

School plan 2018-2020

Macquarie Fields High School 8553



School background 2018–2020

School vision statement

To develop in students a lifelong love of learning in a successful, innovative and positive culture of excellence.

Faculty Evaluations – Timetable

2018 TAS and English

2019 CAPA and Social Science

2020 History/Lang and PDHPE

School context

Macquarie Fields High School is a unique multicultural blended school that is committed to extending its selective and comprehensive students within a culture that values high achievement, strong relationships and excellence in teaching and learning. The school is committed to creating an optimal learning environment based on our vision and goals for our students through shifts in our thinking and a focus on innovative pedagogy. This is underpinned by targeted professional learning. The school's distinctive nature and outstanding achievements in academic, sporting and cultural pursuits mark it as a learning community that offers its students and teachers rich opportunities for leadership and quality learning. This demonstrated commitment to excellence is supported by a broad, differentiated curriculum and progressive welfare practices.

In 2018, the school had a total enrolment of 1122 students, 7 – 12, 79% of whom are from language backgrounds other than English. In addition to selective and comprehensive enrolment streams, the school has a three class support unit catering for students with autism spectrum disorder.

School planning process

The school has used a wide range of tools and data to evaluate the 2015–2017 plan and to determine the school's strategic directions for 2018 – 2020 including:

- Evaluation of the school's "pillar" teams and faculty evaluations
- Data collection and analysis: surveys, focus groups, HSC, NAPLAN data, attendance/retention.

During 2018–2020:

- There will be two faculty evaluations each year
- Ongoing data collection and analysis including surveys (Tell Them From Me, Yr 12 exit survey, focus groups and consultation.

Progress towards achieving the improvement measures will be monitored by:

- Milestone tracking at five weekly intervals and progress will be discussed at Executive and Pillar Team meetings and recorded in the minutes.
- Analysis of data from a variety of sources including: HSC, NAPLAN, VALID attendance, retention and completion of HSC, subject choices/pathway data, staff/parent surveys, lesson observations, BYOD, special programs.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Leadership

Purpose:

To lead the development of capacity amongst leaders and aspiring leaders within the school community, creating a coherent developmental leadership framework underpinned by universal, research based best practice to enhance school performance, lifelong learning and wellbeing.

STRATEGIC DIRECTION 2 Learning

Purpose:

To develop learning programs that explicitly encourage personal growth, confidence and success through the provision of opportunities for students and staff to learn from other learners, collaborate and share their learning experiences as they develop into creative, deep thinking, lifelong learners.

STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To create a more engaging, more creative, more disciplined and calmer environment that supports exciting teaching and enthusiastic learning for all students and staff with their wellbeing critical to our success.

