

# School plan 2018-2020

## Maitland Grossmann High School 8127



# School background 2018–2020

## School vision statement

### Quality Education in a Caring Learning Environment

Maitland Grossmann High School seeks to provide a safe, challenging, caring and friendly environment in which each student is encouraged to achieve personal excellence and self-reliance. We will support students to achieve their personal best whilst consistently demonstrating concern for others, allowing each individual to emerge as a confident and responsible citizens.

#### We aim to:

- empower and encourage each student to reach their full potential;
- develop the leadership capability and social empathy of every student;
- encourage each student to value our natural environment;
- support parental and community participation;
- consistently strive for excellence in teaching and learning;
- understand and uphold the school's history and traditions.

## School context

Maitland Grossmann High School is a high achieving comprehensive high school that enjoys a positive community profile. The school has an experienced and committed staff. It is renowned for strong traditions in academic, the creative and performing arts, STEM education and cultural and sporting pursuits.

The curriculum emphasises relevance and quality learning environment across all key learning areas. Maitland Grossmann High School is considered a leader in the region for curriculum development, having produced a highly successful iSTEM program adopted by a number of schools across New South Wales.

The school encourages and supports all students to set realistic goals and strive for their personal best. The school caters for the learning and welfare needs of students from diverse backgrounds, including low socio-economic status, Australian and Torres Strait Islanders and a group of Afghan refugees. The school has a vibrant and inclusive support unit made up of three classes.

## School planning process

**Development of Strategic Directions** – MGHS completed an extensive review of a number of school operations, including the analysis of performance data, interviews, focus groups and surveys in order to determine strategies to ensure the ongoing growth of the school.

**Collaborative Practice** – Effective feedback and collaboration occurred between staff, students and their parents and the wider school community. Shared understandings were developed in order to raise awareness of the educational practices required to bring about sustained school growth.

**Milestones** – A series of 'milestones' have been collaboratively developed in order to allow the school to monitor implementation, progress and measure effectiveness of each strategic direction and process throughout the 2018 – 2020 school planning cycle.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Engaging all students in a future focused learning community which fosters wellbeing.

### Purpose:

1. Restructure all welfare practice and procedures at MGHS to ensure all 'students have positive and respectful relationships with each other, their teachers and the community.
2. Ensure the provision of a collaborative and technologically diverse learning environment in all key learning areas (Bright Spots – SVA/SAMSUNG T4–STEM Program, iSTEM Program 2018–2020)
3. Promote the effective use of a range of qualitative and quantitative data to improve the general capabilities of all students and plan for curriculum differentiation (RAP, SMART, SCOUT, TTFM).

## STRATEGIC DIRECTION 2

Providing quality teaching that is evidence based, collaborative and personalised.

### Purpose:

1. The development of embedded and explicit systems for collaboration (including formal mentoring and peer-coaching) as part of the MGHS Collaborative Teaching Project (2018–2020).
2. To develop explicit evidence based classroom practice, including building the collective capacity of all staff to use data to achieve improved performance in the classroom context, including during the use of 'assessment for, as and of learning' strategies in all stages.
3. Support staff to demonstrate personal responsibility for maintaining and developing their professional practice against the Australian Professional Standards for Teachers.

## STRATEGIC DIRECTION 3

Strong, strategic and effective leadership in a culture of high expectations and community engagement.

### Purpose:

1. To employ purposeful instructional leadership development and succession planning based on capacity building and professional expertise to drive whole-school improvement.
2. To ensure strategic financial management, where school resources are maximised to implement the targeted objectives of the school plan, including strategies to ensure improved learning outcome are achieved by all students, including low-SES and Aboriginal and Torres Strait Islander students.
3. To promote the development of the 'MGHS Community Engagement Action Plan 2018–2020'. The plan will be characterised by collaboration and consultation and be responsive to community feedback.

