School plan 2015 – 2017

Murwillumbah High School

Enhancing the Quality of student learning, engagement and wellbeing

Strengthening teaching and learning practices and staff collaboration

Improving school systems
## School background 2015 - 2017

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<th><strong>School vision statement</strong></th>
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<td>Murwillumbah High School's vision is captured in the school's motto – ‘Creating our Future’. We provide students with the skills, knowledge and values they can then use to create the future they want and in doing so contribute to creating the future of our local community and beyond.</td>
<td>Murwillumbah High School was established in 1929 and has a long tradition of outstanding academic, cultural, creative, vocational and sporting achievement. The highly qualified and experienced teachers at Murwillumbah High School are committed to the provision of a secure and caring environment that promotes the learning and development of all students using quality teaching strategies which are contemporary, engaging and challenging.</td>
<td>The school planning process began with an Executive development workshop on the new Strategic School Plan model. An Executive planning team and process was developed. Data was collated from Tell Them From Me surveys (students and staff), Parent surveys, and NAPLAN data and staff feedback from School Development Day planning workshops. Parent consultation and collaboration occurred via surveys and P&amp;C meetings and the newsletter. A situational analysis was compiled based on the data collated to inform the collaborative development of the school’s Strategic Directions. The draft Strategic Directions, Purpose Statements and Products/Practices were discussed with the P&amp;C and staff (via Faculty meetings). Feedback from this process was used to refine them. This was then repeated for People and Processes. Feedback on the draft plan was provided by three Principal Colleagues.</td>
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<td>On the school’s badge are the Latin words ‘pergo, perago, periclitor’, which translate as, ‘I strive, I undertake, I succeed.’ These are vital qualities in creating our future. This plan provides a framework to ensure that student learning, engagement and wellbeing are at the heart of the Murwillumbah High School vision. This will be achieved through the strengthening of teaching and learning practices, staff collaboration, improved school systems and effective community connections.</td>
<td>The school, which has approximately 550 students and 60 staff, offers a wide range of courses which meet the needs of all students. The Special Education Unit provides comprehensive programs for students with special needs. A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students as 21st century learners.</td>
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Purpose:
To ensure that students are actively engaged in relevant and challenging learning experiences and developing strategies to improve their wellbeing and sense of belonging.

Purpose:
To strengthen staff capabilities through focused professional learning and collaboration.

Purpose:
To increase the effectiveness of school systems and processes to support quality teaching and learning.
## Strategic Direction 1: Enhancing the quality of student learning, engagement and wellbeing

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>To ensure that students are actively engaged in relevant and challenging learning experiences and developing strategies to improve their wellbeing and sense of belonging.</td>
<td>Students and staff are actively engaged in developing and implementing PB4L strategies. Teachers embed Literacy and Numeracy strategies in all lessons. Students apply their enhanced Literacy and Numeracy skills to achieve in all aspects of the curriculum. Teachers are confident and competent in using relevant, evidence-based learning and data to make accommodations and adjustments to meet the learning needs of their students. Students access the curriculum at the level appropriate to their capabilities.</td>
<td>Engage staff in the gradual implementation of PB4L across the school. Explicitly teach PB4L focus behaviours and strategies. Literacy and Numeracy coordinators lead staff in the development and implementation of explicit Literacy &amp; Numeracy strategies. The LaST team provide professional learning and support to teachers in making the necessary adjustments to class materials and assessments for students with learning needs.</td>
<td>Expected behaviours are explicitly taught and reinforced across the school using the PB4L strategies. Student achievement is improved in Literacy and Numeracy as indicated by an increased percentage of students at or above expected growth in NAPLAN. All students are able to successfully access the curriculum via the teacher's provision of appropriate learning adjustments.</td>
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### Improvement Measures

Using Tell Them From Me student survey data:
- An increase of 10% in the number of students with a positive sense of belonging.
- An increase of 10% in the number of students who are engaged in their learning.

Using NAPLAN growth percentages:
- An increase of 2% in the number of students achieving at or above expected growth in NAPLAN Literacy and Numeracy.

- An increase of 10% in the number of students who are engaged in relevant and challenging learning experiences.

- An increase of 10% in the number of students who are actively involved in leadership roles in the school and across the Tweed network.

All staff engage with opportunities to reinforce their knowledge and understanding of Aboriginal Education.

Students and teachers have strong connections with the school and community to strengthen their wellbeing and resilience. Students are actively involved in leadership roles in the school and across the Tweed network.

Mind Matters delivered in RAP as part of a coordinated pastoral care program. The community is engaged in the provision of support and programs to strengthen students' wellbeing and resilience. Coordinated transition and student leadership initiatives are implemented.

All staff plan for and implement effective teaching, learning and assessment for Aboriginal students.

Teachers develop and implement a range of strategies specifically designed to improve outcomes for Aboriginal students.

