

School plan 2015-2017

Merewether High School 8510



School background 2015-2017

School vision statement

Merewether High School is an inspirational model of public education. We challenge our gifted and talented students to engage with a vigorous and collaborative understanding of lifelong learning. Students are supported to achieve excellence in all aspects of school life. Our school community motivates students to become conscientious and responsible citizens within the local and broader communities. Our school is a supportive learning environment where the individual talents of each student are nurtured and students are encouraged to reach their potential while maintaining balance and a positive attitude. Merewether High School has a culture that is conducive to productivity, with superior resources, technology and staff.

School context

Merewether High School is an academically selective high school with 88 staff, catering for 1080 students from a wide geographical area within the Hunter Central Coast Region. The school offers a broad, balanced and relevant curriculum focusing on high expectations of student academic achievement. Merewether High School is committed to developing the whole student through academic, sporting and cultural endeavours. Students are encouraged to participate in leadership, creative and performing arts programs and sporting pursuits along with a range of extra-curricular activities as well as their academic studies. The school has high expectations of all students, consistent with each student's ability and the belief that all students can achieve their personal best. Our experienced staff supports the needs of our academically gifted and talented students. A significant feature of the school is that it is a caring community, committed to excellence, diversity and fostering individual talents. The development of technology is ongoing with continued access to applications that enhance teaching and learning. The school has an active parent body that supports the school through a variety of programs. Merewether High School has established a number of important links with the community to strengthen student outcomes by supporting student academic and welfare development. Our three core values are integrity, diversity and excellence.

School planning process

A situational analysis was completed in 2014. The analysis included: Surveys with parents, staff and students – Quality of School Life, school structures survey, TPL surveys, specific programs – mentor program and Guidance. Focus groups – Staff, students and parents. Data Analysis – NAPLAN, ESSA, Higher School Certificate. Document analysis – 2012, 2013, 2014 ASRs, Self-Assessment Matrix, National School Improvement Tool. Analysis of the context of the school – attendance at Teacher/Parent nights, formal assemblies and Principal Recognition Assemblies, Parent Learning Groups, Course Information Evenings, Year 7 Welcome BBQ. Data Analysis – destination data, attendance reports and retention data. The findings and recommendations from this analysis were used to inform the school's 2015 – 2017 School Plan. The plan and school vision was developed in consultation with key stakeholders, students, staff, parents and carers and community partners, including representation and attendance at local AECG meetings participating in discussions and current directions and a developed partnership with the University of Newcastle and Wollotuka to meet the needs and develop the aspirations of our students. The implementation of the school plan will be monitored by the School Executive and the School Improvement Team, in conjunction with the School P&C. The school's executive staff will have direct responsibility and accountability for the implementation of the annual school plan, as well as annual evaluation reports.

School strategic directions 2015-2017

STRATEGIC DIRECTION 1

Student success as learners
and leaders

Purpose:

Develop a challenging 21st century learning environment that promotes creativity and autonomous learning, and embeds cognitive technologies into differentiated curriculum to enhance learning outcomes for all students. Develop a comprehensive whole school approach to promoting emotional intelligence and wellbeing for all students.

STRATEGIC DIRECTION 2

Staff leading innovative practice
and connecting with others

Purpose:

Enhance a school culture where staff members take responsibility for their own ongoing learning, striving for innovation and improvement and who make strong connections within and beyond the school. Develop a comprehensive whole school approach to promoting emotional intelligence and wellbeing for all staff.

STRATEGIC DIRECTION 3

Systems leadership and
collective efficacy

Purpose:

Establish whole school communication strategies and collaborative decision making practices, whilst enhancing a culture of collective leadership throughout the school community, developing quality organisational practices and ICT infrastructure that supports every student and teacher to excel and learn to their full potential.

Strategic Direction 1: Student success as learners and leaders

Purpose

Develop a challenging 21st century learning environment that promotes creativity and autonomous learning, and embeds cognitive technologies into differentiated curriculum to enhance learning outcomes for all students. Develop a comprehensive whole school approach to promoting emotional intelligence and wellbeing for all students.

Improvement Measures

100% of HSC and external competition results place Merewether High students above state average. (2014 – 88%)

Maintain greater than 70% of HSC student results at band 5 and 6 level. (2014 – 72.9%)

95% of Year 9 students achieve in the proficient bands for numeracy and reading in NAPLAN. (2014 – 93%)

People

Students

Students will engage in proactive programs of support that will address student learning, leadership, well-being and engagement. These programs will address identified areas of need including higher order thinking skills, personalised learning and resilience building. They will span curriculum design and delivery, teaching and learning and guidance. Appropriate learning adjustments are incorporated into all school programs.

