

School plan 2018-2020



MURRUMBIDGEE Regional High School

School background 2018–2020

School vision statement

Murrumbidgee Regional High School is a school of excellence where we are committed to providing an innovative and dynamic learning culture underpinned by high quality teaching driven by research based pedagogy.

We work in partnership with our community to engage and empower students to be confident and flexible in readiness to face local, national and global challenges in a future focussed world.

We respectfully acknowledge the Wiradjuri people on whose land we learn and work together.

School context

Murrumbidgee Regional High School is a comprehensive high school in rural NSW. The school has a diverse cultural enrolment of 1250 students, 13% Aboriginal Torres Strait Islander students, and 22% Pacific Islander students.

MRHS takes pride in delivering an excellent education in a welcoming, well-resourced environment.

We passionately develop educational excellence in our students by providing dynamic and innovative teaching and learning programs which allows students to achieve their potential and experience personal success.

A strong focus on student wellbeing is evidenced by a committed Learning Support Team and a dedicated staff who cater for the individual educational differences of all students.

A highly effective transition program assists Year 6 students in their progression to high school.

The school has an established, inbuilt professional learning model and an established mentoring support program for New Scheme Teachers.


School planning process

The school plan was developed in consultation with staff, students and parents of Griffith Secondary Education.

The combined school executive developed the strategic directions after two full days of planning on 5 & 6 December 2017. Staff had input into the Strategic Directions on the school development day 29 January 2018. The P & C's of both schools were consulted about the Strategic Directions at P & C meetings during term 1. The combined school executive refined the plan on 15 February and 22 March 2018.

The combined school's executive made the decision to align our strategic directions with the three domains of the school excellence framework, which enables us to have a clear vision of excellence for our school, teachers, students and community.


School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning Culture

Purpose:

To transform the learning culture of secondary education in Griffith through high expectations, positive respectful relationships and a commitment to excellence in teaching and learning. Quality learning experiences build an aspirational learning culture which enriches and cultivates student's academic, creative, social and personal development.



STRATEGIC DIRECTION 2 Effective Classroom Practice

Purpose:

To create a positive, collaborative culture that develops and sustains highly skilled and passionate teachers. Staff are innovative, dynamic and provide the pedagogy that ignites learning. Our systems allow staff to inspire and engage all students to reach their potential.



STRATEGIC DIRECTION 3 Community Partnerships and Pathways

Purpose:

To create and enhance the strategic partnerships and sustainable relationships with our parents, businesses and wider community that develop their sense of belonging to Griffith Secondary Education and provide students with a supportive learning environment and numerous pathways to post school success.

Strategic Direction 1: Learning Culture

Purpose

To transform the learning culture of secondary education in Griffith through high expectations, positive respectful relationships and a commitment to excellence in teaching and learning. Quality learning experiences build an aspirational learning culture which enriches and cultivates student's academic, creative, social and personal development.

Improvement Measures

New learning environments that encourage critical and creative thinkers leading to excellence in the classroom and beyond.

Value added growth for Years 7–9 and Years 9–12 will exceed the average value added scores for schools in the state.

Student attendance will equal or exceed state average.

To increase the number of students achieving proficiency as determined through NAPLAN.

To decrease the number of reported negative behaviour incidents.

People

Students

Students are motivated to deliver their best and continually improve. They build skills to drive and direct their own learning.

Staff

Staff will develop skills and a positive mindset through targeted professional learning, in the use of new technology, student centred learning and formative assessment.

Staff will become facilitators and mentors in a flexible learning environment.

Parents/Carers

Parents will work collaboratively with the school to support their children to achieve personal success.

Leaders

Leaders drive excellence and innovation in teaching and learning across the school. Establish structures and processes to support and develop new learning environments through future focussed learning experiences.

Processes

Future Focussed Learning

Develop, implement and embed innovative curriculum, pedagogy, technology and infrastructure that is future focussed and provides students with the capabilities to be confident and flexible in a rapidly changing world.

Inquiry Focussed Learning

Develop teacher and student knowledge, skills and strategies in inquiry focussed learning. Develop processes and structures for implementation and sustainment across the school.

Positive Behaviour for Learning

Implement and embed Positive Behaviour for Learning (PBL) across the school to improve student wellbeing, confidence, independence and resilience which enhances the school learning culture.

Evaluation Plan

Progress towards the improvement measures will be evaluated through:

- Student, Teacher and Parent surveys
- Behaviour data
- Attendance data
- Staff PDP's
- Classroom observations
- Tell Them From Me surveys
- Internal and External data

Practices and Products

Practices

Students and Teachers confidently using a range of technology across the school to engage and inspire student learning.

Teachers and students working collaboratively to create high quality learning experiences catering for the learning needs of all students.

Students take responsibility for their learning, know why they are learning, what they are learning and when they have been successful learners.

Positive respectful relationships are evident and widespread amongst students, staff and the community ensuring optimum conditions exist for student learning across the whole school.

Products

A powerful learning culture is evidenced across the school by practices that accelerate learning for all students.

Future focussed learning environments inspire students to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.

