

# School plan 2018-2020

**Model Farms High School 8499**



# School background 2018–2020

## School vision statement

Model Farms High School aims to provide best practice quality teaching so that students achieve personal best in all endeavors and develop into responsible, active and thoughtful future focused citizens who make positive contributions to society for the betterment of all.

It also aims to further support the strong tradition of excellence in academic achievement, the creative and performing arts, sport and community service and offer a broad co-curricular program while maintaining its high regard within the community.

## School context

Model Farms High School has a tradition of excellence in academic achievement, the creative and performing arts, sport and community service supported by a strong student well-being approach. The school has a broad co-curricular program that is provided to meet the needs of students from diverse backgrounds and cultures. As a local school, it is held in high regard by the community and has built strong partnerships with an extensive range of local businesses, education providers and service organisations. It is also supported by an active and strong P&C as well as a School Council.

Data from evaluations shows that the school provides a wide range of experiences that meet the social, educational and emotional needs of our students and these are highly regarded by the parent body. Academic data indicates that the performance of students meets or exceeds the state average in NAPLAN, and HSC.

## School planning process

Model Farms High School began the planning process in 2017. A team of senior executive received professional development on the planning process, the school consulted with its parent body in 2017 via focus group surveys to establish those things about the school that were valued by the community and to confirm the direction they would like the school to move in over the coming years. Students were also given an opportunity to provide input via focus group surveys.

Staff were involved in assessing the 2015–2017 strategic directions and engaged in several conferences and workshops to analyse data and develop draft 2018–2020 Strategic Directions. The Senior Executive worked collaboratively to define the Purpose, People, Processes, Products and Practices of the new plan. The Senior Executive team determined the milestones and the criteria for evaluating the progress.

Following this the staff and parents were provided with another opportunity to provide feedback on the plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Future Focused Teaching (FFT)

### Purpose:

To foster a learning culture that develops students as critical and creative thinkers through a variety of effective pedagogies. Learning environments will inspire students to communicate effectively and problem solve collaboratively becoming reflective global citizens.

- FFT prepares students with skills and capabilities to thrive in a rapidly changing and interconnected world.
- FF teachers will know and understand the needs and talents of their students. They are flexible and select from a range of teaching strategies that integrate technology in meaningful ways through immersive learning.
- FF environments inspire students to be leaders of their own learning. Students collaborate and use critical thinking skills to solve complex problems and become creative innovative global citizens.

## STRATEGIC DIRECTION 2

Leadership and Community

### Purpose:

To provide leadership opportunities and to build the capacity of all community members to collectively enhance educational outcomes at Model Farms High School.

- Students who are confident, reflective, self directed leaders who contribute to their community positively.
- Teachers with a core set of values who engage in meaningful dialogue about teaching and learning and are willing to build capacity, challenging each other and the school community to grow and develop.
- Parents and Community are full partners in the development of leadership capacity at Model Farms High School.

## STRATEGIC DIRECTION 3

Visible Learning (VL)

### Purpose:

Developing effective partnerships in learning with our community so that students deliver their best and are inspired to continually improve.

- Community stakeholders have a common understanding and a shared language of learning.
- Teachers are more reflective with their class pedagogy and use evaluative strategies to inform teaching and learning.
- Students become more responsible for their learning through collaboration and engagement in feedback.

# Strategic Direction 1: Future Focused Teaching (FFT)

## Purpose

To foster a learning culture that develops students as critical and creative thinkers through a variety of effective pedagogies. Learning environments will inspire students to communicate effectively and problem solve collaboratively becoming reflective global citizens.

- FFT prepares students with skills and capabilities to thrive in a rapidly changing and interconnected world.
- FF teachers will know and understand the needs and talents of their students. They are flexible and select from a range of teaching strategies that integrate technology in meaningful ways through immersive learning.
- FF environments inspire students to be leaders of their own learning. Students collaborate and use critical thinking skills to solve complex problems and become creative innovative global citizens.

## Improvement Measures

- All teaching and learning programs reflect the implementation of 21st century ideologies.
- Teachers regularly use data and evidence based practices to identify skill gaps and address learning needs of students.
- Learning spaces inspire creativity and a positive collaborative culture to support emotional and intellectual development.

## People

### Leaders

- The School Executive have the ability to drive innovative 21st century learning that utilise supportive technologies.

### Staff

- Staff successfully integrate technology into teaching and learning.
- Staff have sophisticated skills to evaluate teaching and learning.
- Staff have a deep understanding of 21st century teaching practices.
- Staff are empowered to create dynamic 21st century learning environments.

### Students

- Students will be confident in their use of technology.
- Students feel supported to take risks in their learning.
- Students have skills to self assess their learning and that of their peers.
- Students have sophisticated 21st century learning skills.

### Parents/Carers

- Parents appreciate and understand the importance of developing 21st century learning.

