

MURRAY BRIDGE
HIGH SCHOOL

Strategic Plan

2021- 2025

Palai namawi - The future is ours.

GLOSSARY of acronyms

SIP	Site Improvement Plan
PIP	Portfolio Improvement Plan (portfolio within school - Learning area, Pathways, and Leadership)
SWD	Students with disabilities and learning difficulties
ELO	Equal Learning Opportunities (Department refers to as Special Class)
IEC	Inclusive Education Centre (Department refers to as Disability Unit)
ILC	Independent Learning Centre (Students must be FLO enrolled)
FLO	Flexible Learning Options
EDGE	Engage, Develop, Grow, Enrich
SAASTA	South Australian Aboriginal Secondary Training Academy
ATSI	Aboriginal and Torres Strait Islander
SACE	South Australian Certificate of Education
SEA	Standard of Educational Achievement
PDP	Professional Development Plan
FIP	Flexible Industry Pathway
EALD	English as an additional language or dialect
CoL	Continuity of Learning
DRS	Data Review Schedule

Our partnership

Students and families at MBHS predominantly reside in Murray Bridge or the townships of Tailm Bend, Wellington, Jervois, Mypolonga and Monarto. The work of Murray Bridge High School is overseen by our Governing Council and we are all accountable to the Minister for Education.

MBHS data

Enrolment	2021 Mainstream 919 , ELO 24 , IEC 18 , ILC 110
Diversity	ATSI 13% - SWD 10% - EALD 1%
Growth	Projected population growth of 1.8% in Murray Bridge* *RCMB Strategic Plan.
Services	Affiliated services include EDGE and Murraylands Aquatics Centre. Partner support services include AC Care, Headspace, CAMHS and Centacare.

What our clients tell us:

MURRAY BRIDGE HIGH SCHOOL – SENTIMENT REPORT

Collection of feedback from students, families, MBHS community given during rebranding consultation process.

What students love about their school (from face-to-face workshops):

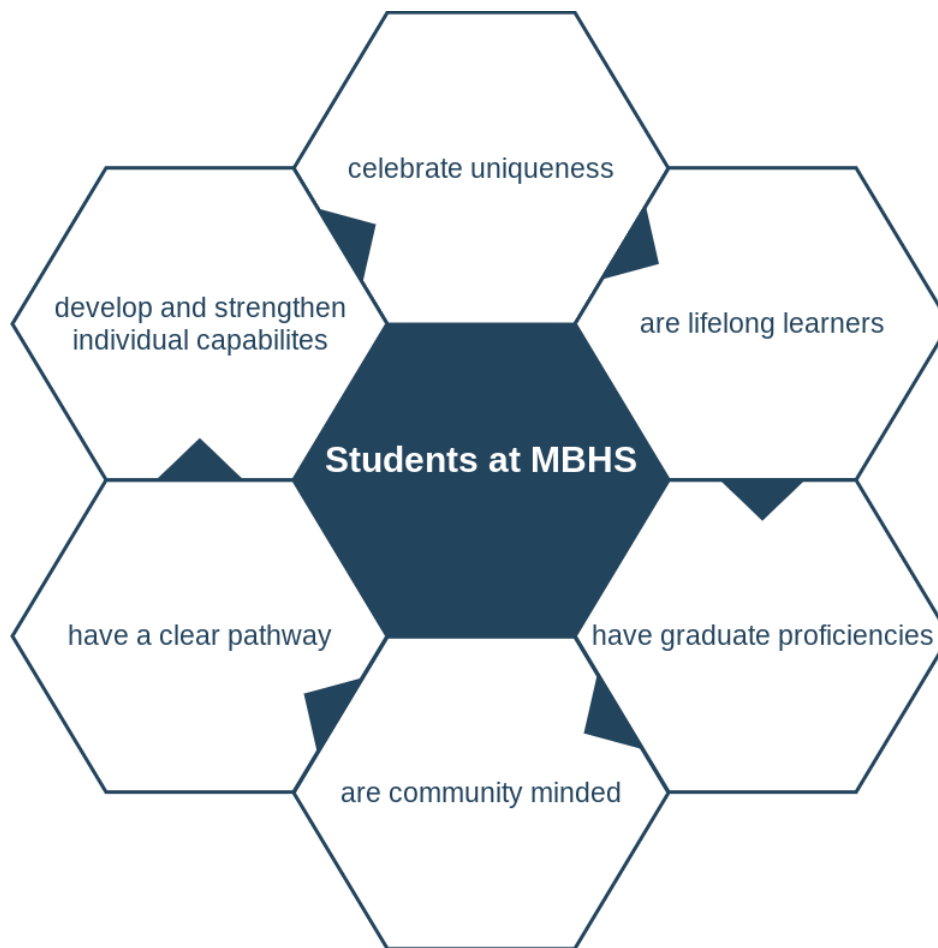
- Freedom – in the classroom, to express themselves
- Diversity – cultural, but also diversity in skill/interest level
- Passionate, supportive teachers who see each individual student's potential and interests and steer them in the right direction
- The flexibility available in subject choices and extracurricular activities
- The school and its staff inspire us (students) to want more from ourselves
- Trade Training Centre
- Entrepreneurial school
- Agricultural connections
- Positive attitude

