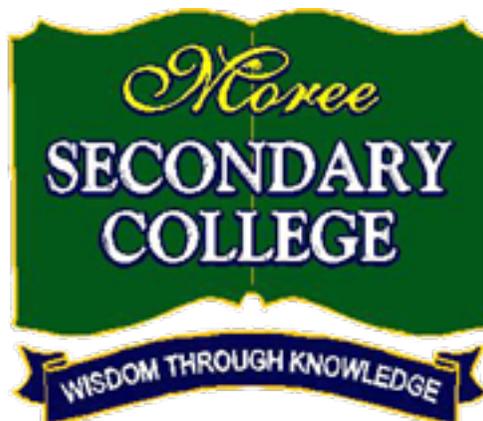


School plan 2018-2020

Moree Secondary College Albert St Campus 8325



School background 2018–2020

School vision statement

At Moree Secondary College we value respectful, responsible students who achieve their personal best in our school and community

School context

Moree Secondary College, situated on Gamilaroi Country, is part of the Connected Communities Strategy, servicing the students from the Agricultural Region surrounding and within the township of Moree (population 10,000). The College is across two campuses with Years 7–9 on the Carol Avenue campus and Years 10–12 on the Albert Street campus. On the Carol Avenue campus there are 120 students (49%) who identify as ATSI (Aboriginal and Torres Strait Islander) and 104 students (41%) identify as ATSI on the Albert Street campus. The total enrolment for the College is 492 students of which there are 224 students who identify as ATSI.

School attendance across all years has been improving. However, still sits below the State Average.

Student attainment in the HSC has been positive, with a sustained trend of increasing numbers of ATSI students completing the HSC.

College staff are committed to achieving the best possible options for all students by developing strong links with parents, community groups and organisations to enable the realisation of the aspirations of its individual students.

Moree Secondary College provides an environment where students explore their learning strengths and build on their "skills for life" in a supportive, safe and respectful educational setting in preparing them to be lifelong learners and operate confidently in the 21st Century.

School planning process

The school consulted with College staff, AECG (Aboriginal Education Consultative Group), P and C (Parent and Citizen) and the School Reference Group in an effort to gauge the needs of the school in planning for the provision of the best possible educational environment for its students. In each case all participants were addressed in a public forum and given the opportunity to complete a written evaluation of the schools performance and to indicate how they could contribute to positive change.

The school also consulted with all students and parents in an effort to assess their needs and plan collaboratively for a successful outcome for all. Parent/Carers were provided with a survey for completion of future directions as well as evaluating the schools current performance and areas of need.

As a result, the school has determined three key strategic directions of priority for planning and improvement over the next three years. These are:

• Leading: Communication, Parent and Community Partnerships and Positive School Image.

• Learning: Student Engagement and Wellbeing

• Teaching: Quality teaching for Exemplary Classroom Practice.

Information was collated and a clear purpose determined for each strategic direction.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Leading: Parent & Community Partnerships and Positive School Image

Purpose:

Moree Secondary College will work to create a school community that is committed to the schools strategic directions through purposeful leadership. We value and acknowledge the support of our parents and our community in the operation of the college. Parent and Community representatives are empowered to participate in decision making through the School Reference Group and the P&C. They are valued as a positive influence in supporting the school to nurture capable, engaged and successful learners.

STRATEGIC DIRECTION 2

Learning: Student Engagement and Wellbeing

Purpose:

Moree Secondary College strives to ignite all students potential through culturally appropriate programs. We are developing a contemporary learning culture focussed on high expectations in student friendly learning spaces. The college promotes empathy and understanding to ensure that all students engage, grow and learn in an environment that develops capable, confident, resilient and respectful individuals. We intend to develop independent, adaptable, collaborative learners who think critically and creatively.

STRATEGIC DIRECTION 3

Teaching: Quality Teaching for Exemplary Classroom Practice

Purpose:

Moree Secondary College builds the capacity of all staff to inspire learning and meet the individual needs of every student. The development and implementation of evidence based classroom practices will lead to improved student outcomes. To engage teachers in a culture of reflective practice and collaborative professional learning, learning from and with each other.

Strategic Direction 1: Leading: Parent & Community Partnerships and Positive School Image

Purpose

Moree Secondary College will work to create a school community that is committed to the schools strategic directions through purposeful leadership. We value and acknowledge the support of our parents and our community in the operation of the college. Parent and Community representatives are empowered to participate in decision making through the School Reference Group and the P&C. They are valued as a positive influence in supporting the school to nurture capable, engaged and successful learners.

Improvement Measures

Year on year improvement in Tell Them From Me Student, Staff and Parent Survey Data

Increased number of opportunities to recognise student achievement and their participation with the wider community through authentic experiences.

Improved communication through technology including text messaging parents, newsletters and Facebook page. Increased school website traffic and Facebook page hits

Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar.

