values underpin interactions between various groups in the school community.

Student wellbeing policy is reviewed and implemented and is understood by students and the wider community.

## People

### Students

Students will demonstrate our school values and expected behaviours, achieving higher levels in the Rewards program.

### Staff

Staff will model the values and expected behaviours while embracing the Rewards program. Staff will support positive behaviour management strategies as outlined in consequence matrix.

### Parents/Carers

Parents/carers will develop an understanding of our school values and work collaboratively to support the Wellbeing and Rewards programs.

### Leaders

Leaders will provide support and guidance in wellbeing and behavioural expectations of our school.

## Processes

Track and reward the progress of student achievement in the new scheme on Sentral by all teachers. Teachers actively engage in the recording of positive incidents rewarding students' progress and achievements across academics, representation, citizenship and attendance.

Explicit teaching of our school values by all staff and the inclusion of these values into all facets of school life.

Review of Wellbeing policy incorporating positive behaviour management strategies through consultation with the school community.

## Evaluation Plan

Analysis of Sentral data to show a shift to higher levels of positive entries and a reduction in negative entries.

Survey data from consultation processes in reviewing the Wellbeing policy.

Analysis of data relating to progression through Rewards system.

## Practices and Products

### Practices

All teachers enter incidents on Sentral to record students' achievements and positive behaviour.

Students exhibit positive behaviour improving attendance, uniform, academic achievement and personal achievement.

Positive respectful relationships are evident between students, staff and the wider school community.

### Products

Macksville High School Student Recognition Program information is available to the wider school community.

Macksville High School Wellbeing policy incorporating positive behaviour management is available to the wider school community.

Consequences matrix is developed through consultation with staff and students.

Values and key message statements are incorporated into all school communications.