Strategic Direction 1: Leadership

Purpose	People	Processes	Practices and Products
<p>To lead the development of capacity amongst leaders and aspiring leaders within the school community, creating a coherent developmental leadership framework underpinned by universal, research based best practice to enhance school performance, lifelong learning and wellbeing.</p>	<p>Students</p> <p>Student Individual Education Plan</p> <p>Students: (Years 11 & 12) Draft plan/scaffolds and coaching provided. PBL lessons are aligned to IEP development and tracking.</p> <p>Staff: PL re coaching students, staff sharing current skills, profile an effective mentor, staff learning through coaching students.</p> <p>Parents: Educate parents on the process of the IEP development. Parents can provide input into the process.</p>	<p>Student Individual Education Plans</p> <p>Students complete an IEP with support. IEPs need to be uploaded to SENTRAL.</p> <p>Holistic Development of Students</p> <p>Historical evidence displays student lack of knowledge in the wide world of work. Programs to be developed for junior and senior year groups.</p> <p>(Years 7–9) Students to complete surveys to provide baseline data on career aspirations. Exploration for the World of Work through the structured activities which could involve industry visits, hands on mini-careers Expo's held within the school. Tracking of students career development through the compilation of a School to Work Plan to be incorporated into student IEPs.</p> <p>(Years 10–11) Careers lesson to be introduced into Year 10 pattern of study. Subject selection activities (Taster Lessons) and interviews to enhance choices. Work experience developed as a continuous program. School to work plans to be incorporated into student IEPs.</p> <p>Staff: Staff to be trained as "Success Coaches" in order to mentor students effectively in relation to career development.</p>	<p>Practices</p> <p>Senior Individual Education Plans</p> <p>Teachers guide students through a process of self-reflection through the use of an IEP.</p> <p>Stage 6 students have an IEP. Exit surveys for Year 12 (conducted after Trials) to determine the effectiveness of the IEP process.</p> <p>Products</p> <p>Holistic Development of Students</p> <p>Teachers guide students through a process of self-discovery and build a School to Work Plan.</p> <p>All students exiting MFHS can articulate a School to Work Plan. Students follow self-designed career pathways.</p> <p>MAC potential—Leadership Wellbeing Products:</p> <p>Training and embedding this into our daily practice and presented to other staff. The team will be leaders of wellbeing in our school community.</p>
Improvement Measures			
<p>Senior Individual Education Plans</p> <p>Increased improvement of self reflection strategies by students to inform IEPs.</p>			
<p>Holistic Development of Students</p> <p>Increase in the expectations students have of themselves relating to their aspirations within and beyond their schooling.</p>	<p>Students</p> <p>Holistic Development of Students</p> <p>Students: (Years 7–9) Focus on Year 7 in 2018 to develop a system of tracking students through 2019 and 2020 to identify development of career planning. Years 8 and 9 to be involved in careers development activities that are linked to the Year group themes/school values.</p> <p>(Years 10–12) Students to further define career options and goals through the development of written School to Work plans to be incorporated into IEPs.</p> <p>Staff: Establish a junior and senior team to work with students as mentors in the School to Work Process.</p> <p>Community Continue to build relationships with the broader community in order to provide opportunities for the students.</p>	<p>MAC Potential—Leading Personal Wellbeing</p> <p>MAC Potential Training is to be conducted for a group of 20 staff. 20 members are</p>	
<p>MAC Potential</p> <p>Increase in the number of staff able to mentor colleagues and students.</p>			

Strategic Direction 1: Leadership

People

Parents: Provide opportunities for parents to understand the individual nature of their child's career development plans so that they might better assist them in the process.

People

MAC Potential–Leading Personal Wellbeing

Staff: A team of 20 staff are trained in the MAC Potential process utilising the OMEGA system to achieve 2 F based goals.

Students: are mentored in the goal setting process. Students are involved through mentoring programs: MAX Potential and SEAMLESS.

Community: Community forums to be presented with mentoring stories.

Parents: Goal setting sessions could be conducted with parents in school forums.

Processes

trained in the three year period.

Evaluation Plan

Student Individual Education Plans

Students complete an IEP and student reflection of self-regulation. This will be conducted as part of the exit surveys for year 12.

Holistic Development of Students

- Pre-post surveys
- analysis of surveys
- alumni surveys
- parent meetings workshops

MAC Potential– Leading Personal Wellbeing

Pre-screening questionnaire to be used as baseline data. An evaluation of the effectiveness of program to be used as the improvement measure.