People

Students

Students value learning and achievement and are proud and positive about their school due to their awareness of school achievements and recognition of themselves and peers.

Students are supported in their learning through access to online resources.

Staff

Staff will actively and positively communicate to students, parents and community regarding student, staff and school achievement.

Staff foster and encourage the development of a positive school environment where students are seeking rewards and incentives for dedication to learning and individual achievement.

Leaders

The school Executive will lead processes within their areas of responsibility to ensure students, staff and parents have access to up-to-date information and high-quality resources to support learning and achievement.

Parents/Carers

Parents to be regularly informed of their child's achievement and see the public recognition of their child's effort and/or achievement.

Parents actively encourage their child to

Processes

Development of high-quality communication practices including text messaging parents, newsletters, website and Facebook page.

* The Tell Them From Me Survey is completed by students, staff and parents each year to track key improvement measures.

Employment of a Technology Support Officer to manage communication systems on each campus.

Parents and community empowered to participate in decision making through the P&C and School Reference Group.

Building local cultural knowledge and experiences of the Aboriginal Community

Evaluation Plan

Regular monitoring of the commendation system by the Student Mentor teams to ensure recognition for curricular and extra-curricular are balanced across all faculties and programs.

School Executive and staff to annually review feedback from the Tell Them From Me survey.

Practices and Products

Practices

Improvements in Tell Them From Me Student, Staff and Parent Survey Data

Implementation of school reward/commendation system with progress in students achieving higher levels.

Increased number of opportunities to recognise student achievement.

Students participate in community based programs.

Improved communication through technology.

Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar

Increased school website and facebook traffic.

Products

Staff actively acknowledge and reward student achievement for curricular and extra-curricular activities using the school commendation/reward system.

The school regularly consults with students, staff and parents using the Tell Them From Me survey.

Student participation is recognised and celebrated by the school and the community regularly.

The school actively communicates to

Strategic Direction 1: Leading: Parent & Community Partnerships and Positive School Image

People

aspire to higher levels of achievement.

Parents receive or access regular, high-quality communication regarding school processes, programs and events to help inform and empower them to support student learning and engagement, and be actively involved in the life of the school.

Parents also have the opportunity to inform the planning and direction of the school through consultation.

Community Partners

Community partners to be invited to be involved in recognition opportunities, especially for student achievement in external programs and competitions.

Practices and Products

students and parents regarding student achievement and a comprehensive range of school processes.

Strategic Direction 2: Learning: Student Engagement and Wellbeing

Purpose

Moree Secondary College strives to ignite all students potential through culturally appropriate programs. We are developing a contemporary learning culture focussed on high expectations in student friendly learning spaces. The college promotes empathy and understanding to ensure that all students engage, grow and learn in an environment that develops capable, confident, resilient and respectful individuals. We intend to develop independent, adaptable, collaborative learners who think critically and creatively.

Improvement Measures

Higher course mean scores.

Lower numbers of N Award warning letters.

Increase in the number of Year 7 & 9 students achieve at or above expected growth in NAPLAN.

Increase in Overall Aboriginal student attendance.

People

Students

Students are motivated to think deeply allowing them to increase their capacity to achieve.

Students will know how they learn and what they need to progress. They are actively engaged in and take responsibility for their learning.

Challenge students to become active learners who are able to set and reflect on their learning goals.

Staff

Teachers are provided with targeted professional learning in innovative teaching practices to support students in achieving their best.

Engage in professional networking to develop best practice in student feedback.

Leaders

School leaders will work collaboratively to develop staff and student knowledge of best practice in developing teaching programs, formative assessment practices and formative student feedback.

Community Partners

Community partners will be engaged in facilitating the dissemination of information related to knowledge and understanding of achievement standards and management of learning process to achieve learning goals.

Parents/Carers

Processes

Acridities and practices designed to engage students in their learning. To explore and further develop possibilities for the concept of Project Based Learning in Years 9 and 10– MSCOOL Program.

Focus on quality teaching and the development of quality assessment tasks.

Build the capacity in all staff to understand and implement evidence based practices to best meet the needs and learning outcomes of students. Staff use data including RAP, SCOUT to review and guide their teaching practice.

Rigorous monitoring and management of student attendance.

Implementation of programs to support High Achievement in the junior and senior schools.

Implementation of key Literacy and Numeracy programs and strategies including the establishment of an Instructional Leader position.

Evaluation Plan

Regular review and reporting against milestones by the Executive with feedback from committees, program leaders and review of external data to inform the process.

School Executive to review milestones and targets regularly during Executive Meetings.

Senior Executive to review data progressively during weekly meetings.

Teaching staff to be informed and

Practices and Products

Practices

Student work samples provide evidence of quality learning and effective feedback.

All KLA's involved in the school's quality teaching and learning strategies.