## Processes

- Implement a whole school approach to the development of students 21st century skills.
- Embedding 21st century practices that utilise supportive technologies in a cross platform environment.
- Review, evaluate and re-image teaching and learning spaces.

## Evaluation Plan

Student work samples

T&L program audit

Classroom observations

Student surveys

NAPLAN

Teacher surveys

## Practices and Products

### Practices

- The teaching of the 4C's will be evident in classroom practice through out all learning spaces.
- Students will regularly and confidently use computational thinking skills.
- Teaching and learning is tailored to utilise 21st century learning ideologies and spaces.
- Teachers use flipped classroom and blended learning platforms routinely.

### Products

- Teaching and learning programs have the 4C's embedded.
- Technology is integrated in meaningful ways in teaching and learning programs.
- Creation of 21st century inspired learning spaces exist in every teaching block.

# Strategic Direction 2: Leadership and Community

## Purpose

To provide leadership opportunities and to build the capacity of all community members to collectively enhance educational outcomes at Model Farms High School.

- Students who are confident, reflective, self directed leaders who contribute to their community positively.
- Teachers with a core set of values who engage in meaningful dialogue about teaching and learning and are willing to build capacity, challenging each other and the school community to grow and develop.
- Parents and Community are full partners in the development of leadership capacity at Model Farms High School.

## Improvement Measures

- Increase in the number and range of leadership opportunities for all students.
- Increase the number and range of leadership opportunities for all staff leading to successful completion of higher levels of accreditation.
- Increase in parental and community involvement in all school activities.

## People

### Leaders

- School Executive have the knowledge and skills to develop the leadership pathways for staff and students.
- School Executive have the capacity to support staff in the accreditation and maintenance process.

### Staff

- Staff will demonstrate a growth mindset to improving their leadership capabilities.
- Staff will be able to self assess their current leadership capacity.
- Staff will willingly seek higher levels of accreditation.

### Students

- Students demonstrate an improvement in their leadership capabilities.
- Students are able to map their progress on a leadership pathway.

### Parents/Carers

- Parents willingly and proactively support their child's development of leadership skills.

### Community Partners

- Wider community members support leadership initiatives.

## Processes

- Development of a staff leadership pathway that incorporates staff accreditation at higher levels.
- Development of a student leadership program that incorporates multiple pathways .

## Evaluation Plan

observations

student, teacher and community surveys

community feedback

accreditation reports

BlueSky goals

## Practices and Products

### Practices

- Students nominate for a large range of leadership opportunities that continually develop their leadership capacity.
- Teachers assess and reflect on their leadership capacity and identify opportunities to further develop their capabilities.
- Community members support the school to develop and enhance the leadership capacity of students and staff.

### Products

- Development of a leadership pathway that takes students from Year 7 to 12.
- Development of a leadership and accreditation program for all teachers to increase individual leadership capacity.
- Development of mentoring program to improve the capacity/outcomes of students and staff.

# Strategic Direction 3: Visible Learning (VL)

## Purpose

Developing effective partnerships in learning with our community so that students deliver their best and are inspired to continually improve.

- Community stakeholders have a common understanding and a shared language of learning.
- Teachers are more reflective with their class pedagogy and use evaluative strategies to inform teaching and learning.
- Students become more responsible for their learning through collaboration and engagement in feedback.

## Improvement Measures

- Increased use of evidence based teaching and learning as demonstrated by staff and students using the Model Farms Common Language of Learning.
- Teachers regularly use data evidence based practices to identify skill gaps and address learning needs.
- Students will effectively use feedback to plan their learning.

## People

### Leaders

- School Executive have the knowledge/skills/capacity to lead the implementation of visible learning strategies and shared Model Farms Common Language of Learning at a faculty level.
- School Executive have the capacity to provide instructional feedback to teachers in relation a growth mindset and evidence informed pedagogy.

### Staff

- Staff have sophisticated skills to evaluate teaching and learning.
- Staff build knowledge of the Model Farms Common Language of Learning.
- Staff have the capacity to use visible learning strategies.
- Staff use an evidence informed growth mindset.

### Students

- Students have the skills to self assess their learning.
- Students feel supported to take risks in their learning.

### Parents/Carers

- Parents have a greater understanding of their child's learning and how to support their child's progress.

## Processes

- Build teacher capacity in visible learning strategies.
- Develop systems and protocols for teachers to collect and analyse data on student learning.
- Strengthen student engagement with goal setting and self directed learning (feedback).

## Evaluation Plan

surveys

student samples

observations

## Practices and Products

### Practices

- Model Farms Common Language of Learning is embedded and used effectively in a differentiated curriculum.
- All teachers each semeste use of visible learning strategies and evidence to inform teaching and learning.
- All students set annual learning goals and collect evidence to demonstrate progress towards its achievement.

### Products

- The existence of the Model Farms Common Language of Learning.
- Quality T&L programs contain evidence of personalised learning as a result of teacher analysis of impact of learning.
- Students are engaged in designing their own learning.