MURRAY BRIDGE HIGH SCHOOL

SITE IMPROVEMENT PLAN

Excellence – Respect – Working Together

2011 – 2012
This Site Improvement Plan is underpinned by our vision and school values. The development of the strategic directions is directed by the DECS Improvement and Accountability Framework. Learning Areas will unpack and plan strategies for classroom implementation in their teaching and learning programs. Staff will be given the opportunity to collaborate and share across all learning areas. Data evidence is the assessment tool to measure the implementation of teaching and learning strategies and learning improvements.
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SCHOOL VISION

Murray Bridge High School aspires to actively engage students in the learning process. By incorporating the values of respect, excellence and working together, students acquire the skills and knowledge to become active global citizens.

Our vision is for every student to strive for their personal best within a strong and supportive community.

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<th>Latin</th>
<th>Ngarrindjeri</th>
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<tr>
<td>Sic itur ad astra</td>
<td>Ngunangk tuldar witjunggildhur toran</td>
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The school’s Latin motto translates to “In this way we reach stars”. It means that Murray Bridge High School is a step in our students’ journey into their future and that the education they receive here will become their passport to fulfilling whatever dreams and ambitions they might have.

Murray Bridge High School acknowledges that the land where we meet to learn and continue our journey in education is the traditional lands for the Ngarrindjeri people and that we respect their spiritual relationship with the country. We also acknowledge the Ngarrindjeri people as the custodians of the Lower Murray and Coorong region and that their cultural and heritage beliefs are still as important to the living Ngarrindjeri people today.

In consultation with the local Aboriginal Elders Group an Aboriginal motto has been devised to coexist with our traditional motto and so display and acknowledge the Aboriginal heritage of this region. The motto in English reads “Together we gather the Stars” and speaks to both our school value of working together and the spirit of reconciliation that Murray Bridge High School aspires to engender in our community.

We value:

**Excellence – Respect – Working together**
CONTEXT STATEMENT

Murray Bridge High School is a learning community committed to providing an inclusive, caring and supportive environment where excellence in academic achievement, respect and working together are valued. Students are challenged to achieve their potential through rigorous programs that focus on building the knowledge, skills and values for a productive life as a respected citizen in our future society.

The school offers a variety of quality pathways that meet the needs of students. It is a school with a long-standing reputation for delivering effective teaching and learning dating back to 1913 and shaping the community leaders of tomorrow. Murray Bridge High School is a good school that strives to be a great school. With an increased focus on school pride and the school’s traditions the school is continuing to move forward.

The leadership and representational skills of students is enhanced through activities such as academic, creative and sporting pursuits, the Student Action Advisory Committee, Interact Club and participation in school and community forums. Students must be positioned to take their place in a vibrant, multi-cultural, pluralist and democratic Australia. They must be responsible and adaptive citizens who will be able to operate in the economy as an employer, employee, volunteer, contractor or a combination of several or all.

The school seeks to engage students in authentic real world learning experiences. Students will be offered opportunities to develop their technological attributes. Partnerships and networks with other education providers, community groups and agencies will be established in order to provide opportunity and add value to school programs.

Staff, both teaching and support, are the cornerstone upon which excellence in school programs is fostered. Staff will be treated with consideration, access to relevant professional development and participate in effective performance management. The professional development of staff will impact on, and inform, improved classroom practice and lead to enhanced student outcomes. Staff are expected to have high expectations for their students and engage effectively with parents and especially where there are concerns about student progress.

Parents can expect that they will be kept informed of student progress and that they are regarded as a partner with teachers in the education process. There should be “no surprises” at reporting times. Parents will be provided with informed advice about student pathways and the opportunity to work with school staff in managing student issues.

Parents will be provided with a number of opportunities to contribute to school forums, including aspects of the school’s decision making processes. The expertise that parents can bring to the school’s operations and contribute to the educational process is valued. Parents are encouraged to participate in school forums such as the Governing Council and Parents and Friends and contribute in other ways that enhance student opportunities.

