

School plan 2018-2020

Merewether High School 8510



School background 2018–2020

School vision statement

Merewether High School is an inspirational model of public education. We challenge our students to engage in vigorous, collaborative learning and support them to achieve excellence. Staff nurture and enhance the individual talents of students, leading them to their potential. Merewether High School emphasises a culture of academic excellence, and a rich cultural and extra-curricular experience.

School context

Merewether High School is an academically selective high school located in Newcastle. Our core values of integrity, diversity and excellence underpin a broad, balanced and relevant curriculum focusing on high expectations of student academic achievement.

The school caters for 1072 students from a wide geographical area including 16 Aboriginal and Torres Strait Islander students. 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 students are encouraged to participate in leadership, creative and performing arts programs and sporting pursuits along with a range of extra-curricular activities.

Our 88 experienced staff support the learning and well-being needs of our academically gifted and talented students.

Significant features of the school are our active and supportive parent body and a community committed to excellence, diversity and fostering individual talents.

Merewether High School has established a number of important links with the community to strengthen student outcomes by supporting student academic and welfare development.

School planning process

An evaluation of the 2015 – 2017 School Plan was completed in 2017, along with the self-assessment against Version 2 of the School Excellence framework. The evaluation included:

- surveys with parents, staff and students
- focus groups – staff, students and parents
- data analysis – NAPLAN, ESSA, ICAS, HSC, internal assessment data, destination data, attendance reports, retention data
- document analysis – 2015, 2016, 2017 Annual School Reports, Registration of Government Schools analysis
- analysis of the context of the school – attendance at teacher/parent nights, formal assemblies, principal recognition assemblies, parent learning groups, course information evenings, Year 7 Welcome BBQ

The findings from these evaluations were used to inform the school's 2018 – 2020 School Plan.

The plan and school vision was developed in consultation with key stakeholders, students, staff, parents and carers, including the school Aboriginal and Torres Strait Islander Parent Advisory team and representation at local AECG meetings participating in discussions, current directions, to meet the needs and develop the aspirations of our students.

The school plan implementation will be monitored by the school executive and the school improvement team, in conjunction with the P&C. Our school 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 2018–2020

STRATEGIC DIRECTION 1

Student growth and success as
learners and leaders

Purpose:

To grow self-motivated learners who are confident, resilient and creative individuals developing learning skills, deep knowledge and the ability to learn, adapt and be responsible citizens.

STRATEGIC DIRECTION 2

Staff leading innovative
practice, connecting and
collaborating

Purpose:

To ensure teachers share responsibility for student improvement and contribute to a dynamic learning culture, demonstrating commitment to improving practice and plan for the ongoing learning of each student in their care.

STRATEGIC DIRECTION 3

Strong, strategic and effective
leadership

Purpose:

To build distributed leadership and a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Strategic Direction 1: Student growth and success as learners and leaders

Purpose	People	Processes	Practices and Products
<p>To grow self-motivated learners who are confident, resilient and creative individuals developing learning skills, deep knowledge and the ability to learn, adapt and be responsible citizens.</p>	<p>Students</p> <p>Actively engage to develop skills in creativity, critical thinking and problem solving which enhance quality learning.</p> <p>Use quality formal and informal feedback to guide continuous improvement.</p> <p>Build specific writing skills relevant to each KLA and stage of learning.</p> <p>Staff</p> <p>Enhance student group work, collaboration, creativity and critical thinking through explicit instruction.</p> <p>Use effective quality feedback to promote academic buoyancy and improve student performance</p> <p>Lead students to write for purpose relevant to stage and audience.</p> <p>Parents/Carers</p> <p>Promote and support students to acquire learning and leadership skills to build independence and emotional intelligence.</p> <p>Leaders</p> <p>Guide resourcing, support and professional learning.</p> <p>Build staff expertise and infrastructure which promotes autonomy in learning and opportunity for all students to excel.</p>	<p>Creative Critical Learners</p> <p>Develop explicit strategies to effectively teach and assess creative and critical thinking skills, which are refined through learning.</p> <p>Provide ongoing consultation and partnerships with parents and students to support learning growth.</p> <p>Quality Practice Underlines Success</p> <p>Quality feedback on assessment as, of and for learning drives student growth in understanding. This includes:</p> <ul style="list-style-type: none"> • Peer and self-assessment practices • Faculty specific focuses on writing skills to build depth, complexity and writing for purpose <p>Strong Well-Being Support and Growth</p> <p>Proactive whole school wellbeing programs support student leadership development, focus on growth mindset, mental health engagement and wellbeing programs embedded which promote student leadership, resilience, academic buoyancy and positive respectful relationships.</p> <p>Service learning groups and external providers, guide and mentor students to improved outcomes.</p> <p>Evaluation Plan</p> <p>SEF Analysis, NAPLAN Data, Student/Staff Survey</p>	<p>Practices</p> <p>Students access leadership pathways within and external to school.</p> <p>Student voice features in the school and consultation in decision making is embedded.</p> <p>Feedback for students is targeted, effective and informs future learning.</p> <p>Staff guide students to understand their learning, adopt a growth mindset and build expertise in thinking skills and effective writing.</p> <p>Products</p> <p>Student results reflect creative and critical thinkers who write effectively for audience and purpose.</p> <p>Quantitative results in HSC place >75% of students in Bands 5 or 6.</p> <p>Student enrichment features cultural, sporting, academic extra-curricular activities.</p> <p>NAPLAN data demonstrates success and Year 9 students meet HSC standards in numeracy, writing and reading.</p> <p>Effective programming, teaching, assessment and resourcing feature in new HSC implementation.</p> <p>Collaboratively developed IEPs support individualised student learning growth.</p>
Improvement Measures			
95% of students in Year 9 achieve within the proficient bands for numeracy (2017 94%), 90% for reading (2017 86%)			
Greater than 90% of Year 9 NAPLAN writing results achieving or exceeding expected growth in writing (2017 87%)			
75% of HSC students results at band 5 and 6 level (2017 74%)			

