

# School plan 2018-2020

## Murrumburrah High School 8328



# School background 2018–2020

## School vision statement

To provide a high quality education in a safe and nurturing environment to all our students.

## School context

Murrumburrah High School is a small, comprehensive, co-educational, rural high school situated in Harden, on the southern slopes of NSW. The school draws its students from the twin towns of Harden and Murrumburrah, as well as the surrounding rural centres of Binalong and Jugiong. A number of students also enrol in the school from Young. 12% of the school population are of aboriginal descent. The school provides a curriculum to cater for a broad spectrum of student needs. As well as the core academic subjects; in the Stage 6 curriculum; the school offers courses in Vocational Education and Training. Significant number of students have also participated in School Based traineeships and apprenticeships. Being situated in an agricultural setting the study of Agriculture and Primary Industries is very strong in the school. A significant number of our traineeships are related to these industries. The school runs a number of programs to support individual and groups of students in their learning, and wellbeing, in the school environment.

The school offers a range of extra-curricular activities. The school Farm Club has had outstanding results in cattle parading in competitions spanning more than a decade.

Success has also been achieved in debating, dance, drama, vocal group and chess. We have one of the few school-based Driver Education Programs that operates in the state. The school also experiences outstanding success in a variety of sports. This success often belies the relatively small number of students in the school.

The local community, council and service clubs support the school and its students. Murrumburrah High School is a proud member, and participant, in the broader Harden-Murrumburrah community.

## School planning process

All sectors of the Murrumburrah High School Community have been consulted in the preparation and planning processes.

Following a review of the 2015–2017 School Plan, staff identified areas of strength, and areas for development, across all facets of school life. All students in the school undertook surveys on learning and school life. All parents were mailed surveys covering their perception of teaching and learning, and the culture within the school.

Using this data, combined with data obtained from “Smart”, the “Tell Them From Me” survey, school academic results and a variety of school based data resources and evidence the three key strategic directions:

1. Quality Teaching and Learning;
2. A Culture of Success and Wellbeing; and
3. Leadership and Development; were developed.

Student representatives from Years 9 – 11 had a development day where they took the data from their surveys to develop student proposals.

Two Staff Development afternoons plus regular staff meetings were used so that staff, divided into teams, could develop the 5P planning strategies.

Interested parents and community members were also invited to join these sessions.

The final draft of the plan was then ratified for implementation in 2018.

# School strategic directions 2018–2020



**Purpose:**

To build a culture of excellence which enables all students to be focussed learners, proud of personal achievements and their school.

**Purpose:**

To foster a positive culture of learning across the school community where every student strives for success every day.

**Purpose:**

To build a sustainable culture of collaboration, engagement with all stakeholders and development that ensures continual improvement in the quality of teaching delivery through professional learning, leadership opportunities for staff and students through community interaction and engagement.

# Strategic Direction 1: Quality Teaching and Learning

## Purpose

To build a culture of excellence which enables all students to be focussed learners, proud of personal achievements and their school.

## Improvement Measures

- ALARM matrix implemented from Stage 4 to Stage 6 100% student exposure.
- All Stage 4 and 5 students tracked on literacy and numeracy continuums and progression.
- Mandatory new syllabus delivered effectively to all students.
- 90% student sustained growth in individual writing NAPLAN results.

## People

### Students

Students will be active and engaged learners, who work in collaboration with their teachers in order to improve their own learning.

All students exposed to ALARM in all KLAs.

Year 7 to 10 involved in middle years writing across all KLAs.

Stage 4 students tested to identify those requiring additional numeracy and literacy assistance, utilising previous data from primary school.

### Staff

Teachers through professional learning and high quality teaching and learning programs, will cater for individual student needs and will deliver engaging and challenging teaching programs with differentiation evident in lessons and programs.

Staff training of Writing in Middle Years and the embedding ALARM and informative assessment understanding. Peer coaching for staff.

Development of new syllabus across KLAs.

LAST and SLSOs implement intervention strategies based on individual need.

## Processes

All staff consistently use terminology and associated scaffolds of ALARM when delivering classroom lessons. Informative assessment strategies used by all staff to provide timely feedback.

Middle years project strategies implemented including use of scaffolds, language understanding, authors purpose and glossaries, evident through student learning observation and assessment. Peer coaching supported activities in ALARM and Writing for Middle Years.

All relevant staff implement new syllabus, discussions and training through NESA utilising program builder, sample teaching and learning programs, unit, scope and sequence advice, assessment advice and strategies and integrating ICT capability.

Using standardised tests for reading, spelling and numeracy for identifying students. NAPLAN data, Valid, HSC data analysed using RAP.

## Evaluation Plan

Stage 6 students demonstrate their ability to think and write critically through the use of ALARM. RAP analysis indicates attainment of Band 6 across a range of subjects. Informative assessment strategies used to monitor student use and understanding of ALARM.

