

School plan 2018-2020

Murray High School 8505



School background 2018–2020

School vision statement

To focus learning in our school community on innovation, creativity, imagination, collaboration and excellence, preparing staff and students for the challenges of the future.

School context

Murray High School is in the Albury suburb of Lavington. It is a medium sized comprehensive high school which has a caring and nurturing learning environment. The school provides education for students drawn mainly from Lavington but also has significant enrolments from the surrounding villages and rural areas. Murray High School has a commitment to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a variety of needs, interests and abilities from Year 7 through to Year 12. Strong, fair and supportive welfare structures provide a safe, happy school in a caring environment.

Murray High has a significant and increasing number of English as a Second Language students and prides itself on providing a high quality support program for these students.

Murray High has a Positive Behaviour for Learning program that ensures high expectations are evident across all school settings.

Our school has a strong commitment to providing support for students with a range of learning abilities. Murray High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential.

The school has a very strong Wellbeing team whose aim is to ensure that all students feel safe and secure. Students are encouraged to develop their personal and leadership skills through our Student Leadership team and Student Representative Council, and also through camps and excursions.

The implementation of Curiosity and Powerful Learning as a whole school program is indicative of the opportunities that we provide for those seeking high expectations and academic excellence.

Parents and the wider community are encouraged to participate in the life of our school through the P&C. The school has strong links with the local Aboriginal and Torres

School planning process

All staff were invited to nominate for school plan writing teams. Three teams were established, one for each strategic direction based on the School Excellence Framework version 2. Members of the School Improvement Team attended the Evaluative Thinking training and other professional learning around data evaluation and planning.

The School Improvement Team undertook a review of the most recent school self evaluation. The evaluation process included an analysis of data that included student and staff surveys, data from the Analytical Framework, The Tell Them From Me student surveys, NAPLAN, and HSC data.

The past plans's implementation was evaluated and analysed. Considering this information three strategic directions were developed along with Processes, Practices and Products.

The School P&C, SRC and staff participated in workshop activities to develop the vision statement, purpose statements and strategic directions, they were also given the opportunity to give feedback and comments to the School Improvement team.

The School Improvement Team then refined the Processes, Practices and Products which then led to the development of the milestones.

School background 2018–2020

School vision statement

School context

Strait Island community and provides many activities to foster the development of our indigenous students through academic, cultural and sporting achievement.

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Learning

Purpose:

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, that fosters resilience and adaptability, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of our school community.

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers.

STRATEGIC DIRECTION 3 School Leadership

Purpose:

To provide Murray High School with an integrated approach to developing and nurturing leadership at all level within the school including both staff and student leadership.

Strategic Direction 1: Quality Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, that fosters resilience and adaptability, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of our school community.

Improvement Measures

The school's value add trend is positive by 5%

Increased use of evidence informed literacy and numeracy strategies to identify and address needs of diverse learners

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

People

Staff

Teachers use information about student's development to plan and engage them in rich learning experiences.

Students

Students will be partners in learning developing critical thinking, problem solving and creative skills while demonstrating an ability to respond in a fluent and sophisticated manner.

Leaders

School leaders provide opportunity and strong support for teachers to develop effective pedagogy.

Parents/Carers

Parents/carers are partners in their children's learning.

Processes

Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Personalised Learning and Assessment for Learning

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

Wellbeing

Continue to build whole school capacity implementing an integrated approach to wellbeing 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 and other data
- Classroom Observations (CPL) – engagement
- Personalised Achievement Program – student achievement/recognition
- PBL – behaviour data

Practices and Products

Practices

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

Effort and risk taking in learning are encouraged in all learning environments.

Differentiated teaching based on student learning priorities.

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

Products

Improved student outcomes in literacy and numeracy.

Reward system and whole school protocol is embedded to acknowledge student risk-taking, effort and achievement

Sentral 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.