Parent sentiment (from consultation surveys):

- You really help students with disabilities and look out for their needs
- The lengths teachers go to to ensure students of all abilities are successful
- Staff are great, lots of subjects to choose from and good learning environment
- Murray Bridge High is a good, well-rounded secondary school
- The choices for students are second to none, especially as it supports students who are not necessarily academically focused
- Supportive and flexible teachers
- The opportunities at MBHS are no less than private schools (in our experience) and if a student wants to learn there are ample opportunities for them to do so.

What Ngarrindjeri/Aboriginal and Torres Strait Islander leaders and students value about MBHS:

- Education
- Great support
- Adaptable
- Use of Ngarrindjeri language
- SAASTA
- Sense of belonging and identity for Ngarrindjeri/other ATSI peoples
- Flexible
- Culturally aware
- Reward for effort – students are rewarded if they put the effort and initiative in to work towards their goals
- Encourages us to aspire to achieve – students know they will have staff/ATSI leader support to work towards their goals
- Mentoring/leadership opportunities for students
- Trade skills
- Entrepreneurial school



Our Purpose:

To provide world class education that builds a strong future for the young people of the Murraylands.

Our Vision: Opportunities for all.

MBHS is a proud school community that promotes positive and active citizenship through the development of creative, collaborative and resilient lifelong learners.

Strategic Themes:

- Continuity of learning
- Expert teaching and learning
- Individual Pathways
- Diversity and Inclusion
- Engagement and Wellbeing
- Entrepreneurial thinkers and community engagement

Key leadership portfolios:

- Diversity and Inclusion : Penny Conway
- Flexible Learning Options, Aboriginal Education, Students with Disabilities
- Wellbeing and engagement: Chris Braun
- Wellbeing, attendance, behaviour, offsite learning options
- Entrepreneurial Learning: Roxanne Rowland
- Specialist and embedded entrepreneurial learning
- Senior Years: Michael Pater
- SACE, VET, career education and pathways, continuity of learning, expert teaching and learning
- Middle years: Kirrily Martin
- Australian Curriculum, continuity of learning, student agency and voice, expert teaching and learning

Our Values:

Growth for every child, in every classroom at Murray Bridge High School is underpinned by:

	Excellence
What does it mean?	At Murray Bridge High School we demonstrate growth and personal excellence.
What does it look like?	<ul style="list-style-type: none"> • Students are agents of their own learning and pathways • Staff and students take pride in their learning, have a shared sense of purpose and are role models to the school and wider community • We have the highest expectations for all our students • We provide opportunities and support for each Aboriginal learner to reach high and achieve their potential • Staff strive to continually improve practices, exceed standards and expectations and deliver access to high quality, contemporary education for students in our community • We all embrace effective and contemporary technologies, research and practices to improve learning • Students understand and can articulate the capabilities they need for success • Students grow as metacognitive learners with ever clearer understandings of their strengths, next steps for growth and where that growth will take them • Students develop a deep knowledge of core skills that allow them to transfer learning to new contexts
	Respect
What does it mean?	At Murray Bridge High School we value and support one another
What does it look like?	<ul style="list-style-type: none"> • We respect and acknowledge the Ngarrindjeri people as custodians of this land and the continuing connection of all Aboriginal and Torres Strait Islander peoples to Country • We promote and role model respectful relationships, treating each other with dignity and kindness • We value and celebrate diversity of people of different cultures, beliefs, values, sexuality, religion, age, gender, characteristics and abilities. • We listen considerately and support all people to feel safe in the school community • School community events explicitly plan for and accommodate the inclusion of all community members. • We value wellbeing and monitor, promote and support positive wellbeing of students and staff
	Working together
What does it mean?	At Murray Bridge High School we collaborate to achieve our shared vision
What does it look like?	<p>We value collaboration and engagement within our school and wider community</p> <p>We seek and act on feedback from students to improve learning outcomes</p> <p>We are authentic and open to foster positive relationships across the school community to support every learner</p> <p>We encourage and harness enthusiasm for learning, growth and innovation</p> <p>We partner with students and families to ensure the planning, delivery and evaluation of our education service meets their needs</p> <p>We enhance learning for staff and students, intentionally embedding opportunities for collaboration</p> <p>We acknowledge and work seamlessly with the expanded support network of all students</p>