Head Teachers monitor implementation timetable of syllabus including, 2018 continue teaching English, Mathematics, Science K–10, History and Geography in Years 7 and 9, start teaching Geography in

## Practices and Products

### Practices

Focus on ALARM – explicit teaching of the matrix using key verbs such as identify, describe, explain, analyse critically and evaluate in all classes. The connotative in English, CAPA and the logical matrix in Science, Maths, HSIE, TAS and PDHPE.

Teachers collegially develop programs using NESA support materials.

Writing in the Middle Years 6 hour course delivered by trained staff through staff meetings and SDD to implement strategies in all KLAs.

Programs including multilit, and numeracy programs to assist students in classroom.

Immediate or timely feedback to students. Introduction of teacher feedback pro forma for teachers to use as a tool for leaning

# Strategic Direction 1: Quality Teaching and Learning

## Processes

Year 8 and 10 familiarisation and planning for Technology Mandatory Years 7 and 8. Years 11 and 12 commencement of new Year 11 English, Mathematics, Standard, Science and History Courses. Familiarisation and planning for the new Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 and Science Extension Terms 1–3 Stage 6 syllabuses courses. Ongoing report to executive of progress, monitoring and support through PL. All teaching staff awareness of 2018–2020 implementation.

Middle years writing strategy aims to improve NAPLAN results in Year 9 by 100% in 2020.

Post testing of students in 6 monthly frameworks to review strategies and what is working. Last to organise. Data circulated to all key teachers.

Post unit evaluation embedded into faculty practice.

Ongoing discussion in faculty meetings related to immediate and timely feedback.

# Strategic Direction 2: A Culture of Success and Wellbeing

## Purpose

To foster a positive culture of learning across the school community where every student strives for success every day.

## Improvement Measures

Student Voice classroom and beyond programs developed to support student learning and leadership.

Student feedback to individual teachers across all KLAs on opportunities for learning in the classroom, trial in Stage 5 & 6, data collected and interpreted.

Improved learning opportunities by communication strategies, school newsletter focus on learning in all faculties

All Identified students requiring ILPs in place early in each year 2018–2020

13 Aboriginal students provided with an in school tutor teacher support continuation 2018–2020

Stage 5 and 6 Aboriginal students Wingara mura–bunga barra bugu to actively experience university life at Sydney University. (7 students).

STEM Youth Development Camp for Aboriginal 7 to 11 students to attend.

Visit to Riverina Environment Centre (11 Indigenous students).

Continual support for driving program all eligible students involved.

## People

### Staff

Appointment of student voice coordinator and as relevant stage advisers.

Head teachers in consultation develop student feedback pro forma.

Invitations to parents by Principal, Executive and Stage Advisers to celebrate learning.

Learning Support team to develop ILPs.

School to Work, Transitions Adviser.

Agriculture teacher leads Farm Club.

### Students

Students develop student voice strategies to reflect on classroom learning.

Outwardbound program, at Tharwa ACT (18 Year 9/10 students).

Farm Club participation (25 students).

Students adopt feedback strategies.

Presented with folios as a learning tool.

Actively encouraged to be part of learning expos.

Contributions to newsletters related to learning.

ILPs developed for students with disabilities, Aboriginal and Out of Home Care students (15 students).

Use of personalised learning pathways and

## Processes

Learning Support team work with classroom teachers, counsellor, parents and students to create and or update ILPs.

Students provided with support to take part in outdoor programs, travel, accommodation needs met.

Day workshop Bundyi Aboriginal cultural knowledge with 140 students and small group targeted students.

Student apply to attend Outwardbound course (18 students).

## Evaluation Plan

Term evaluation of student learning through teacher reflection, parent feedback and discussion. Student feedback of classroom learning collected and evaluated to discuss strengths and areas for improvement.

ILPs regularly update as situations change and review meeting with key personnel and parents (dates on calendar).

Informal observations following Outwardbound relating attitude to work and personal relationships.

## Practices and Products

### Practices

Appropriate new practices in place to act on prior collected data.

Students provide feedback to staff through developed pro forma following discussion and explicit instruction.

Week long experience for Year 9/10 participating in remote location. All applicants accepted.

Understanding, caring for showing live stock at various locations in NSW and ACT.

Team approach to detailed analysis of students disabilities, student relationships, attitudes and attendance are collated and ILPS developed to include SMART goals – learning and/or behaviour. Teachers use to guide differentiation and /or classroom management strategies.

### Products

Student ILP utilised and evaluated at regular intervals to ensure student needs are met.

Students gain living, resilience, independence, working with others and realising "anything is possible" skills through outdoor experiences. Formal recognition of course.

Students achievements in Farm Club can be translated into real life and employment opportunities, student awards, ribbons, trophies and competition recognition.

# Strategic Direction 2: A Culture of Success and Wellbeing

<b>People</b>
protocols for using the 8 ways PLPs for all Aboriginal students
<b>Parents/Carers</b>
Email newsletter and skoolbag app use to all families.
Parents informed to celebrate learning through written reflection, newsletters, stage focus expos and invitations to view learning opportunities and assembly congratulations opportunities.
Consultation, review meetings in the development of ILPS.
Parents provide transport, assistance, fund raising for Farm Club.
<b>Community Partners</b>
Harden Education Foundation through Sibelco supports Outward bound.
Aboriginal elders invited to support Indigenous students engagement.
Local farmers, stock and station agents and cattle studs support Farm Club.