Strategic Direction 1: Quality Learning

Processes

- Student performance data
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- LS – Reading Program
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Strategic Direction 2: Quality Teaching

Purpose	People	Processes	Practices and Products
<p>Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers.</p>	<p>Staff</p> <p>Have extensive knowledge of CPL and the skills to implement this evidence based teaching practice.</p> <p>Work collaboratively and engage in PL to develop formative assessment practices and use data and research to inform teaching programs.</p> <p>Students</p> <p>Act on feedback received from their teachers and peers.</p> <p>Set learning targets based on what they still need to learn.</p> <p>Reflect on the learning process to ascertain how they learn best.</p> <p>Leaders</p> <p>Provide support and assistance for teachers to develop their knowledge and skills to implement CPL and analysis of data. Facilitate a supportive professional learning culture to enable collaborative practice to be the centre of staff development.</p> <p>Parents/Carers</p> <p>Support students to achieve their learning goals.</p>	<p>Research informed pedagogy: Draw on research to implement high quality professional learning in teaching practices</p> <p>Collaborative practice: Implement collaborative processes for consistency in teacher practice using frameworks such as Curiosity and Powerful Learning and Positive Behaviour for Learning.</p> <p>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.</p> <p>Evaluation Plan</p> <p>All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> • Feedback activities from staff for School Improvement Team • Student management data for Positive Behaviour for Learning team • Teacher, parent and student Tell Them From Me surveys • Meeting minutes • Lesson plans/teaching programs (each term) • Classroom observation data (each term) • Teacher reflections • NAPLAN data (Term 3) 	<p>Practices</p> <p>Teachers collaborate across faculties to share knowledge, data, feedback and information about student progress and achievement.</p> <p>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.</p> <p>Teachers provide explicit, specific and timely formative feedback related to success criteria.</p> <p>Products</p> <p>Evidence-based programs and lessons are in place to meet the needs of all students.</p> <p>Students' learning improvement is monitored, demonstrating growth.</p> <p>Teacher feedback supports improved student learning.</p>
Improvement Measures			
Improved scores for collaboration and learning culture to above average for similar schools.			
Increased use of evidence-informed pedagogy by all teachers .			
All teachers maintaining current or accreditation standards with at least five working towards higher accreditation (HA or Lead).			

Strategic Direction 3: School Leadership

Purpose

To provide Murray High School with an integrated approach to developing and nurturing leadership at all level within the school including both staff and student leadership.

Improvement Measures

All students make measurable learning progress in relation to literacy and numeracy and gaps in student achievement decrease.

Increase in the percentage of students in high skills and high challenge areas.

Improved levels of student wellbeing and engagement.

People

Leaders

A commitment to a culture of continuous improvement. The capacity and skills to mentor and coach staff as they are being inducted into the school.

Staff

Have the knowledge, skills and responsibility for student learning, well-being and success.

Students

Take responsibility for their own learning and wellbeing.

Parents/Carers

Support the school's policies and procedures in regards to attendance and wellbeing.

Processes

Streamline school administration by evaluating and monitoring the effectiveness of systems and collaboratively analysing data from a range of sources including Sentral, Tell Them from Me, Professional Learning feedback and staff feedback.

The principal and the executive will foster and support a culture of instructional leadership through staff driven teams with an unrelenting focus on the quality of teaching and learning.

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in both staff and student progress and achievement relevant to our unique school context.

Evaluation Plan

All data will be analysed collaboratively:

- Feedback activities from staff for School Improvement Team
- Student management data for Positive Behaviour for Learning team
- Teacher, parent and student Tell Them From Me surveys
- Meeting minutes

Practices and Products

Practices

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing

The leadership team maintains a focus on milestone monitoring and evaluation to inform progress and reflection on achievement data.

Products

The school evaluates its administrative systems and processes, ensuring they are delivering anticipated benefits to the school community.

Every student makes measurable learning progress and gaps in student achievement decrease.

Student progress and achievement data is used to develop and implement plans for continuous improvement.