Murray Bridge High School aims to make a difference for its students. Students graduating from Murray Bridge High School will be equipped with the attributes to be independent, life long learners and effectively contribute to society.
SCHOOL OBJECTIVES

The Murray Bridge High School Site Improvement Plan is underpinned by the DECS Strategic Directions 2011 Plan.

DECS Strategic Objectives 2011

Access:
There will be improved access to quality services, and the people using the services will have a say about how they are delivered.

Connections:
Services will focus on the individual learning needs of young people from diverse cultural and social backgrounds, particularly Aboriginal people.

Maximising Potential:
Young people will have access to services that provide the opportunity for them to reach their full potential.

Focus on learning:
Young people will be effective learners and will be supported to achieve their best.

Future Opportunity:
Young people will be guided through learning pathways that equip them for citizenship, employment and a strong future within a globalised economy.
PLANNING AND ACCOUNTABILITY MODEL

- Standards Review
- School Self Assessment
- Annual School Report
- Analysis Reflection and Conversations
- Outcomes
- Implementation
- Governing Council
- Community
- Teaching and Learning
- Planning
  - Teaching and Learning
  - Annual School Report
  - Standards Review
  - School Self Assessment

This diagram illustrates the planning and accountability model, showing the interrelated processes of analysis, reflection, conversations, standards review, school self-assessment, annual school report, outcomes, implementation, governing council, and community, all centered around the circular flow of teaching and learning and planning.
SCHOOL VALUES

1. Excellence
The school operates so that all members of the community strive to achieve outstanding academic and non-academic outcomes.

2. Respect
The school operates so that all members of the community treat each other decently and value communal and individual property. All in the school community respect and acknowledge the diverse cultures and ethnic backgrounds that make up the community of Murray Bridge High School.

3. Working Together
The school operates so that all members of the community work together and strive to make Murray Bridge High School a great school.
The following priorities have been identified

1. Literacy across all Learning Areas
2. Excellence in Teaching and Learning
3. Technology across all Learning Areas
4. Values and Respect for People and the Environment
5. Partnerships
STRATEGIC DIRECTIONS IN DETAIL

1. **Literacy across all Learning Areas**
   Students will develop improved literacy skills across all learning areas and recognise the skills of reading, writing, listening and speaking as key learning tools. In particular, the capability to write for a variety of audiences and purposes will be valued and developed.

2. **Excellence in Teaching and Learning**
   Students will value learning and strive to achieve excellence in order to reach their full capabilities. Staff will have high expectations, encourage students and celebrate achievements and effort. Attendance at school will be valued and students will appreciate academic achievement as worthwhile.

3. **Technology across all Learning Areas**
   Students will have the opportunity to utilise learning technologies in all learning areas. Teachers will be prepared through professional learning activities to use technology as a teaching tool in classes. The school’s ICT Strategic Plan will continue to be implemented and continually enhanced.

4. **Values and Respect for People and the Environment**
   The school will be regarded as a place where all are welcomed and staff and students treat each other in a civil manner. Violence is not seen as a legitimate solution to problems and bullying is rejected. Staff and students acknowledge and are tolerant to difference, and demonstrate respect to each other and to personal and school property. All will accord respect to the grounds and buildings of the school and the community and environment in which they live. Students develop environmental citizenship values and attitudes.

5. **Partnerships**
   The school will seek out and nurture reciprocal partnerships where others can add value to school programmes. These networks will include service clubs, the business sector and government agencies. Parents will be well informed about their child’s progress and achievement and work with staff as partners.
### KEY POINTS OF STRATEGIC DIRECTIONS

#### Strategic Direction 1. Literacy across all learning areas

- Student improvement of reading/writing/listening/speaking skills through real life, higher order thinking skills.
- Development of a range of assessment strategies to cater for different learning styles.
- All learning areas provide opportunities for students to construct sustained pieces of writing independently.