Students are resilient and feel a sense of belonging to the school. The school has an effective plan for student transition in place. Student leadership programs are embedded in the school and across the Tweed network.
## Strategic Direction 2: Strengthening teaching and learning practices and staff collaboration

### Purpose
To strengthen staff capabilities through focused professional learning and collaboration.

### People
Executives have the capacity to support teachers in self-directed professional development and evidence-based teaching practices. Teachers actively engage in implementing new curriculum and improving the quality of their teaching and assessment practices.

Teachers engage enthusiastically in updating and extending the use of technology in their classroom practice. Students understand and value the way technology maximises learning in the 21st Century.

### Processes
The professional performance framework and relevant data are used to guide the professional development of teachers in implementing new curriculum and meeting accreditation requirements.

Opportunities are provided for staff, both at the school level and across the Tweed network, to develop skills in the use of technology for 21st Century learning and assessment.

### Products and Practices
Teachers are implementing effective professional learning plans and using data to strengthen classroom practice and the teaching of new curriculum. The accreditation process is operational at the school level for all staff.

Students are immersed in learning experiences which incorporate best practice use of technology for 21st Century teaching.

A school culture exists where staff collaborate and provide quality feedback to each other and to their students, both at the school level and across the Tweed network.

Aspiring leaders are supported and encouraged to pursue leadership opportunities and professional learning relevant to their leadership development.

### Improvement Measures
Using Focus on Learning Teaching survey data:
- An increase of 10% in the scores for the use of technology in teaching and learning.
- An increase of 10% in the scores for collaboration and feedback between teachers.
- An increase of 10% in the scores for leadership.

All staff have developed and implemented a professional learning plan.
### Strategic Direction 3: Improving school systems

#### Purpose
To increase the effectiveness of school systems and processes to support quality teaching and learning.

#### People
- Staff has the capacity to implement and operate Finance and Student and Learning Management (SALM) systems.
- Staff members engage with attendance monitoring systems and key staff are involved in case managing students at risk.
- Students know and understand the behaviour and student welfare systems operating in the school.
- Teachers are capably implementing the behaviour and student welfare systems operating in the school.

#### Processes
- Training in and the implementation of Finance and SALM for all staff.
- Refine policies and procedures for monitoring and recording student attendance. Provide training for staff in the use of Sentral (web-based operating system).
- School wide professional learning is provided to develop the skills of all staff in the consistent use of the school’s behaviour and welfare systems.
- Review and refine communication practices and provide professional learning in effective and appropriate contemporary communication strategies.
- Work with the Aboriginal community to improve communication about Aboriginal student outcomes.

#### Products and Practices
- An integrated web-based Finance and SALM system is established and operational.
- Effective and sustainable systems are in place to promote a school culture where students attend all lessons and other school activities.
- Student behaviour and welfare is accurately and consistently monitored and managed across the school.
- High level of effective and efficient communication occurs across the school community, including school promotion and the Murwillumbah Community of Schools.
- Open and transparent communication is occurring between the school and the Aboriginal community.

<table>
<thead>
<tr>
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<td>Increase Student Attendance rates by 2%</td>
<td>To increase the effectiveness of school systems and processes to support quality teaching and learning.</td>
<td>Staff has the capacity to implement and operate Finance and Student and Learning Management (SALM) systems.</td>
<td>Training in and the implementation of Finance and SALM for all staff.</td>
<td>An integrated web-based Finance and SALM system is established and operational.</td>
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<td>School survey (parents) - An increase of 10% in the number of Agree/Strongly Agree responses.</td>
<td>Staff members engage with attendance monitoring systems and key staff are involved in case managing students at risk.</td>
<td>Refine policies and procedures for monitoring and recording student attendance. Provide training for staff in the use of Sentral (web-based operating system).</td>
<td>Effective and sustainable systems are in place to promote a school culture where students attend all lessons and other school activities.</td>
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<td>Students know and understand the behaviour and student welfare systems operating in the school. Teachers are capably implementing the behaviour and student welfare systems operating in the school.</td>
<td>School wide professional learning is provided to develop the skills of all staff in the consistent use of the school’s behaviour and welfare systems.</td>
<td>Student behaviour and welfare is accurately and consistently monitored and managed across the school.</td>
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<td>Parents are well informed about their children’s progress and are readily accessing school information. Students and their parents are engaged in effective two-way communication with the school.</td>
<td>Review and refine communication practices and provide professional learning in effective and appropriate contemporary communication strategies.</td>
<td>High level of effective and efficient communication occurs across the school community, including school promotion and the Murwillumbah Community of Schools.</td>
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<td>Parents of Aboriginal students and the Aboriginal community feel valued and connected in partnership with the school.</td>
<td>Work with the Aboriginal community to improve communication about Aboriginal student outcomes.</td>
<td>Open and transparent communication is occurring between the school and the Aboriginal community.</td>
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