Strategic Direction 2: Learning

Purpose	People	Processes	Practices and Products
<p>To develop learning programs that explicitly encourage personal growth, confidence and success through the provision of opportunities for students and staff to learn from other learners, collaborate and share their learning experiences as they develop into creative, deep thinking, lifelong learners.</p>	<p>Community Partners</p> <p>Super Six Reading Strategies</p> <p>Students: Stage 4 students develop skills in using reading comprehension strategies.</p> <p>Staff: faculty and school training in Super Six strategies</p> <p>Community: external training for Super Six Reading strategies for pillar members.</p> <p>Parents: develop parent strategies of reading for understanding.</p>	<p>Super Six Reading Strategies</p> <p>Faculty members use course outcomes to determine require reading skills– Year 7 or 8.</p> <p>ONE skill to target in faculty teaching & learning programs.</p> <p>Student Growth</p> <p>Consultation on what works best.</p> <p>Strategies to be developed and implemented through professional learning and student program.</p> <p>Quality Assessment Design and Tracking</p> <p>Audit of sample assessment tasks to design a common proforma.</p> <p>Student and staff training in new assessment tool and use of CPDs.</p>	<p>Practices</p> <p>Super Six Reading Strategies</p> <p>Professional learning developed that can also delivered to all new to teachers through induction.</p> <p>Surveying of students and teachers (quality, consistency and confidence)</p> <p>Student Growth</p> <p>Improved differentiation teaching practices that engage all G&T students</p> <p>Strengthened academic culture among students and teachers– focus on underachievement.</p> <p>Continued professional learning on G&T.</p> <p>Quality Assessment Design and Tracking</p> <p>Improved teacher confidence in using ADET and CPDs when allocating RoSA grades.</p> <p>CPDs to be utilised across Stage 5.</p> <p>Numeracy Action Plan</p> <p>Professional learning delivered to all teachers.</p> <p>Faculty representative to induct new teachers to numeracy component of programs.</p>
Improvement Measures			
<p>Super Six Reading Strategies</p> <p>All faculties embed Super Six Reading strategies in teaching and learning programs across Stage 4 subjects.</p> <p>2020 Year 9 NAPLAN results Band 9 and 10 results above SSSG.</p>	<p>Students</p> <p>Student Growth</p> <p>Students: what works and what doesn't through student surveys and interviews.</p> <p>Staff: develop an awareness of factors that lead to success. Professional learning for all staff – implement these strategies in classroom practice.</p> <p>Mentoring students– intervention program</p>	<p>Evaluation Plan</p> <p>Super Six Reading Strategies</p> <p>Teacher confidence survey in Super Six strategies.</p> <p>Students surveys on reading strategies being taught in the classroom. 2020 NAPLAN results Band 9 and 10 questions MFHS above SSSG..</p> <p>Student Growth</p> <p>Annual surveys analysed for all stakeholders.</p>	
<p>Student Growth</p> <p>Increase in strategies identified through school based action research embedded into classroom practice and supported by quality professional learning.</p>	<p>Community Partners</p> <p>Quality Assessment Design and Tracking</p> <p>Students: consult on factors that make a</p>		
<p>Quality Assessment Design and Tracking</p> <p>Improved consistency of assessment design and processes for teacher judgement using Course Performance Descriptors to allocate RoSA grades.</p> <p>School designed assessment reflection tool represents growth from 2018 data.</p>			
<p>Numeracy Action Plan</p> <p>Creation of a Numeracy team with faculty representatives.</p>			

Strategic Direction 2: Learning

Improvement Measures

Mapping of Numeracy skills across the curriculum.

By 2020 an increase in the average score in Year 9 Numeracy. Current baseline data 2017 – 635 .

People

quality assessment. Workshops on assessment , CPDs and RoSa achievement.

Staff: uses Assessment Task Design Evaluation Tool to design new assessments– identifying areas for improvement. Student tracking sheets for Course Performance Descriptors (CPDs).

Community: consultation with P&C. Develop awareness of changes to assessment design.

Parents: awareness of assessment design changes and the use of CPDs tracking sheet for consistent grading.

Staff

Numeracy Action Plan

Mapping numeracy skills across each KLA.

Build on current teacher confidence in Numeracy through faculty representative to map numeracy skills across KLA.

Processes

Analysis of HSC vs NAPLAN growth, HSC Min Std.

Quality Assessment Design and Tracking

Reduction in student 'N' warning letters, indicative of student completion of work due to assessment accessibility.

Evaluate previous assessment tasks against new style assessment tasks.

Numeracy

Teacher confidence pre and post survey.

Each KLA to have numeracy skills mapped across programs.

Practices and Products

Leader and Maths representatives to support faculty representatives.

Products

Super Six Reading Strategies

Faculty Rep develops one strategy deliverable in Year 7 and 8 programs.

Quality survey for students identifying explicit strategies used in classroom.

Student Growth

Improved results for Year 10 students 2018 in reaching HSC minimum standard.

By 2020 students identified in enrichment, gifted or Selective classes achieve at least two Band 5 in HSC.

Numeracy Action Plan

KLA programs with mapped numeracy skills

Student and teacher reflection surveys.