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<th>TARGETS</th>
<th>STRATEGIES</th>
<th>MEASUREMENT</th>
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<tr>
<td>Literacy focus teacher/s nominated and maintains literacy focus in each learning area.</td>
<td>Faculty nominates appropriate teacher/s to: include a literacy component in each faculty meeting based on faculty questions and needs. Participates in literacy training and development. Collaborates with teachers within the site and across the region.</td>
<td>Evidence of literacy focus in faculty meeting minutes. Training and Development available to staff.</td>
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<tr>
<td>Literacy focus mapped in each faculty that builds towards skills/genres required in Years 11 and 12. All teachers have the capacity to deliver literacy in their Learning Area.</td>
<td>Checklist to be completed as a faculty. Training and Development organised in Week 7 of Term1. Literacy mapping to take place with the assistance of Regional Literacy Consultant.</td>
<td>Mapping begins at first faculty meeting of the year. Evidence in Scope and Sequence. Faculty literacy resource bank is built. Greater sense of responsibility for the teaching of literacy amongst staff.</td>
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<tr>
<td>An explicit literacy component is included in each unit plan and assessment task.</td>
<td>Unit/Assessment Plan teacher/author includes literacy focus in assessment plan. Unit/Assessment Plan is developed collaboratively by the faculty.</td>
<td>All faculty approved Unit/Assessment Plans are accessible to all staff.</td>
</tr>
<tr>
<td>Teachers teach vocabulary of subject and publish subject specific vocabulary in classroom.</td>
<td>Faculty groups to identify the vocabulary. Individual teachers identify task specific vocabulary and include them in teaching and learning strategies.</td>
<td>Visual literacy examples displayed in classrooms (eg: student work and word lists/posters). Internal standardisation shows evidence of student understanding of vocabulary. Teacher Performance Management.</td>
</tr>
<tr>
<td>Review of effectiveness of current literacy support (supported classes/BSSO) is undertaken. Teachers to analyse and respond to achievement data. Implementation of a whole school literacy and numeracy approach to improve NAPLAN results.</td>
<td>Analysis of current Student Warehouse data (NAPLAN) with Performance Analysis and Reporting Consultant in Term 1. Seek feedback from teachers and students of supported classes. Professional Development to assist teachers to analyse and act on achievement data. On the basis of NAPLAN tests develop strategies to improve deficiencies. Implementation of recommendations from Diagnostic Review Team.</td>
<td>Improvement in NAPLAN results from Year 7.</td>
</tr>
<tr>
<td>Teacher to teacher modelling and mentoring evident across faculties and school/s to improve the quality of literacy teaching and learning.</td>
<td>Negotiated classroom observations. Reflect on experiences through Performance Management process. All teachers negotiate and participate in classroom observations.</td>
<td>Broader understanding and implementation of quality literacy teaching and learning amongst teachers. Improved ‘open door’ classroom philosophy.</td>
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Strategic Direction 2. Excellence in Teaching and Learning

- Identification and understanding of student learning pathways to cater for individual differences, foster student engagement and motivation.
- Accelerated Learning Program
- Students with Special Needs
- Improvement of Year 12 academic performance
- Increase student participation in the IBMYP accreditation process at Year 10