Our Strategic Themes

Continuity of Learning

Goals	Actions
Every student demonstrates growth in literacy and numeracy skills.	<ul style="list-style-type: none"> Track basic levels of literacy and numeracy across curriculum areas to ensure that all students can access and engage in learning Collaboratively write unit plans that identify student growth and multiple access points for Years 7-10 Differentiation for students in literacy and numeracy is standard practice for all Embed explicit literacy and numeracy teaching strategies across all classes Early identification of students who need extra support through the transition program Flexible timetable options to support continuity of learning for all students with a focus on literacy and numeracy development Collaborate with Primary schools to backward plan learning and vocabulary to Year 5 through the partnership PPL, with rigorous attention to scope and sequence and vocabulary demands Resource targeted and effective intervention programs for students who are below SEA Alternative learning options are facilitated for students not experiencing vital growth against benchmarks
Students have clear pathways and continuity of learning throughout their schooling.	<ul style="list-style-type: none"> Implement clear transition process to track every learner and support their growth through the middle years Develop clear strategies to track and monitor student growth, that fosters student ownership and is easily accessible by teachers, leaders and parents/caregivers Backwards planning curriculum from Years 5-9, providing handover to teachers of following year with data and anecdotal comments regarding key skills to support student growth Implement tracking and response to sporadic attendance
Students develop and consistently demonstrate ownership of their learning and capability development	<ul style="list-style-type: none"> The curriculum is contemporary and intentionally develops general capabilities across all learning areas Clear links to capabilities are embedded into curriculum delivery and reported on consistently by teachers Students have the opportunity to self-assess their capability development Develop strategies to give students the opportunity to develop ownership of their learning and capability development including embedded self-assessment Staff, students and families embrace online learning Digital device for every student utilising cloud based platforms that are seamless between school and home

What will success look like?

CoL PPL will develop a Murraylands 2 Partnership approach and shared agreements about literacy and numeracy across all sites
 The growth of every learner is tracked from Primary school to SACE completion using portfolios
 Vocabulary development supports student learning through consistency of terms, seen through improvement in vocabulary data and overall achievement in subjects
 E-Portfolios demonstrate evidence of ongoing capabilities development
 Every student has a basic level of literacy and numeracy that allows them to engage in learning
 Unit plans include check ins that support student learning by identifying growth and access points
 Timetable structure supports continuity of learning for all students with a focus on literacy and numeracy development
 Curriculum development shows clear progression of skills from Years 5-10

Self Review processes

SIP, SEA and engagement targets systematically analysed against a detailed school wide DRS , and actions enacted against agreed response framework

Evidenced based School Improvement Plan (SIP) developed with clear, measurable and ambitious improvement goals, and expert teaching strategies embedded in SIP actions - effectiveness reviewed on a 5-weekly cycle

Expert teaching and learning

Goals	Actions
Teachers co-design and enact world class contemporary curriculum learning and assessment, enabling students to demonstrate and use knowledge, skills and capabilities in unfamiliar contexts	<ul style="list-style-type: none"> • Teachers collaboratively plan for and deliver high quality curriculum learning and assessment, focused on core skills progression for every student • Formative Assessment strategies used fluently and expertly by all teachers in all classes to embed responsive teaching across the school • Teaching pedagogy is continually refined to build capacity in learners
Teachers collaborate with students as partners in learning, focused on enhancing student ownership of learning and building a productive culture for learning	<ul style="list-style-type: none"> • Consistent approaches to ensure students prior knowledge is identified and used in learning design and feedback • Learning design explicitly enables effective learning culture and builds expert learners • Digital Learning is embedded to enhance learning and collaboration
Aligned resources to support the growth of every student and ensure targeted resourcing reaches students who need extra support to achieve their potential	<ul style="list-style-type: none"> • SIP informed whole school professional learning • All leaders are instructional leaders and develop teaching practice • Contemporary learning environments, structures and facilities are provided to enhance learning • Individualised tracking and monitoring of student progress and continual analysis of efficacy of support provided

What will success look like?