Strategic Direction 2: Staff leading innovative practice, connecting and collaborating

Purpose	People	Processes	Practices and Products
<p>To ensure teachers share responsibility for student improvement and contribute to a dynamic learning culture, demonstrating commitment to improving practice and plan for the ongoing learning of each student in their care.</p>	<p>Students</p> <p>Engage with differentiated learning programs which are evidenced based to address their needs.</p> <p>Understand areas to improve and impact on their learning.</p>	<p>Data Skills and Use:</p> <p>Staff trained and highly skilled in data analysis using packages including RAP, VALID, Smart, ICAS.</p> <p>All staff collaboratively use data to inform planning, programming, teaching, assessment and resourcing.</p>	<p>Practices</p> <p>Every teacher uses data to inform and differentiate their teaching and learning.</p> <p>Staff collaborate to monitor and assess student progress and reflect on teaching effectiveness.</p> <p>Professional learning is aligned to the school plan and implemented through systems of collaborative practice.</p> <p>Leadership capacity is strengthened through professional learning and maintaining teacher accreditation.</p> <p>Staff, parents and students work collaboratively to embed Aboriginal Education strategies which maximises student outcomes.</p> <p>Every Aboriginal and Torres Strait Islander student is supported by a Personalised Learning Pathway.</p>
Improvement Measures	<p>Staff</p> <p>Engage in learning to achieve their professional learning goals and improve student learning.</p> <p>Analyse and use data to ensure teaching and learning is evidence based.</p> <p>Increase Aboriginal and Torres Strait Islander cultural awareness and implement genuine strategies to enrich curriculum.</p>	<p>Professional Learning:</p> <p>Targeted professional learning supports quality teaching and is based on evidence and research.</p> <p>Model of collaborative practice investigated and implemented to support practice.</p> <p>ETAMS used to track and monitor PL for staff accreditation and learning.</p>	<p>Products</p> <p>Collaborative data analysis is embedded in programs and informs learning and assessment.</p> <p>Australian Professional Teaching Standards guide staff performance and a process of continual development of practice.</p> <p>Teaching and learning programs reflect Aboriginal and Torres Strait Islander cultural understanding and appropriate strategies.</p>
<p>All programs reflect data analysis of internal and external data.</p>	<p>Parents/Carers</p> <p>Connect and engage with a broad range of curricula and extra curricula learning programs that are embedded within the schools culture.</p>	<p>Aboriginal Education:</p> <p>Staff and students access ongoing cultural immersion experiences.</p> <p>Professional learning in effective strategies for Aboriginal and Torres Strait Islander Education feature across the school.</p> <p>Curriculum mapping of Aboriginal and Torres Strait Islander content and processes are embedded into teaching and learning programs.</p>	
<p>Improve/sustain high levels of growth for Year 9 Aboriginal and Torres Strait Islander students in NAPLAN</p> <ul style="list-style-type: none"> • Reading Domain 70% (2017 60%), • Writing Domain 85% (2017 80%) • Numeracy Domain Sustained (2017 100%) 	<p>Community Partners</p> <p>Support and collaborate with the school to build strong learning programs and relationships.</p>	<p>Evaluation Plan</p> <p>Milestone evaluation, SEF Self-assessment, Feedback, Data analysis, PLP, PDP, Surveys, Program analysis, Classroom observation.</p>	
	<p>Leaders</p> <p>Use research, evidence based strategies and innovative thinking to design and implement programs for improved practice.</p>		

Strategic Direction 3: Strong, strategic and effective leadership

Purpose

To build distributed leadership and a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

All staff demonstrate understanding, ownership and application of all policies and procedures.

Increase the number of staff undertaking leadership roles within faculty and school wide programs.

Increase the engagement of stakeholders through enhanced communication platforms.

People

Students

Demonstrate an understanding of school expectations and programs to support learning and holistic development.

Experience increased success across all aspects of their schooling.

Staff

Understand accreditation practices and processes and develop their leadership capabilities.

Communicate their practices and processes effectively to stakeholders.

Parents/Carers

Understand and support school management practices and processes which are communicated effectively and in a timely manner.

Leaders

Guide the administrative systems, structures and processes, which underpin school improvement.

Model instructional leadership and high expectations in building leadership capacity.

Processes

Management Practices and Processes

Evaluate and embed exemplary management practices and processes to meet community and Department of Education expectations.

Leadership Density

Provide leadership opportunities and pathways for development through structured systems of support and mentoring.

Communication Strategies Enhanced

Increase effectiveness of communication to stakeholders on policy, procedures and opportunity.

Enhance technology impact on effective communication.

Evaluation Plan

Leadership and management survey, Communication evaluation, SEF analysis, Interviews and surveys, Policy and procedures analysis/feedback.

Practices and Products

Practices

Evaluative thinking is used to monitor the impact of educational programs and practice is improved.

Distributed instructional leadership helps to sustain a culture of evidence-based teaching and ongoing improvement.

Stake holders utilise high-level communication practices across all facets of the school.

Management practices and processes are continually evaluated and responsive to school community needs.

Products

Policies and procedures are understood and demonstrated by all staff.

Enhanced leadership capacity, greater collaboration, higher expectations of staff and cohesive school teams.

Enhanced communication mediums enabling all stakeholders access of information and provide feedback.