# Strategic Direction 1: Engaging all students in a future focused learning community which fosters wellbeing.

## Purpose

1. Restructure all welfare practice and procedures at MGHS to ensure all 'students have positive and respectful relationships with each other, their teachers and the community.
2. Ensure the provision of a collaborative and technologically diverse learning environment in all key learning areas (Bright Spots – SVA/SAMSUNG T4–STEM Program, iSTEM Program 2018–2020)
3. Promote the effective use of a range of qualitative and quantitative data to improve the general capabilities of all students and plan for curriculum differentiation (RAP, SMART, SCOUT, TTFM).

## Improvement Measures

- combined HSC Value–Added Results (2017–2020) to remain in the **0 to +1** range (or above)
- proportion at/above national minimum standard in Year 9 NAPLAN Reading and Numeracy to increase from **57.8%** to a minimum of **65%** (2017–2020)
- proportion of students with 2+ Band 5–6 results at HSC to increase from **56.4%** to **60%** (2017–2020)
- TTFM me student survey data to indicate that the percentage of students with a positive sense of belonging has increased from **64%** to a minimum of **75%** (2017 –2020).

## People

### Leaders

Senior Executive and Head Teachers recognise that evidence based practice is integral to improved student learning outcomes.

### Staff

Have access the high quality professional learning and mentoring to promote effective curriculum differentiation for all students.

### Students

Students consistently receive effective feedback and exhibit improved self efficacy, resulting in improved learning outcomes.

## Processes

The school employs evidence based practice (TTFM) to inform **whole school approaches to student wellbeing**. This process includes all stakeholders, including students, carers, staff and the wider community.

All students in Stage 4 & 5 are provided with a differentiated curriculum, including sustained opportunities to engage with a diverse range of technologies to address key learning outcomes which demonstrate **acquisition of the ACARA general capabilities**.

All staff engage with a range of internal **formative and summative** data in addition to **external measures** (NAPLAN, HSC) to monitor individual student progress.

## Evaluation Plan

## Practices and Products

### Practices

Staff and students experience a positive, productive and supportive teaching and learning environment where everyone works towards achieving improved learning outcomes. (SEF, p3, Excelling)

All staff begin exploring and implementing a range of pedagogies designed to improve the general capabilities of each student. (SEF, p4, Excelling)

Teachers consistently analyse student progress and make informed interventions to successfully differentiate the curriculum. (SEF, p5, Excelling)

### Products

Increased positive referrals (against 2017 baseline) to recognise student success in learning, culture and sporting contexts.

Stage 4 & 5 students regularly experience a range of collaborative learning opportunities, with a focus on ICT.

All staff effectively respond to class level data analysis to support the identification of student interventions, including those for GATs students..

Students have access the proactive wellbeing programs which address factors that contribute to academic or social disengagement.

# Strategic Direction 2: Providing quality teaching that is evidence based, collaborative and personalised.

## Purpose

1. The development of embedded and explicit systems for collaboration (including formal mentoring and peer-coaching) as part of the MGHS Collaborative Teaching Project (2018–2020).
2. To develop explicit evidence based classroom practice, including building the collective capacity of all staff to use data to achieve improved performance in the classroom context, including during the use of 'assessment for, as and of learning' strategies in all stages.
3. Support staff to demonstrate personal responsibility for maintaining and developing their professional practice against the Australian Professional Standards for Teachers.

## Improvement Measures

100% of staff engage in a minimum of 20 hours professional learning annually (half of which are registered hours).

All Stage 4 assessment tasks are audited and quality control procedures are regularly implemented.

100% of staff have aligned at least one professional learning goal to the Australian Professional Standards for teachers and the school plan as part of the performance development process.

## People

### Leaders

Senior executive plan for and implement professional learning opportunities which promote effective classroom practice, including collaboration and mentoring.

### Staff

All staff engage with data to develop appropriate classroom interventions for all students in relation to GATS, Literacy, Numeracy and ICT.