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<tr>
<th>TARGETS</th>
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| • Identify targets and place students in the most suitable pathway, catering for individual needs. | • Staff publicise and promote programs.  
  • Staff recommend students to programs.  
  • All learning areas provide a course outline for students in the Accelerated Learning Programs.  
  • Teachers reading and implementing NEP’s and ILP’s. | • Successful participation in and completion of programs, resulting in the development of relevant skills and capabilities. |
| • Improved Stage 2 results. | • Compulsory attainment of a C grade or higher in a Stage 1 subject in order to continue at Stage 2.  
  • Students clearly understand the program of work and the assessment requirements.  
  • Close monitoring of attendance.  
  • Regular parent/caregiver contact for non-completion of work at all year levels.  
  • Increased expectation in standard of work in the middle years. | • Improved SACE results. |
| • Staff individual reflection and evaluation of teaching and learning. | • Faculty leaders promote T&D opportunities.  
  • Performance Management process.  
  • Faculty reflection and modification of units.  
  • Peer observation and feedback. | • Performance Management.  
  • Each teacher has a peer observe their class by the end of the year. |
| • Review Aboriginal outcomes, including the implementation and review of Indigenous programs. | • Review meetings with Aboriginal Education team, Penny Porter (Aboriginal Education Coordinator) and SACE leader.  
  • Monitoring and follow up of attendance.  
  • Regular subject teacher contact with Aboriginal Education team formally and informally. | • Successful completion of programs.  
  • Achievement of SACE.  
  • Successful career pathways. |
| • Implement the DAYMAP school attendance program to improve attendance. | • T&D for all staff in using Daymap.  
  • Provision and maintenance of netbooks to all staff, including IT support.  
  • Induction of new staff. | • Increased attendance. |
| • Provide stimulating and relevant curriculum in a safe, supportive classroom environment. | • T&D opportunities available for all staff to promote best practice.  
  • Time provided for staff to develop and update resources.  
  • Funding and resources made available.  
  • Sharing good practices. | • Improved student attendance.  
  • Increase in student participation in both academic and extra curricular activities.  
  • Improved academic results. |
| • Consistent implementation and delivery of IBMYP. | • Broad publicity and promotion of the IBMYP throughout the school.  
  • Consistent use of IBMYP language and terminology in the classroom.  
  • Ongoing T&D for all staff in delivering the IBMYP.  
  • Utilisation of available planning time.  
  • Implementation of moderation feedback.  
  • Active involvement in the Murraylands IBMYP cluster.  
  • Standardisation of assessment across all learning areas to occur in faculty meetings following the completion of a CAT. | • Increase in student participation and accreditation in the IBMYP at Year 10.  
  • Provision of unit plans and common assessment tasks in all subject areas.  
  • Moderation feedback. |
Strategic Direction 3. Technology across all Learning Areas

- Improved use of technology tools to enhance responsible and motivated learning opportunities.
- Integrate information communication technologies into the classroom across all key learning areas.
- Review and maintain functionality of technological infrastructure

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<tr>
<td>Access to professional learning which guides the development of activities using technology to link critical and creative thinking through authentic learning experiences. Teachers and students utilising technologies as part of their pedagogy.</td>
<td>Set up of cluster networks to share information and resources to further enhance learning. All teachers possess and use netbooks and use these in each lesson to improve outcomes.</td>
<td>An increased level of teachers and students using technology as part of the learning experience. Evidence of successful ICT integrated tasks being used by staff, providing learning opportunities for students that link to the wider community eg. Webquests, Moodle.</td>
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<td>Learning areas to identify needs for resourcing in targeted areas.</td>
<td>ICT committee to establish training, resourcing and infrastructure support. ICT committee member to attend faculty meetings and report back. School driven ICT capabilities survey to highlight strengths and weaknesses.</td>
<td>Evidence of contemporary and relevant software being used to produce authentic tasks. Evidence of netbooks being utilised effectively to deliver critical school outcomes. Feedback from staff on support Feedback from students on the relevance of the use of ICT’s across learning areas.</td>
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<td>Awareness and appreciation of cyber safety; cyber bullying and appropriate computer use.</td>
<td>Community links with SAPOL on staying safe online. Integration of cyber awareness within the Year 8 IT curriculum. Ongoing sourcing, implementing and training for programs in safe internet use.</td>
<td>Decreases in the level of cyber bullying incidents throughout the school. Noticeable decrease in reported incidences of inappropriate computer use in ICT technology across the school.</td>
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**Strategic Direction 4. Values and Respect for People and the Environment**

- Demonstrate effective understanding of Excellence, Respect and Working Together
- Demonstrate physical, social and emotional respect for individuals
- Demonstrate personal responsibility
- Demonstrate respect for and sustainability of the environment.