# Strategic Direction 3: Leadership

Purpose	People	Processes	Practices and Products
<p>To build a sustainable culture of collaboration, engagement with all stakeholders and development that ensures continual improvement in the quality of teaching delivery through professional learning, leadership opportunities for staff and students through community interaction and engagement.</p>	<p><b>Staff</b></p> <p>PL training Monitoring HSC Requirements, clear understanding of NESA requirements.</p> <p>Staff rel. in higher positions (rel. DP/HT).</p> <p>Active leadership in ETA, Agriculture Lighthouse and MANSW executive positions.</p> <p>Teacher led programs in public speaking, drama, choral and drama.</p>	<p>Plan in school professional learning during designated staff meetings re NESA.</p> <p>Focus in faculty meetings ensuring school based policies and procedures are consistently implemented.</p> <p>Fortnightly Schema (newsletter) emailed to all parents and appropriate community.</p> <p>Position internally advertised as appropriate Timetable adjusted related to rel. in higher position.</p> <p>Executive professional learning planned.</p>	<p><b>Practices</b></p> <p>Report back during time tabled staff meetings ensuring mandatory policy of NESA rules and HSC procedures are communicated understood implemented and updated as needed.</p> <p>Opportunities for students to view past examination papers, attend learning camps and workshops and confidently use NESA online service.</p>
<p><b>Improvement Measures</b></p>	<p><b>Students</b></p>	<p>School Biz information identifying critical reading, professional learning, school administration and management, expressions of interest.</p>	<p>Schema (newsletter) includes items related to HSC, ROSA, syllabus, examinations, reporting, awards when relevant. Items include Learning at Murrumburrah "Faculty learning of the fortnight"</p>
<p>Understanding mandatory DET policy and procedure related to NESA rules and procedures</p> <p>Opportunities to relieve in higher positions, and build staff capacity by accepting positions in leadership, teachers associates and extra curricular activities.</p>	<p>Stage 6 Students use the NESA Students Online service.</p> <p>Students with disability provisions are met.</p>	<p>Identify through community, artist and musician to run workshops for talented and nominated students.</p>	<p>Weekly executive meetings, minutes published with ongoing agenda items related to professional learning</p>
<p>Increase in staff engaged in explicit professional learning aligned to individual and school needs.</p> <p>Leadership opportunities in teacher associations and mentor positions.</p>	<p>Students SRC leadership team contribute to Schema (newsletter).</p> <p>Talented and targeted students participate in visual arts and music workshops.</p>	<p>Dance, public speaking, drama minds, debating, choral opportunities timetabled in class and extra curricula both in and beyond school venues.</p>	<p>Timetable published according to staffing allocation and meets requirements of staff relieving at a higher position.</p>
<p>Employment of community to enhance curriculum development related to CAPA.</p>	<p>Students leadership groups in public speaking, dance, choral and drama.</p>	<p><b>Evaluation Plan</b></p>	<p>Staff apply for PL opportunities, discussed at executive, decisions made, funds/ time allocated as appropriate. All staff prepare a report back on PL to staff and learning implementation.</p>
<p>Focus on leadership, learning opportunities through public speaking, dance, choral and drama.</p> <p>Ongoing promotion of Murrumburrah High School as a learning community by all stakeholders</p>	<p><b>Parents/Carers</b></p> <p>P&amp;C agenda includes HSC update from principal's report.</p> <p>School newsletter outlines procedures related to DET policies, procedures and practices.</p>	<p>Year 12 students confidently understand HSC requirements, monitored through assessment and workshops published through school processes including SSS.</p> <p>Staff participate in PL activities that meet individual and school needs, monitor expenditure of PL funds. Translation of knowledge, skills and understandings into programs, assessments student</p>	<p>Weekly art and music workshops enable participation in Operation Art, murals and band performances both within school and community. Students identified, permission granted, students participate and works published and performed at calendar events during the school year.</p>
	<p><b>Community Partners</b></p> <p>Visual Arts and Music community specialist employed 1 day per week.</p>		<p>Community engagement through regular newspaper articles related to student</p>



# Strategic Direction 3: Leadership

**People**

Regular articles in local newspapers related to learning opportunities at Murrumburrah.

School strengths published in advertising space in local theatre.

**Processes**

achievements and data analysis will lead to improved learning outcomes. Evaluated through faculty meetings, discussions, feedback surveys from students and parents and examination results.

Visual Arts and Music workshops evaluated through student attendance data, observations of engagement, participation in performances and exhibitions. Reports at Learning support meetings with published minutes recoding strengths and areas for improvement including student numbers of participation.

Community are aware of many leadership opportunities across all learning areas through P&C meetings feedback, parental feedback and a "How are we doing" survey conducted each semester allowing for improvement strategies and suggestions.

**Practices and Products**

involvement and success in leadership opportunities inclusive of drama, public speaking, dance, choral activities.