

**Macksville High School Plan**

**2015 – 2017**



**School background**

**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 620 students including a significant enrolment of Aboriginal students (13%). The NSW FOEI (Family Occupation and Employment Index) is 120, higher than the average of 100, with an ICSEA (Australian Index of Community Socioeconomic Advantage) of 939 which is lower than the average of 1000, both indicating socioeconomic disadvantage. The school has previously been a recipient of National Partnership funding for low socioeconomic status and literacy, and some programs developed with this funding continue to support student learning. 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.

**School Strengths:** 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 with commercial standard facilities for teaching construction and hospitality, a learning centre for student support, provision for distance education, a Language centre and a Tutorial Class. Curriculum options include traditional subject choices, as well as specialised programs in Agriculture and Primary Industries, Performing Arts, Photography, Electronics, Engineering, distance education options particularly in Languages, and Marine Studies to name a few. 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 a gifted and talented program, musicals, a cattle team, merit activities and excursions, and cultural exchanges with our sister school Tangerang in Indonesia. The Learning centre provides direct specialist assistance for students and staff through developing personalised learning programs, in-class tutoring, individualised programs in literacy, numeracy, social skills, and organisational skills 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), Links to Learning initiative, Youth Directions and many local businesses. The teaching staff is made up of both very experienced and early career teachers, dedicated to offering students every opportunity to reach their potential in a holistic learning environment.

**Plan development:** This plan is the 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 Annual School Report.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Principal  Erica Lyne |  | P&C President  David Hall |  | AECG Representative  Mark Werner |  |

**School strategic directions 2015 - 2017**

*School Vision: 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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STRATEGIC DIRECTION 1**  Student Learning  Students will be engaged, successful learners developing the skills to be active 21st century citizens. |  | **STRATEGIC DIRECTION 2**  Staff Learning  Staff will be high performing and develop shared innovative practices catering for the learning needs of all students. |  | **STRATEGIC DIRECTION 3**  School Wellbeing  Student and staff wellbeing are valued in the creation of a culture of success. |
|  |  |  |  |  |
|  |  |  |  |  |
| **Purpose** |  | **Purpose** |  | **Purpose** |
| To develop students who are literate and numerate; critical thinkers; creative problem solvers; community minded; and productive users of technology. |  | To deliver a quality learning environment that engages students, values educational opportunities and excellence, and has high expectations. |  | To develop a school community that is contributing to an inclusive, respectful, engaged, harmonious and productive learning culture. |

|  |
| --- |
| Student Learning: Students will be successful learners developing the skills to be active 21st century citizens. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Purpose: To develop students who are literate and numerate; critical thinkers; creative problem solvers; community minded, and productive users of technology.** | | | |
|  | | | |
| **People** | **Processes** | **Products and Practices** | **Improvement Measures** |
| *Students* will:   * engage with authentic learning programs that will meet their learning needs * be explicitly taught 21st century skills * demonstrate improved literacy and numeracy outcomes   *Teachers* will provide engaging and authentic learning programs and activities catering for diverse learning needs and a variety of educational pathways.  *Leaders* will facilitate the development of an engaging curriculum and support staff and students in its delivery.  *Parents* will support the learning of their children through strengthened relationships with the school.  *Community* collaborative partnerships will be strengthened to support our students gaining real world learning opportunities and experiences. | Teaching and learning programs, catering for the diversity of learners, are developed based on evidence obtained through NAPLAN, HSC RAP and school assessment data analysis.  The continued implementation of literacy and numeracy skill development for all students through programs such as Literacy Leaders and Djehutismart.  Aboriginal Education is embedded authentically within all school programs.  The continued implementation of IEP’s and PLP’s through the Learning and Support Team and the development of IEP’s for seniors through the Senior Support and Mentors Program.  Research, design and implement 21st century learning skills and Project Based Learning strategies across the school.  Research, design and implement enrichment/extension and cross curricular programs across the school.  Professional Learning will focus on development of staff skills to deliver an engaging curriculum meeting the diverse learning needs of our students. | *Product:* Teaching and Learning programs are embedded with:   * Literacy and numeracy activities * Differentiated activities and assessment * Aboriginal perspectives * 21st century skill development   *Practice:* Students are successfully engaged in challenging activities and assessment suited to their learning needs.  *Product*: Students participate in a variety of extra-curricular and cross-curricular activities to enrich their learning experiences and talents.  *Practice:* The school community has high expectations of student achievement and participation in learning activities.  *Product:* School technology infrastructure supports the capacity for 21st century learning.  *Product*: Students have access to a curriculum selection that enables a variety of educational and post-school pathways.  *Practise*: Senior students utilise an identified mentor to support:   * goal setting * developing skills to improve their learning strategies to achieve goals | 50% of students in Years 7 – 10 who have been involved in Literacy Leaders program demonstrate improvement by at least one cluster in the literacy continuum  50% of Stage 4 students who have been involved in the Djehutismart program demonstrate improvement by at least one strategy in the numeracy continuum  10% increase in the number of **Y**ear 9 students at proficiency level in literacy and numeracy.  10% increase in the number of students demonstrating growth in the HSC  Improved student engagement will be demonstrated through surveys such as *Tell Them from Me*  100% of senior students participating in IEP and goal setting activities. |