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<td>• School values are embraced by all students and staff by demonstrating responsibility and accountability for their own actions.</td>
<td>• Pastoral Care program developed by Year Level Leaders.</td>
<td>Improved school culture through:</td>
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<td>• School values program.</td>
<td>• Assessment data from Pastoral Care programme shows improvement in understanding of school values.</td>
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<td>• Specific values education embedded in the curriculum.</td>
<td>• Perception data obtained from the parent/student survey improved.</td>
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<td>• IBMYP ‘C’ grade reviewed.</td>
<td>• Increased sense of school pride evident within student cohort.</td>
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<td>• Issuing of assessment plans to students and parents.</td>
<td>• Improved graduation standards.</td>
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<td>• Early intervention with parents.</td>
<td>• Higher completion of IBMYP and SACE.</td>
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<td>• Daymap – netbooks distributed to all teaching staff.</td>
<td>• Increased engagement of families to be partners in their students’ learning.</td>
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<td>• Dedicated Attendance Officer employed.</td>
<td>• Improved student engagement and attendance.</td>
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<td>• Improved relevance in curriculum.</td>
<td>• Improved student wellbeing data. (parent/student survey).</td>
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<td>• PLP and performance management plans demonstrate responsibility and accountability.</td>
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<td>• PLP achievement rates increased.</td>
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<td>• Reduced behaviour reports and referrals.</td>
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<td>• Improved Performance Proforma.</td>
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<td>• Dedicated PLP staff.</td>
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<td>• Emphasis on Harassment, Health and Well-being programs.</td>
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<td>• Better Behaviour Centre.</td>
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<td>• Small home group sizes and program.</td>
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<td>• Clearly understood and implemented standards and expectations.</td>
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<td>• Negotiated classroom rules.</td>
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<td>• Staff and school to implement common expectations.</td>
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<td>• School has sustainable environmental education programmes.</td>
<td>• Staff encourage students to be involved in programs.</td>
<td>• Increased participation in school and community programmes.</td>
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<td>• Time made available for groups to meet.</td>
<td>• Improved school environment.</td>
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<td>• Programmes to support sustainability and the environment eg. SAAC, Youth Environment Committee, Interact, Monarto Zoological Park Educational Programs, Sustainable schools, NRM education, River Murray Youth Council at a local, national and global level.</td>
<td>• Higher IBMYP Certification.</td>
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<td>• Curriculum mapping to be undertaken.</td>
<td>• Improved Community and Service documentation.</td>
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<td>• Child Protection Curriculum Strategy implemented throughout all curriculum areas.</td>
<td>• All Staff undertake either new Child Protection Training or 3 hour update.</td>
<td>• Greater responsibility for looking after environment demonstrated.</td>
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<td>• Improved Waste Audit.</td>
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# Strategic Direction 5. Partnerships

- Improve links to external providers, organisations and community
- Seek global opportunities

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| Partnerships developed and relationships improved with IBO, Universities, TAFE, Industry, and outside providers in resourcing, support, expertise and facilities. | All faculties actively seek relevant partnerships.  
Staff collaborate with external providers and organisations.  
Publicise information, resources and support through website, newsletter, blogs, assemblies, Presentation Night, conferences. | List of links established – purpose, outcomes identified and evaluated (VET, IPP, Student Based Apprenticeships, SACE, IBMYP, IVEC). |
| Individual Educational and Vocational pathways developed for students. | Staff and students make use of PLP.  
Raise awareness for parents and students of available opportunities.  
Students attend Career Expo.  
IVEC.  
Student Based Apprenticeships.  
Work Experience. | Numbers of students using providers and pathways. Baseline data (Destination survey, PLP data).  
Improved SACE results.  
Improved retention rates. |
| All staff involved in building partnerships. | Faculty groups to identify opportunities for partnerships.  
Activities for students developed through staff professional development and implemented across the school. | Increased staff participation.  
Increased student participation in Community and Service activities. |
| Relationship with Japan through cultural exchange maintained. | Annual visit by Funabashi High School is supported by in-school and community programs and home hosting. | Continued satisfaction with visits.  
Increased cultural awareness by the community. |
| Sister school relationships with schools from other countries explored. | Investigate current destination of exchanges to becoming sister schools. | Sister school links established. |
| Links with the Rotary Clubs of the Murraylands maintained. | Year 8 Leadership day.  
Interact Club.  
Other Rotary programs. | Continued financial and community support for school programs. |
| Renew the Memorandum of Understanding with Tafe SA, Private Registered Training Organisations, South Australian Aboriginal Sports Training Academy. | Senior Leader Vocational Pathways and Academy Liaison Officer to liaise with relevant personnel. | Continuation of partnerships with identified bodies and memoranda of understandings ratified for all areas. |
| Enhance links with University programmes for student practicum. | Deputy Principal and Senior Leader Middle School and Regional Disability Unit to liaise with relevant Uni and school personnel. | Increased number of Uni students undertaking practicum successfully.  
Improved perception of MBHS as a training facility. |
| Strengthen international and cultural exchange programs. | International Program Coordinator to work with International Unit and exchange program providers.  
Raise the profile of the benefits of home hosting. | Increased engagement of families to be involved in these programmes.  
Increase in international and cultural exchange programmes. |
| Extend the teaching and learning programmes with Monarto Zoo. | Faculties nominate activities based within Monarto Zoological Park.  
Unit/Assessment plans are developed.  
Investigate alternative sources of funding for travel and entry fees. | Provision of unit plans which include these activities.  
Increase in student participation using Monarto Zoological Park for activities. |
| Maintain the Youth Opportunities Programme for Year 10 students. | Offer 10 weeks Youth Opportunities program to Year 10 students.  
Continue to train staff to be able to lead Youth Opportunities. | Successful completion of program by applicants.  
Sufficient teachers trained to maintain the programme. |
EDUCATIONAL DIRECTIONS:
MELBOURNE DECLARATION ON EDUCATION GOALS FOR YOUNG AUSTRALIANS