Teachers professionally developed in the use of the literacy and numeracy continuums and Our Ways to inform teaching and learning.

Students in Stage 4 actively participate in a range of enrichment activities including a GaTS program.

Staff will develop programming, assessment and feedback tools and evaluate current practices to ensure consistent best practice in teaching and learning is implemented across the whole school.

Progress will be reviewed and evaluated through data collection and consultation – both formal and informal – by the Teaching and Learning Team

Products

All faculties can demonstrate strategic and creative use of current and future learning by:

Creating a Senior Learning Centre established with dedicated Teacher and SLSO

Assessment tasks and teaching and learning activities across the KLA's incorporate future focused skills.

The school timetable allows for increased

Strategic Direction 2: Learning: Student Engagement and Wellbeing

People

Parents will form a deeper understanding of different achievement standards through access to samples of students' work, clear and focused report comments, and ability to understand teacher feedback to develop a better understanding of what their children need to do to improve and achieve their learning goals.

Processes

consulted regarding progress at Committee, Faculty and Staff meetings.

2018–2020 Conduct and annual cycle of evaluation to ascertain progress.

Practices and Products

collaboration between campuses that facilitate the best possible use of college facilities.

Strategic Direction 3: Teaching: Quality Teaching for Exemplary Classroom Practice

Purpose

Moree Secondary College builds the capacity of all staff to inspire learning and meet the individual needs of every student. The development and implementation of evidence based classroom practices will lead to improved student outcomes. To engage teachers in a culture of reflective practice and collaborative professional learning, learning from and with each other.

Improvement Measures

All Aboriginal Students have a PLP

A reduction in the number of students achieving in the bottom three bands to less than 50%.

Increased number of students meeting RoSA/Preliminary/HSC requirements through early intervention as measured by retention rate.

Increase the value added performance for all students in external testing

Reduce the number of students performing at or below the national minimum standard for Literacy and Numeracy

Increase the proportion of students who complete their HSC at Moree Secondary College.

Teachers engage in a variety of collaborative practices and demonstrate an improved ability to measure their professional learning against the Australian Professional Standards for Teachers.

People

Students

A willingness to accept and act on feedback in order to improve.

Students are open to embrace a variety of teaching and learning strategies. Students must be willing to actively participate in their learning in order to achieve their personal best.

Students develop skills in self-evaluation in order to establish realistic and achievable goals and understand that improvement is achieved by working towards a goal.

Students engage in project based Learning and STEM in both GATS and regular classes.

Staff

Engage in professional learning that supports our directions, implemented in every classroom, leading to improved students outcomes.

Design and implement agreed evidence based classroom practices.

Develop teams on both campuses to take advantage of the STEM options available

Establish a seamless transition of STEM activities across classrooms.

Offer staff the opportunity to train in Vocational Based Subject areas.

Leaders

Collaborate with internal and external partners to identify professional learning

Processes

Faculties create, clearly articulated, evidence based classroom practices in the six agreed areas over three years.

Develop school facilities that enable the delivery of innovative, effective and contemporary pedagogy.

Develop a targeted STEM resources to enable students to engage fully in programs.

Implement a Senior Learning Centre to ensure that students entering the senior school are provided with support for their learning.

Review current Faculties and redirect resources where they best fit in terms of student progress.

Evaluation Plan

Data analysis of student results in internal and external regimes, including NAPLAN and HSC

Monitoring of retention rates and subject selection patterns.

Review and monitor faculty programs and scope and sequence.

Evaluation of Project Based Learning pedagogy.

Practices and Products

Practices

Teachers embed pedagogies which are targeted to improve outcomes.

Teachers identify student learning needs in literacy and numeracy and differentiate teaching programs providing specific strategies.

Establish Evidence Based Classroom Practices that ensure exemplary teaching and learning practices.

Teachers trial innovative practices such as Project based Learning activities facilitating creative and critical thinking.

Each student is identified and supported to reach their Literacy and Numeracy targets.

Products

A reduction in the number of students achieving in the bottom three bands to less than 50%.

Teaching and Learning Programs show evidence that they are adjusted to address individual student learning needs leading to improved learning outcomes.

Evidence of excellent classroom practices in every teachers classroom.

Collaboration, communication and critical thinking skills are evident in a range of learning situations.

All Aboriginal students have a PLP

Aboriginal student outcomes match those on other students (academic, retention,

Strategic Direction 3: Teaching: Quality Teaching for Exemplary Classroom Practice

People

opportunities.

Continue to promote School and TAFE based Vocational Education as a pathway for MSC Students.

Build capacity to lead development, implementation and evaluation of whole school practices. Embed a culture of evidence based, responsive pedagogy to build teacher capacity.

Parents/Carers

Encourage families to engage their children's learning at home. Provide opportunities for parent and carers to learn about supporting their children. Parents support the high expectations of the school.

Practices and Products

attendance, post school destination).