### Students

Regularly provided with opportunities to demonstrate acquisition of the ACARA general capabilities in all KLAs.

## Processes

**Ongoing professional learning opportunities are developed and implemented to promote effective classroom practices** in relation to; literacy, numeracy, ICT, curriculum differentiation and assessment, student feedback and reporting.

**A whole school approach to explicit evidence based classroom practice is developed and implemented** to ensure consistency and optimise learning progress for all students.

**The capacity of all teaching staff is continually built and measured against the Australian Professional Standards for Teachers** to ensure that every student experiences high quality teaching, including supporting staff to gain and attain higher levels of accreditation.

## Evaluation Plan

## Practices and Products

### Practices

Every teacher improves their practice through professional learning to ensure every student receives high quality teaching. (SEF, p10, Excelling).

Teachers are informed by analysis of data to plan, identify interventions and implement effective, explicit teaching methods. (SEF, p8, Excelling)

Teachers continually measure their professional practice against the Australian Professional Standards in order to improve student learning outcomes. (SEF, p10)

### Products

Teachers can exhibit high quality practice and individualised instruction based upon their identified learning needs.

Lesson planning and programming explicitly reference student information including accommodations and adjustments for all students across the full range of abilities.

Teachers continually monitor the impact of programs and demonstrate the ability to improve practice as required in order to ensure that every student receives high quality teaching.

# Strategic Direction 3: Strong, strategic and effective leadership in a culture of high expectations and community engagement.

## Purpose

1. To employ purposeful instructional leadership development and succession planning based on capacity building and professional expertise to drive whole-school improvement.
2. To ensure strategic financial management, where school resources are maximised to implement the targeted objectives of the school plan, including strategies to ensure improved learning outcome are achieved by all students, including low-SES and Aboriginal and Torres Strait Islander students.
3. To promote the development of the 'MGHS Community Engagement Action Plan 2018-2020'. The plan will be characterised by collaboration and consultation and be responsive to community feedback.

## Improvement Measures

100% of staff have identified at least one area of professional growth against the school plan and strategic directions.

TTFM 'Parental Survey' data demonstrates increased 'inclusivity' using an average of the 2016 & 2017 as baseline data.

## People

### Leaders

Identifying and supporting aspirant leaders to reach their full potential.

### Staff

Developing, implementing and evaluating the effectiveness of all programs and interventions.

### Community Partners

The school engages with the community to evaluate progress and inform future planning and milestoneing.

### Students

Engage with TTFM and Focus Groups to support school planning.

## Processes

**All leaders, including aspirants, are provided with relevant and meaningful capacity-building opportunities** through the effective development, leadership and evaluation of whole school programs using an instructional leadership framework.

The MGHS Financial Management Team makes **informed choices based upon evaluation of programs** supported by ELP, RSS, low SES, integration and low level adjustment for disability funds.

The MGHS School Leadership Team **consistently engages with data (TTFM & focus groups) and measures community satisfaction** on an annual basis.

## Evaluation Plan

## Practices and Products

### Practices

All leaders and aspirants understand the linkages between state and school planning and implement curriculum development based upon this understanding. (SEF, p12, Excelling)

The individual needs of all students supported by ELP, RSS, low SES and LLA for Disability funding are considered when planning intervention and support programs. (SEF, p13, Excelling)

All parties (students, parents, carers, staff, external service providers and community groups) collaborate in order to provide meaningful learning opportunities and career and transition pathways. (SEF, p15, Excelling)

### Products

A whole school professional learning plan is developed and implemented (mapped against PDP, strategic directions and the Australian Professional Standards for Teachers).

Key staff are employed to make design, implement and evaluate programs designed to improve student learning outcomes (Lift, Launch, Outreach, iSTEM, T4-STEM, ALaST, LaST etc)

Increased collaboration and sensitivity to the needs of students, carers and external service providers.