|  |
| --- |
| Staff Learning: Staff will be high performing, developing shared innovative teaching practices catering for the learning needs of all students. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Purpose: To deliver a quality learning environment that engages students, values educational opportunities and excellence, and has high expectations.** | | | |
|  | | | |
| **People** | **Processes** | **Products and Practices** | **Improvement Measures** |
| *Teachers* will participate in Professional Learning that will increase their skills in differentiated learning strategies, including cross curricular and project based learning.  *Teachers* will develop personal Performance and Development Plans (PDP) aligned to the Australian Professional Standards for Teachers and the School Plan.  *Leaders* will engage in professional learning that will increase their skills in instructional leadership, peer observation, mentoring, and evidence based practices.  *Students* will engage and actively participate in learning activities.  *Parents* and *Community* will work collaboratively to support student learning. | Create whole school mechanisms to build a culture of continuous reflection and professional dialogue around innovative teaching and learning practices, through developing strategic educational partnerships beyond the school.  Professional Learning teams established to build school capacity in:   * Programming and assessment * Data analysis * Digital technologies/21st century skills * Differentiation/Project Based Learning * Quality classrooms – instruction and relationships   Engage with DEC School Excellence framework and ACER National School Improvement Tool to assist with future school planning.  Implement Executive leadership development in peer mentoring/coaching to build their capacity in leading staff.  Facilitate P&C forums to support parent understanding of student learning.  Develop the capacity of administrative staff to implement DEC initiatives including LMBR (Learning Management and Business Reform).  Professional Learning for Student Learning Support Officers is available to support implementation of priority curriculum areas. | *Product:* All teachers have a Performance and Development Plan (PDP) linked to Australian Professional Standards for Teachers, and all non-teaching staff have a professional development plan.  *Practice:* A culture of collaborative professional learning and reflection is evidenced through the new Performance and Development Framework.  *Product:* Professional Learning opportunities are differentiated and meet the learning needs of staff as identified in PDP’s.  *Practice:* Engaging programs, catering for learner diversity, are evident in classroom delivery.  *Product:* A school framework is established and implemented to analyse data to inform future school planning and evaluation processes.  *Practice:* Leadership learning is evident to refine skills and support the development of staff capabilities across the school. | 100% of staff have a PDP linked to areas for professional growth.  All staff undertaking accreditation at Proficiency and Maintenance Teaching Standards are successful in the process.  All programs within the school demonstrate evaluation practices based on qualitative and quantitative data.  All teaching and learning programs demonstrate quality assessment and reporting practices meeting BOSTES requirements. |
| School Wellbeing: Student and staff wellbeing are valued in the creation of a culture of success. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Purpose: To develop a school community that is contributing to an inclusive, respectful, engaged, harmonious and productive learning culture.** | | | |
|  | | | |
| **People** | **Processes** | **Products and Practices** | **Improvement Measures** |
| *Students* will understand, influence and support wellbeing programs. They will be safe, respectful and responsible learners contributing to a positive school culture.  *Staff* will understand, influence and support wellbeing programs. They will be active contributors to creating a positive school climate.  *Leaders* will facilitate development of wellbeing programs for staff and students, and create mechanisms for their implementation.  *Parents and Community* work with the school to support the implementation of school values and contribute to the creation of a culture of success. | Implement *The Macksville Way* program for Years 7 and 8, based on study skills, wellbeing and social skills for high school.  Continue the implementation of various wellbeing programs to support students in being active, resilient, inclusive and successful members of the school and wider community.  Continue the implementation of merit award and academic reward systems, with annual evaluation to improve participation.  Research, design and implement increased student leadership opportunities.  Research, design and implement processes to monitor and improve student attendance.  Professional Learning is focused on increased awareness of current issues impacting on student and staff wellbeing.  Research, design and implement positive behaviour management strategies.  Continue the implementation of the Senior Support Program and develop a mentoring program. | *Product:* Leadership opportunities are available for all students in Years 7 to 12.  *Product:* A positive school climate is evidenced through *Tell Them from Me* student surveys.  *Product:* A successful learning culture will be evidenced by improved learning outcomes, improved attendance and participation in a variety of wellbeing programs.  *Practice:* Senior students engaging in a tutoring/mentoring program developing their organisational and study skills to maximise outcomes.  *Practice:* Students demonstrate respectful relationships and take responsibility for their behaviours.  *Practice:* Annual evaluation of programs takes place that includes a student voice and feedback.  *Practice:* The wider community is well informed of the achievements of Macksville High School and the opportunities it provides for students. | Increased school satisfaction demonstrated through student, staff and parent surveys.  Exit data demonstrates successful transitioning of students from school to a variety of post school opportunities which are promoted to the wider community  A 10% Increase in the number of students receiving rewards and awards through the merit system.  Fractional truancy will decrease by 5% from 2014 levels.  Overall attendance will increase from 85% to 87%, with a 10% increase in the number of students receiving awards for attendance above 98%.  Analysis of Sentral data demonstrates a decrease in behaviour referrals. |