School plan 2015 – 2017

Monaro High School (8196)
### School background 2015 - 2017

#### School vision, mission values statements

**Vision Statement**

*Monaro High School* empowers all students to achieve their personal best.

**Mission Statement**

*Monaro High School* continually strives to improve outcomes and opportunities for all young people entrusted to our care.

*Monaro High School* embraces the ‘Melbourne Declaration on Educational Goals for Young Australians’.

Goal 1: Australian schooling promotes equity and excellence.

Goal 2: All young Australians become:
- Successful Learners
- Confident and Creative Learners
- Active and informed citizens

#### Values Platform

- Respect
- Optimism
- Acceptance
- Responsibility

#### School context

**Monaro High School** was established in 1954. As a comprehensive public high school, our school continues to proudly serve the communities of the Monaro. The school’s motto is: *In the Ascendant*. This encapsulates the notion of continually striving to improve and to achieve at the highest levels.

Our school has a strong tradition of achievement in all fields of endeavour: in academia; in citizenship and leadership; in the Arts; in sport and in cultural activities.

Our strategic directions are supported by a comprehensive learning strategy where we aim to know all of our students both as learners and as young people and to develop strong learning partnerships between parents, students and our school.

**Monaro High School** aims to develop quality systems, procedures and processes to provide an overall framework for student success.

Our belief statement articulates the principle that all students have the right to a personalised education where all pathways of learning are equally valued.

Our school is exploring the use of technologies to ‘future-proof’ students and educating them for a sustainable future.

#### School planning process

Our school uses a cyclical model of ongoing school evaluation, planning and improvement. We aim to include all of the school community in the process of setting our strategic directions and evaluating our success.

The 2015 School Plan is a flexible working document that informs all decisions made to support improved student learning outcomes, the quality of teaching and instruction. The Plan has been developed in consultation with the following key bodies:

- MHS Staff and Executive
- MHS Parents and Citizen’s Association
- MHS Student Representative Council
- Aboriginal Education Consultative Group

#### Key Performance Measures

The School Plan is informed by and evaluated against universal measures of student and school performance benchmarked from:

1. External testing such as HSC, NAPLAN and ESSA to develop the "story behind the curve".
2. Standardised satisfaction surveys (Focus On Learning) that provide detailed feedback from students, staff, parents and community for key indicators of success.
3. Internal data linked to engagement and wellbeing of students, such as attendance and referral information.
4. Personalised data trends from Exit and Destination interviews and surveys.
Focus on students

**Purpose:**

To personalise learning for all students and to promote engagement and wellbeing.

Focus on staff

**Purpose:**

To enhance the high standards of teaching and leadership across the school.

Focus on communities

**Purpose:**

To foster professional learning networks to support teaching and learning and to build community engagement with MHS.
## Strategic Direction 1: Quality Learning

### Purpose

*To personalise learning for all students and to promote engagement and wellbeing.*

### People

#### Students
- MHS empowers students to become independent learners who take responsibility for their learning and wellbeing.
- MHS assists students to overcome barriers to learning.
- MHS fosters the core values of respect, optimism, acceptance and responsibility.

#### Staff

Ongoing professional learning is undertaken by all staff in:
- Every Student: Every School
- Great Teaching: Inspired Learning.
- General Capabilities

#### Parents and Learning Community

Ongoing consultation and educating in:
- Positive Choices
- Resilience
- Mindfulness
- Wellbeing

### Processes

#### To Achieve Personal Learning Plans for all students.

- Research, develop, select, test and confirm Monaro High School Personal Learning Plan proforma.
- Trial implementation with new students enrolling at MHS and all students with existing PLPs and Academic Learning Plans (ALPs)
- Include in the enrolment process with Year 7 and 11 2016.

#### To Achieve Wellbeing and Engagement Policy and Implementation Plan.

- ‘Positive Choice Team’ to publish final draft for consultation.
- Student Wellbeing Curriculum and Welfare program to be implemented
- Learning teams to fully implement student engagement processes.