The school has implemented the PBL matrix in all areas of the school, ensuring consistency of language, expectations of behaviour and consequences and a whole school positive rewards system is in place.

Strategic Direction 2: Effective Classroom Practice

Purpose

To create a positive, collaborative culture that develops and sustains highly skilled and passionate teachers. Staff are innovative, dynamic and provide the pedagogy that ignites learning. Our systems allow staff to inspire and engage all students to reach their potential.

Improvement Measures

All staff use data to inform their teaching and improve student learning outcomes.

Development of explicit systems to facilitate professional dialogue, critical reflection and practice.

All teachers use the Literacy and Numeracy progressions to develop and implement plans to personalise student learning.

Internal and external validations show a positive impact of professional learning on teacher capacity and student outcomes.

People

Students

Students will develop the skills to provide timely and respectful feedback to teachers on their learning experiences.

Staff

Staff regularly and critically reflect on their own teaching.

Staff work collaboratively to develop mutual trust and confidence in providing professional feedback to colleagues.

Staff use assessment data to evaluate and leverage their teaching strategies and programs for the benefit of students.

Staff model enthusiasm, discipline, commitment and perseverance.

Leaders

Leaders establish and develop systems which build the capacity of all staff to deliver school improvement.

Leaders focus on and know what is happening in the classroom.

Processes

Professional development framework

Develop and implement a professional development framework across the school using mentoring, coaching, collaboration and evidence based research to improve practice.

Collaborative practice

Develop and embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice, the knowledge and use of data to inform the development of evidence based programs that meet the needs of all students.

Evaluation Plan

Progress towards the improvement measures will be evaluated through:

- Student, Teacher and Parent surveys
- Professional learning teams
- Staff Performance and Development Plan's
- Classroom observations and Teaching programs
- Tell Them From Me surveys
- Internal and External validation
- Kirkpatrick and Guskey models of professional learning evaluation

Practices and Products

Practices

Staff demonstrate a growing capacity to engage in and reflect on the quality of their work to increase learning outcomes for students.

The performance and development framework drives a relentless focus on teaching practice. Every teacher and every leader improves every year.

Continuous collaboration, sharing, professional dialogue and feedback are evident throughout the school.

All teachers use data to drive personalised learning for every student creating a climate where learning is purposeful, achievable and expected.

Products

Structures are in place for regular opportunities to collaboratively plan, reflect and improve staff pedagogy.

Teachers effectively apply new knowledge and skills to positively impact on student outcomes.

Explicit systems are in place to support teachers to clearly understand, develop and apply a range of strategies to determine teaching directions, assess student progress and reflect on teaching effectiveness collaboratively.

Strategic Direction 3: Community Partnerships and Pathways

Purpose

To create and enhance the strategic partnerships and sustainable relationships with our parents, businesses and wider community that develop their sense of belonging to Griffith Secondary Education and provide students with a supportive learning environment and numerous pathways to post school success.

Improvement Measures

Productive strategic partnerships exist with our community that provide pathways to employment, university and further education.

Increased parent and community engagement evident in school decision making and events.

We demonstrate a shared commitment and responsiveness to community feedback. The school leadership team measures school community satisfaction and shares its analysis and actions in response with the community.

People

Staff

Staff will build a culture of inclusiveness with students, parents and the wider community to deliver quality pathways and partnerships. to develop a supportive learning environment for student success.

Parents/Carers

Empower parents to be involved in consultation and decision making processes within the school which value their contribution to student learning.

Community Partners

Community and business partners are actively involved in the life of our school and influence and shape our school community.

Leaders

Cultivate and develop community and business partnerships which enrich student learning opportunities..

Develop systems and practices which are responsive to parent and community needs.

Processes

Community Partnerships

Develop structures and networks which engage and strengthen school and community partnerships enabling students, staff, parents and other agencies to share resources, skills, knowledge and learning opportunities resulting in a cohesive educational community.

Post School Pathways and Partnerships

Design, implement and increase awareness of future pathways for students through a whole school approach using partnerships with external providers, key businesses and the wider Griffith community to enhance opportunities available to students.

Evaluation Plan

Progress towards the improvement measures will be evaluated through:

- Post school destination data
- Staff, student and parent surveys
- Attendance at school events
- Parental and community input into school decision making
- Parent, community and business satisfaction

Practices and Products

Practices

All parents and community members are welcomed, valued and supported to engage in all aspects of school life.

Strategic partnerships with our business partners and the wider Griffith community result in a regular exchange of expertise between the students, staff and community partners.

Informed and engaged community who actively participate in the ongoing development of an inclusive school community

Traineeships, apprenticeships and school based apprenticeships are promoted and fostered as legitimate pathways to post school success.

Products

Mutually beneficial partnerships exist between the school and our community which enhance student learning.

Staff parents and the community work collaboratively to engage students in the development, implementation and realisation of aspirational goals.

The school has developed a clear pathway for every student allowing them to finish school prepared for higher education, further training and work.

Systems exist which regularly allow the school leadership team to measure school community satisfaction and shares its analysis and actions in response with the community.