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become
   - successful learners
   - confident and creative individuals
   - and active and informed citizens
   - A commitment to Action Developing Stronger Partnerships
   - Supporting quality teaching and school leadership
   - Strengthening early childhood education
   - Enhancing middle years development
   - Supporting senior years of schooling and youth transitions
   - Promoting world-class curriculum and assessment
   - Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socio-economic backgrounds.
   - Strengthening accountability and transparency

DECS STRATEGIC DIRECTIONS 2011

Goal 1: Connecting with communities
   - We will improve relationships with families and communities, and work together to meet individual care and education needs.

Goal 2: Developing young people
   - We will engage with and listen to young people as we nurture their development in a way that provides basis for lifelong learning.

Goal 3: Aiming for a better future
   - We will help young people gain the academic and social skills necessary to become capable, confident and productive members of society.

SCHOOL PRIORITIES

- Literacy across all Learning Areas
- Excellence in Teaching and Learning
- Technology across all Learning Areas
- Values and Respect for People and the Environment
- Partnerships
### GLOSSARY

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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>BSSO</td>
<td>Bilingual School Services Officers</td>
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<td>CAT</td>
<td>Common Assessment Task</td>
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<td>DAYMAP</td>
<td>Attendance Software Program</td>
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<td>DECS</td>
<td>Department of Education and Children’s Services</td>
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<td>IBMYP</td>
<td>International Baccalaureate Middle Years Programme</td>
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<td>IBO</td>
<td>International Baccalaureate Organisation</td>
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<td>ICT</td>
<td>Information and Communication Technologies</td>
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<td>ILP</td>
<td>Individual Education Plan</td>
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<td>IPP</td>
<td>Industry Pathways Program</td>
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<td>IVEC</td>
<td>Introductory Vocational Education Certificate</td>
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<td>MoU</td>
<td>Memorandum of Understanding</td>
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<td>NAPLAN</td>
<td>National Assessment Program Literacy and Numeracy</td>
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<td>NEP</td>
<td>Negotiated education Plan</td>
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<td>NRM</td>
<td>Natural Resources Management Education</td>
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<td>PLP</td>
<td>Personal Learning Plan</td>
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<td>RTO</td>
<td>Registered Training Organisation</td>
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<td>SAAC</td>
<td>Student Action Advisory Committee</td>
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<td>SAASTA</td>
<td>South Australian Aboriginal Sports Training Academy</td>
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<td>SACE</td>
<td>South Australian Certificate of Education</td>
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<td>SAPOL</td>
<td>South Australian Police</td>
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<tr>
<td>SBA</td>
<td>School Based Apprenticeship</td>
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<td>TAFE</td>
<td>Training and Further Education</td>
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<td>T&amp;D</td>
<td>Training and Development</td>
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<td>VET</td>
<td>Vocational Education Training</td>
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It is through working together, with respect, that we can reach excellence.

Together, we are Murray Bridge High School.
For further information contact

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