Strategic Direction 3: Wellbeing

Purpose	People	Processes	Practices and Products
<p>To create a more engaging, more creative, more disciplined and calmer environment that supports exciting teaching and enthusiastic learning for all students and staff with their wellbeing critical to our success.</p>	<p>Staff</p> <p>Learning Environments</p> <p>Students</p> <p>Continue to develop student mindsets and understanding of <i>Key Learning Dispositions</i>.</p> <p>Staff</p> <p>Professional learning for staff in expanding their understanding of the transformation.</p> <p>Parents & Community</p> <p>Broaden opportunities for parents and community involvement and participation as we approach this project.</p> <p>Community Partners</p> <p>Operation Connect</p> <p>Students</p> <p>Students engage with parents/carers to develop mutual understanding of IEPs through the SENTRAL parent portal.</p> <p>Staff</p> <p>Develop confidence to effectively communicate and form positive partnerships.</p> <p>Mentoring students.</p> <p>Community</p> <p>Community Liaison Officer will collaborate with interest groups in developing systems</p>	<p>Learning Environments</p> <p>Teachers/students will research how learning spaces can become more flexible and adaptable; staff will be involved in action research to understand the inter relationship between space, pedagogy and student/teacher dispositions functions.</p> <p>Operation Connect</p> <p>Development of sustainable communication systems and processes that enable effective communication.</p> <p>Evaluation Plan</p> <p>Implement and monitor SENTRAL parent portal through targeted workshops and members of the community.</p> <p>Evaluation of <i>Tell Them from Me</i> Survey data, evaluating effectiveness of current modes of school communication.</p> <p>School Spirit and Engagement</p> <p>Sub – pillar team to develop strategy over three years. Development, implementation, evaluation of the new system</p> <p>2018 – Spent drafting the best method and development of sustainable model for implementation. The aim is to incorporate current systems (Sentral) and processes as planning occurs. Launching in Term 4, 2018.</p> <p>2019 – House Points system implemented throughout the year with ongoing monitoring. Building in additional awards into the existing award structure.</p>	<p>Practices</p> <p>Learning Environments</p> <p>Faculties will revise and embed learning dispositions into programs and practice.</p> <p>Operation Connect</p> <p>Collaborative partnerships between teacher and parents, reflective of understanding of diversity – focusing on supporting students in all stages of their learning.</p> <p>School Spirit and Engagement</p> <p>House Point System to follow students through their career at MFHS.</p> <p>Students will show an increased amount of engagement as they progress.</p> <p>An annual review of data gathered from the system can be used to inform students who may be at risk –Data will provide breakdown by roll call, gender, year group.</p> <p>Products</p> <p>Learning Environments</p> <p>That learning space design continues throughout the school both in and outside of the classroom.</p> <p>Learning space design will result in every faculty having at least one room/space revamped to enrich learning.</p> <p>Operation Connect</p> <p>Community partnerships through contribution and attendance at school events. Parent workshops to support</p>
Improvement Measures			
<p>Learning Environments</p> <p>Increase in the number of new/redesigned learning spaces.</p>			
<p>Operation Connect</p> <p>Increase in the number of parents accessing information from communication media such as Sentral, Facebook, website.</p> <p>Increased community attendance at school events.</p>			
<p>School Spirit and Engagement</p> <p>Increase in student pride in the school.</p>			

Strategic Direction 3: Wellbeing

People

to facilitate effective communication and promotion of school events, initiatives and special information.

Parents

Become actively involved members of the school community and advocate for the school through support of school events, practices and values

Community Partners

School Spirit and Engagement

Students

Encourage students to participate more in school activities.

Staff

Staff opportunity to earn points for their house

Community

Support from the CLO publicising school events.

Parents

Parents can be involved at the community level – may also contribute to the point system.

Processes

Evaluation Plan

2020 – Continue with the system and monitor for effectiveness. Conduct evaluation and plan possible adjustments.

Evaluation Plan

Learning Environments

Ongoing evaluation and physical evidence of improved learning spaces. Pre and post surveys for effective change of the learning spaces.

Operation Connect

Implement and monitor SENTRAL parent portal through targeted workshops and members of the community.

Evaluation of Tell Them from Me survey data, evaluating effectiveness of current modes of school communication.

School Spirit and Engagement

2020 – Continue with the system and monitor for effectiveness. Conduct evaluation and plan possible adjustments.

Practices and Products

understanding of current and new school initiatives.

Supported, engaged and informed parent.

School Spirit and Engagement

Development of a new House Points system to cover all aspects of student involvement. Extracurricular, academic, sporting and cultural.

This will become a measure of student engagement and an indication of school spirit.