Staff

Will build expertise through targeted professional learning to embed the explicit teaching of skills in creative thinking, group work and inquiry based learning. These will be incorporated into teaching and learning programs and whole school initiatives. We will demonstrate a whole school focus on personalised learning to create quality environments which enhance motivation and achievement.

Parents/Carers

Will become partners in learning to build and reinforce skills that underline quality learning and emotional intelligence in their children. They will share the modification and building of new learning environments and appreciate the rationale and design behind changes.

Leaders

Will guide the resourcing, support and professional learning to build staff expertise and infrastructure to provide opportunity for all students to excel and to promote

Processes

Student Leadership/Wellbeing

Consolidate the student leadership passport program building knowledge across the school community.

Enhance the SRC role within the school and continue to develop the Prefect Body as the student leadership entity within the school.

Establish a proactive whole school welfare program which addresses growth mindset and student wellbeing, in particular mental health, positive relationships and responsible use of technology/social media.

Continue to support the service learning groups within the school and their contributions beyond the school.

Student Learning

Continue and build on the Elevate Study Skills program for Years 10, 11 and 12.

Students develop skills in inquiry learning, reflective practices and personal management through growth mindset and wellbeing programs.

Enhance the before and after school access for Year 12 students to the Senior Independent Learning Centre.

Consolidate the whole school focus on student literacy and extended writing.

Innovative Learning

Form a team to investigate innovative classroom structures and develop a

Practices and Products

Practices

HSC and external competition results place Merewether High students above state average.

Maintain greater than 70% of HSC student results at Band 5 and 6 level.

Year 9 students achieve in the proficient bands for numeracy and reading in NAPLAN.

Products

All students aspiring to leadership within the school complete the school leadership passport.

Student voice is valued, highly visible and is seen as part of the decision making within the school.

Student leaders regularly given the opportunity to engage with the whole school community.

All students are able to access study skills through formal and informal curriculum.

Students regularly engage in extended writing which is mapped through all areas of curriculum 7-12

All staff engage students in high quality, innovative classroom lessons delivered in 21st Century classrooms.

Teachers utilise a variety of teaching, learning and assessment strategies that

Strategic Direction 1: Student success as learners and leaders

Improvement Measures

People

autonomy in learning.

Processes

discussion paper to inform future directions.

Team to develop a timeline, design and budget to enhance learning spaces.

Evaluation Plan

Regular evaluation against milestones, feedback from planning and progress meetings with working parties, data analysis, document analysis/evaluation and focus groups.

Practices and Products

support the positive wellbeing of students.

Students are highly informed and active participants in wellbeing and growth mindset programs.

Strategic Direction 2: Staff leading innovative practice and connecting with others

Purpose	People	Processes	Practices and Products
<p>Enhance a school culture where staff members take responsibility for their own ongoing learning, striving for innovation and improvement and who make strong connections within and beyond the school. Develop a comprehensive whole school approach to promoting emotional intelligence and wellbeing for all staff.</p>	<p>Students</p> <p>Students will engage in teaching and learning programs that to continue to strengthen their learning through increasing their capacity to work with a growth mindset, personalised learning, creativity, higher order thinking skills and wellbeing programs.</p>	<p>Targeted Professional Learning - New HSC</p> <ul style="list-style-type: none"> • Group Work • Quality Teaching Framework • Curriculum Differentiation • Inquiry Learning • Higher Order Thinking skills • Creative and Critical Thinking skills • New HSC 	<p>Practices</p> <p>All staff are able to access targeted professional learning through the school and external structures.</p>
<p>Improvement Measures</p> <p>100% of staff have participated in cross KLA professional learning groups.</p> <p>100% of staff members involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.</p>	<p>Staff</p> <p>Staff will increase opportunities for student voice through the implementation of systems to increase feedback by students about teaching and learning in the school. Staff will engage in quality professional learning with colleagues, to continue to build on and maximise the expertise within the school staff. Staff will have increased opportunities to engage across curriculum areas and collaborate and share practice with colleagues within the school and the selective high school network.</p> <p>Leaders engage professionally to share practice across the selective high school network.</p>	<p>Quality Writing across the Curriculum</p> <ul style="list-style-type: none"> • Extended writing skills are developed across all KLAs. • Teaching and Learning programs and assessment tasks explicitly reflect writing skill development • Skills audit for all students completed. These are communicated to staff. Necessary skills for the end of Year 9 communicated and explicit in teaching and learning programs. 	<p>All new staff are supported through a comprehensive induction program.</p> <p>Year 9 students achieve in the proficient bands in writing NAPLAN. Extended writing is explicitly taught in all KLAs.</p> <p>All staff know and follow Merewether High School Roles and Responsibilities.</p> <p>All staff are supported through a comprehensive program that addresses their professional growth through all stages of their career.</p>
	<p>Parents/Carers</p> <p>Parents will engage in the school through involvement in specific programs, P & C, parent learning groups and other targeted activities within the school. Parents connect with the school in a capacity that supports their personal circumstance and need.</p>	<p>Professional Growth and Wellbeing</p> <ul style="list-style-type: none"> • Consolidate the teacher induction program for all new teachers focusing on teaching in an academically selective school. • Beginning teachers supported through the Beginning Teacher program. • Staff pursuing Higher Accreditation levels supported. 	<p>Products</p> <p>All staff have participated in cross KLA professional learning groups.</p> <p>Staff members involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.</p>
	<p>Leaders</p> <p>Will develop strategic educational, business and community partnerships to support the academic nature of the school</p>		