### Products and Practices

#### Personal Learning Plans

- Personal Learning Plans are developed for all students at Monaro High School.
- Learning Teams develop Personal Learning Plans for all students in consultation with students, parents and teachers.

#### Wellbeing and Engagement

- A comprehensive Wellbeing and Engagement Policy and Implementation Plan is completed and published for Monaro High School.
- All students are supported and developed to engage fully in the learning and welfare opportunities provided.

### Improvement Measures

1. For 2015, Personal Learning plans are developed for 10% of each year group.
2. For 2015, MHS Wellbeing and Engagement plan is implemented including a wellbeing curriculum 7-10 and Welfare days for each year group.
3. For 2015, maintaining a 90% + attendance rate.
4. For 2015, establishing baseline data and trend lines on a wide range of engagement and wellbeing measures.
# Strategic Direction 2: Quality Teaching

## Purpose

*To enhance the high standards of teaching and leadership across the school.*

## Improvement Measures

1. For 2015, all staff complete one cycle of the Performance Development Plan.
2. For 2015, the Term 4 Supervision conversations are conducted using the philosophy, structure and techniques of Executive Coaching.
3. For 2015, evidence is collected of staff engagement with Professional Standards for Teachers and Leaders.

## People

### Staff

Ongoing professional learning is undertaken by staff in:
- Professional Standards
- Quality Teaching Framework
- Stronger Smarter Leadership
- Covey: Great Teams-Great Leaders
- Literacy and Numeracy Continuums
- General Capabilities
- Executive Coaching
- Peer Coaching

## Processes

### To create Performance Development Plans for all Staff.

- Staff engagement with the Professional Standards for Teachers and Leaders.
- Staff training in the philosophy and development of professional plans and the cycle of planning, implementing, reviewing and evaluating.
- Implementation of classroom observations and formal reviews to the supervision process.

### To foster leadership at all levels

- All Executives undertake a professional course in ‘coaching’ and apply skills to support staff they supervise.
- Targeted staff undertake a professional course in ‘peer coaching’ and implement skills in lesson observations.
- Executive undertake professional training in ‘having difficult conversations’ and providing ‘feedback to enhance performance’

## Products and Practices

### Performance Development Plans

- Performance Development Plans (PDPs) are prepared by all MHS staff.
- Executive facilitate the completion of Performance Development Plans.

### Leadership at all Levels

- Executive Coaching and Peer Coach Training undertaken by MHS staff.

### Practice 2.

- Senior Executive facilitates professional training in coaching for all Executives and nominated teaching staff.
## Strategic Direction 3: Quality Connections

### Purpose

*To foster professional learning networks to support teaching and learning and to build community engagement with MHS.*

### People

#### Staff

- Ongoing professional learning and connections are developed by all staff to build capacity to improve outcomes for students.

#### Parents and Community

- Continued community consultation and engagement is undertaken to develop shared understandings and improve opportunities and outcomes for all students.

### Processes

#### To enhance collegial networks:

- Learning community Principal commitment to supporting the establishment of subject based collegial networks.
- Selection of network patrons and coordinators.
- Commitment of professional learning funding to facilitate participation in networks.

#### To build community engagement:

- Key community groups are participants in the planning and implementation of the school plan.
- Key community groups are participants in the evaluation of school planning.
- Selected groups developed their own implementation plans.

### Products and Practices

#### Collegial Networks.

The enhancement and establishment of collegial networks of shared practice and professional support, including:

- MHS Partner Primary Group
- Monaro Education Group
- Ningimurra Learning Community Collegial Networks

Staff are engaged in professional learning communities to enhance teaching and learning skills and outcomes.

#### Community Engagement

Quality Connections are made with:

- Student Voice
- MHS P & C Association
- Local AECG
- Service Organisations
- Local Business and Employers
- Other education providers.

### Improvement Measures

1. For 2015, all staff have participated in a series of collegial networks activities.
2. For 2015, working connections are in place and contributing to MHS directions, planning and evaluation processes.