



# MALANDA

## STATE HIGH SCHOOL

Malanda High is a school of distinct quality. There is something special in the way our relatively small rural high school consistently achieves above average results. These achievements stand out – and our school community is very proud of that. With a focus on high quality teaching and learning, we believe that academic excellence at our school is evident when every student successfully achieves the very best they can. A culture exists here where success is something to be proud of, whether it is found in a sporting arena, on a stage, or in a classroom.

### Charter of Expectations for our School:

1. The school has a culture of care and of high expectations, inside and outside the classroom, characterised by:
  - All students matter, every day; and all students can achieve high academic results.
  - Practices within the school enhance the learning climate and tone, and in particular reflect the three Malanda High principles of Learning, Respect and Safety.
  - Feedback for learning is valued and practised at all levels.
2. Curriculum delivery is underpinned by highly effective explicit teaching.
3. There is a high level of community engagement and support.
4. There are strong and collaborative relationships between parents, teachers, other staff, and future employers.
5. School leaders actively coach and support teachers in their skill development.
6. All staff actively participate in professional development so as to keep informed of curriculum changes and ways to engage students in learning processes.

### Charter of Expectations for Teaching:

#### Teaching and Learning

Each teacher:

1. Implements the 'Standards of Practice' as per our school's Teaching and Learning system and Student Support Systems.
2. Builds effective relationships with each student and accepts individual and collective accountability for each student's learning outcomes.
3. Engages with key teaching tools such as ICT's, and utilises them in conjunction with their subject area knowledge.
4. Uses data to inform teaching and monitor learning, and teaches each lesson using agreed, explicit strategies.
5. Uses differentiation strategies to make adjustment to teaching, learning and assessment to enable students to demonstrate knowledge, skills or competence.
6. Uses revision strategies to consolidate student learning and to move student knowledge from short term to long term memory.
7. Actively engages with each student in their academic progress and is aware of individual student aspirations through helping to set high expectations within a supportive environment. This is increasingly reflected in the attainment by each student of the 'Service Commitment' by the completion of formal schooling.

#### Learning Environment

Each teacher:

1. Sets a positive classroom learning tone and establishes an atmosphere of high expectations which reflect the four Malanda High principles of Learning, Effort, Respect and Safety.
2. Focuses on high standards of student presentation and regularly provides feedback to each student.
3. Has a high standard of classroom display that is relevant and educationally stimulating.

## **Charter of Expectations for Learning:**

### **Student Engagement**

Each student:

1. Is prepared to take responsibility each day for their own learning journey, appropriate to their own ability level, and does so in conjunction with the school's principles of Learning, Effort, Respect and Safety.
2. Will display high standards of appropriate behaviour (positive school-wide behaviour, orderly student movement, high student engagement and motivation) which are recognised in the school's *Responsible Behaviour Plan*.
3. Collaborates with teachers and the school more broadly in terms of recognising and celebrating their own success in learning, and the success of others.
4. Will have a high attendance record (in excess of 95% - '95 to thrive'), supported by parents and teachers.
5. Complies with the emphasis on the range of school policies (including uniform and ICT's), and the expectation that all students participate in whole school activities that enhance a culture of school pride.