- Growth in students achieving SEA across all measures
- Growth in students demonstrating higher bands achievement (B and above in AC and SACE)
- Examples of genuine student collaboration and high quality digital learning activities are evident across all learning areas and regularly shared by staff
- Classroom observations show teachers using high impact teaching and learning strategies and high levels of student agency in learning
- Staff proactive and comfortable in seeking feedback to improve performance and leaders confident to give constructive feedback and support

Self Review processes

- Evidenced based School Improvement Plan (SIP) developed with clear, measurable and ambitious improvement goals, and expert teaching strategies embedded in SIP actions - effectiveness reviewed on a 5-weekly cycle through the DRS
- SIP informs aligned Portfolio Improvement Plans (PIP) - reviewed 6 monthly
- SIP and PIPs inform aligned Performance Development Plans (PDP) for all staff - reviewed 6 monthly

Individual pathways

Goals	Actions
Promote and enable opportunities for all.	<ul style="list-style-type: none"> ● MBHS curriculum prepares students with the deep understanding and skillful actions to be agents with a zest for life long learning and active citizenship. ● We will partner with parents, families, industry and the community to help our young people to learn, develop, and prepare for positive post school pathways
Every student has a clear and meaningful pathway.	<ul style="list-style-type: none"> ● MBHS Career strategy developed and implemented to support pathway planning, exploration and action. ● Students have access to career development advisors within school ● FIP pathways are sustainable and strengthened to marry student interest and skills to local, national and global demands ● Students develop agency for enacting their learning and post school pathway. ● Alignment of student PD program to support understanding of the World of Work and student pathway development

What will success look like?

- Every student will have an individual student pathways profile that has been developed in consultation with key stakeholders that consider the needs of the local and global community now and into the future.
- Student pathway conversations are held and any FIP planning underway prior to course counselling
- Students have clear pathways and opportunities from Years 7 to 12.
- Curriculum will reflect the capabilities, skills and knowledge required for an individual's transition to a positive post school pathway.
- Students develop skills and engage in managing their own learning to support their post school pathway.
- Students undertake futures exploration through expos, uni visits, connection to employers and community in school and off site.
- Increased numbers of senior secondary students gaining flexibility by utilising a diverse blended curriculum and delivery model
- Curriculum links to where this subject 'will take a learner' exist in all Learning Area unit plans. Focus for middle years is World of Work and Industry immersion, for Senior year focus is on links to specialist industry.
- Ongoing destination data is collected, analysed and utilised in forward planning.

Self Review processes

- Destination data shows that students have a positive post school pathway, and greater alignment to local, national and global demands
- Surveys: engagement, exit and attendance data in PD show positive school culture for learning
- VET offerings align to skill shortages and local conditions
- Increase in FIPS and ASBA's that align to SACE completion.

Diversity and Inclusion

Goals	Actions
<p>Every target student with additional learning needs is supported to achieve their personal best and has an identified pathway through and beyond school</p>	<ul style="list-style-type: none"> ● Predominance of Aboriginal learners in all of our thinking to close the gap in literacy and numeracy ● Modified SACE utilised where appropriate ● Students are supported to gain Birth Certificate and other Identity documents ● Bespoke alternative pathways are developed for at risk students and every student leaves MBHS with something: SACE, VET, Apprenticeship, Traineeship, Employment ● VET - advocate for tailored pathways to meet individual needs and interests ● Offer extra-curricular training - Life and Work Skills required post school ● We align resources to support the growth of every student and ensure targeted resourcing reaches students who need extra support to achieve their potential. ● All target students have an active and meaningful One Plan with identified goals
<p>Strong, productive and inclusive partnership with Community</p>	<ul style="list-style-type: none"> ● Active links to community organisations and industry are established that provide support through school and pathways beyond school ● Leadership opportunities for students with links to the wider community are explored and supported ● Foster and develop partnerships and shared aspirations with the Aboriginal Community
<p>All students display pride in their identity and a strong sense of belonging</p> <p>All students can identify at least one trusted adult at school</p>	<ul style="list-style-type: none"> ● The diversity of people of different cultures, beliefs, values, sexuality, religion, age, gender, characteristics and abilities is valued and celebrated every day, in every classroom ● Student voice is promoted and prominent in learning design and decision making across the school community ● Teachers collaborate to build strong diversity links in learning design and classroom practice

What will success look like?

- Personal, social and emotional growth of students seen through capabilities goal setting and self assessment
- Aboriginal learners' achievement matrix and action plan continually reviewed, and recommended actions result in improved learner outcomes.
- Defined Career Pathway for all students with every student having a pathways plan in place
- Destination data confirms that students progress to earning or further learning post school
- Cultural Identity valued and celebrated seen through improved positive responses in student and community surveys
- Every student leaves MBHS with either: SACE, VET, Apprenticeship, Traineeship, Employment
- Removal of administrative barriers to success and engagement.