Strategic Direction 2: Staff leading innovative practice and connecting with others

Improvement Measures

People

and its connections to a wider global position to enhance experiences for students and staff. With community partners engaging as appropriate, through teaching and learning programs and staff professional learning. Leaders ensure appropriate leadership development opportunities exist within a structured professional learning program.

Processes

- Roles and Responsibilities for all staff completed and communicated.
- Implement a structure for staff to access collaborative learning through the selective schools' network.
- Establish professional learning groups within staff meetings, where staff work collaboratively to ensure ongoing development of key focus areas.

Evaluation Plan

Regular reporting against milestones, data and document analysis, feedback from focus groups, surveys.

Practices and Products

Strategic Direction 3: Systems leadership and collective efficacy

Purpose	People	Processes	Practices and Products
Establish whole school communication strategies and collaborative decision making practices, whilst enhancing a culture of collective leadership throughout the school community, developing quality organisational practices and ICT infrastructure that supports every student and teacher to excel and learn to their full potential.	Students <p>Students engage in, through the Captains, Prefects, SRC and Social Justice group, discussion and implementation of whole school communication strategies and collaborative decision making. Students will interact positively and openly with staff and peers to achieve high standards.</p>	Communication <ul style="list-style-type: none"> Implement a welfare structure of regular year meetings to address quality and access to information for all students and staff. Establish a communication strategy to ensure parents, staff and students have access to information in regards to assessment, curriculum, reporting, policies and procedures. Information sessions provided for parents on curriculum, assessment, reporting and wellbeing each term through Parent Learning Groups. 	Practices <p>Students have access to regular year meetings to support student wellbeing, ensuring clear communication, whilst facilitating a sense of community within each year group.</p> <p>All staff know and follow the school BYOD policy to enhance learning.</p> <p>School leaders support an ICT infrastructure that meets the needs of all stakeholders ensuring technological advancements are at the cutting edge.</p> <p>Teachers consistently utilise the established systems to ensure high level communication across all facets of the school.</p> <p>Curriculum structures meet the needs of students in an academically selective school setting.</p> <p>Teachers regularly engage with relevant policies and procedures that have been reviewed and communicated.</p>
Improvement Measures	Staff <p>Staff work collaboratively in professional learning groups to actively seek out new and innovative practices with the central focus being the development of the 'whole child'. Staff continue to enhance already effective partnerships by continuing to work with parents and carers in a positive and timely manner. Staff take responsibility for accessing school communication tools to ensure they are informed.</p>	ICT Infrastructure <ul style="list-style-type: none"> Students develop skills in technology for learning through a clearly communicated BYOD program. Resources are provided to build and enable access to a quality ICT infrastructure to support learning and administration needs. 	Products <p>Staff demonstrate an awareness of schools' operational systems, assessment and reporting practices, feedback expectations and organisational structures.</p> <p>All teachers are confident in using learning technologies to maximise 21C learning opportunities for students.</p> <p>Staff and students communicate through online platforms.</p>
100% of staff demonstrate an awareness of school operational systems, assessment and reporting practices, feedback expectations and organisational structures.	Parents/Carers <p>Parents engage and actively participate in existing communication and collaboration lines, including Parent Learning Groups, P&C, information evenings and parent teacher interviews, along with accessing enhanced ICT infrastructure and communication systems.</p>	Policies and Procedures <ul style="list-style-type: none"> Implement a structure for the regular review of policies and procedures within the school. Consolidate and enhance the procedure for evaluating teaching and learning programs and providing explicit feedback to staff. Conduct an evaluation of school curriculum structures to ensure they are responsive to the students of the school in particular Year 9 Inquiry Based Learning, Year 10 Accelerated program and new syllabus implementation. 	
50% of teachers are confident in using learning technologies to maximise 21C learning opportunities for students.	Leaders <p>Will oversee the delivery of learning activities and learning expectations, in a safe, innovative and sustainable learning environment. Support the development and enhancement of the school's ICT infrastructure.</p>		
90% of staff and students communicate through online platforms.			

Strategic Direction 3: Systems leadership and collective efficacy

Improvement Measures

People

Processes

Evaluation Plan

Regular reporting against milestones, focus groups for student and parent feedback and staff survey.

Practices and Products