Self Review processes

- ALERT Tracking and response accelerates Aboriginal student learning growth
- ILC Action Plan reviewed and recommended actions result in improved learner outcomes.
- Reporting: Traffic Lights and semester grades indicate grade band shift
- Student/Family/Staff Surveys - FLO, Wellbeing Data collection, Student/Family/Staff annual survey, Staff Perspectives

Engagement and Wellbeing

Goals	Actions
Students display resilience for learning	<ul style="list-style-type: none"> ● Building resilience in our young people by investigating/embed SEL- Social-Emotional Learning. (Self-awareness, Self Management, Social Awareness, Relationship Skills + Responsible Decision Making) through an intensive focus on PSC goal setting and self-assessment ● Conflict resolution management for students and staff through strengthening the current Restorative Practices Process and engaging in other learning that builds problem solving and effective communication skills. ● Collaborative intervention strategies are implemented to build student engagement and achievement ● School is responsive and flexible in supporting students to manage external influences through building strong productive connections with students and identifying effective early intervention to keep on a pathway to success in learning ● Partnerships with families to support student learning and promote the importance of regular attendance as the basis for continuity of learning and success
Students and staff work in a positive and respectful environment	<ul style="list-style-type: none"> ● Develop a Positive School Climate through ongoing analysis of staff, students and parent perspectives and implementing targeted and measured approaches to ensure improvement. ● All students have at least one trusted adult at school ● Promotion of pride in learning and the vibrancy of the MBHS community ● All students and staff supported through shared agreement to consistently make positive choices in their learning and behaviours
Alternative learning options are available for students who struggle to thrive	<ul style="list-style-type: none"> ● Leaders use an individualised responsive approach to tracking student progress and intervention. ● Leaders implement proactive programs and initiatives using whole school, group and individual targeted intervention including recording student progress using the Learning and Engagement Plan (LEAP). ● Successfully engaging with the local community and developing positive working relationships with external support agencies and community networks. ● Provide explicit professional learning opportunities for staff to develop essential intervention skills. ● Develop clear process and supportive platforms for teachers to collaborate with colleagues to discuss and implement intervention and share best practice.

What will success look like?

- Accepting feedback, seeking support to solve concerns and treating each other in a respectful manner is common practice.
- Conflict resolved using restorative practice language reduces harassment, violence and threats.
- Positive learning environment seen through reduction in disrespectful behaviour concerns, less suspensions and increased attendance and engagement in class
- LEAPs leading to improved student engagement.
- Targeted intervention strategies used, including Social and Emotional Learning and Restorative Practices and individualised approaches to student engagement and behaviour.
- Partnerships with students, families and teachers focus on positive student achievement, celebrating positive behaviours and effective ongoing support for students who require targeted intervention.

Self Review processes

- Triangulation of Engagement and Wellbeing data collection, School Climate Survey data, and Daymap Records (behaviour, attendance)
- Wellbeing Referral Process data
- Anecdotal feedback from students, staff, caregivers and the community

Entrepreneurial thinkers and Community engagement

Goals	Actions
<p>We will work with industry to engage in our school, with our students and to create strong pathways to opportunities beyond school.</p>	<ul style="list-style-type: none"> ● Visit industry to discuss literacy, numeracy and learning requirements and develop connections to work together longer term ● Industry forums with targeted follow up conversations to establish direct links to employment and training. ● Facilitate Entrepreneurial mentors to work with students locally and further afield
<p>Our planning looks at the future needs of the Murraylands, South Australia and Global interests.</p>	<ul style="list-style-type: none"> ● Strategic partnerships with RDA, RCMB and local employers ● Links to Lot 14 and the entrepreneurial precincts in Adelaide ● School based apprenticeships and traineeships and entrepreneurial ventures are supported through individual mentoring
<p>Increased student ownership of learning across the whole school through entrepreneurial teaching and learning approaches.</p>	<ul style="list-style-type: none"> ● Compelling and authentic entrepreneurship topics and experiences are built into the existing structures. ● Building the understanding and perceived value of entrepreneurship and students' entrepreneurial capabilities are highly valued.

What will success look like?

- Mentors from business, industry and the community working with students
- Engineering pathways strongly aligned in curriculum, work placement and SBAs
- Strong connections have been restored between students/graduates and the regional economy
- Entrepreneurial opportunities are celebrated in the wider community
- MBHS acknowledged for excellence in sharing good practice and sustainable entrepreneurial practices within the department

Self Review processes

Tracking data:

- Number of students enrolled in entrepreneurial learning
- Number of teachers trained in entrepreneurial learning
- Number of entrepreneurial projects
- Partnerships with industry and business