

School plan 2018-2020

Macarthur Girls High School 8822



School background 2018–2020

School vision statement

Macarthur Girls High School's purpose is to encourage students to achieve their personal best and beyond, empowering them with the necessary skills to be successful citizens in an ever changing world.

School context

Macarthur Girls High School (MGHS) is located in the Parramatta, the demographic centre of Sydney on the banks of the Parramatta River. The school's reputation has created a demand for enrolment. Enrolment for 2018 was 1047. Over 90% of our students are from language backgrounds other than English. Student enrolments reflect the school's very positive reputation in the broader community. New students are drawn from more than 50 primary schools. Student numbers in Stage 4 are growing due to the changing local demographics. The largest groups of students representing non-English speaking background families included: Arabic, Tamil, Dari, Hindi, Cantonese and Gujarati speakers. The school's NSW FOEI (family occupation and employment index) for 2018 is 75 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1030 which is slightly higher than the average of 1000. The school's teaching staff is a strong mix of very experienced teachers and new scheme teachers, all of whom are committed to providing continuing excellence in teaching and learning. This year our school has a teaching entitlement of 71.6 staff with an additional 13 school assistants. In addition to our centrally identified position, MGHS has a school funded Deputy Principal for 2018–2020 along with a school funded Business Manager.

School planning process

Throughout Term 2 2017, Macarthur Girls High School devised and utilised a number of instruments and tools to evaluate the 2015–2017 School Management Plan and conceptualise the foundations of the 2018–2020 SMP. In particular, MGHS applied the following consultation methods to effectively gather data and measure evidence-based success:

- Community partnerships and consultation
- Consultation and ongoing communication with parents
- School executive conferences
- Student surveys, focus groups and interviews
- External student performance data
- Internal assessment data
- Curriculum group meetings
- Staff evaluation of School Excellence Framework
- Writing days by School Senior Executive
- Writing days by School Management Plan Team
- Consultation with School Executive
- Consultation at Staff Meeting

Pre and post data from students, staff and parents on the previous plan along with focus group discussions, interviews and survey results were utilised to enable strong community consultation and formation of the SMP.

It was through the gathering, analysing and deep discussion of the attainment of school and system milestones with an emphasis on actual student outcome and cost benefit analysis, that enabled the school to effectively plan for our future directions. This direction builds on continuously improving existing practices and processes to ensure a depth of knowledge, implementation and application.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student Learning Successful
and inspired life-long learners
who develop capacities for the
21st Century

Purpose:

To provide students with learning opportunities which are significant and connected to their lives. Students will be engaged in subject specific and integrated learning experiences which develop resilience, capacities and skills for the 21st Century.

STRATEGIC DIRECTION 2

Teacher and Leader Learning
All teachers supported by
targeted and differentiated
professional learning, which
results in enhanced student
outcomes

Purpose:

To provide diverse professional learning opportunities for teachers, across all career stages, that encourage creativity and risk taking in all learning environments. The Australian Professional Teaching Standards will underpin all professional learning in the school to ensure quality and leadership development.

STRATEGIC DIRECTION 3

School Learning Developing all
aspects of learning with a
culture of continual
improvement

Purpose:

To provide strategic and effective leadership that ensures operational management, resource allocations and accountability requirements to support the identified directions of the school community. To provide a school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Strategic Direction 1: Student Learning Successful and inspired life-long learners who develop capacities for the 21st Century

Purpose	People	Processes	Practices and Products
To provide students with learning opportunities which are significant and connected to their lives. Students will be engaged in subject specific and integrated learning experiences which develop resilience, capacities and skills for the 21st Century.	Students <p>Students will develop their skills and understanding of collaboration, real world problem solving, critical thinking, creativity and ICT, by learning in environments which promote risk taking and innovation.</p>	<p>The design of the school curriculum pattern utilises current research, data and innovative thinking to develop the 21st Century learning capacities of all students (21st Century Learning).</p>	Practices <p>The learning community and teachers utilise teaching and learning strategies which address the needs of 21st Century learners in all KLAS.</p>
Improvement Measures <p>The school continues to achieve excellent value-added results, significantly above the state average</p> <p>80% of students achieve at least two subjects in the top two bands of the HSC; an increase from 77% in 2016.</p> <p>48% of students achieve in the top two bands for NAPLAN reading, writing and numeracy; an increase from 44.40% in 2017</p> <p>95% of students achieve over the minimum standards in literacy and numeracy before sitting the HSC Examinations</p>	Staff <p>Teachers will use knowledge of their students and evidence-based teaching practices to deliver innovative learning programs to cater for individual student learning needs.</p>	<p>The curriculum delivery across the school, shows evidence that teaching and learning is adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. This is regularly communicated to parents (Differentiation).</p>	<p>Curriculum delivery informs students of what they are expected to know, understand and do. They can articulate their learning and understand what they need to learn next, to enable continuous improvement.</p>
	Leaders <p>The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.</p>	<p>All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning. (Literacy and Numeracy).</p>	<p>Explicit differentiated teaching of literacy and numeracy is embedded in all KLAS through the utilisation of the MGHS Teaching Every Student WebApp, and all students engaged in whole school initiatives targeted to enhance literacy and numeracy skills. A number of targeted intervention strategies are implemented across the school to ensure achievement of minimum standards.</p>
	Community Partners <p>Teachers directly and regularly engage with parents and community partners to improve understanding of student learning and strengthen student outcomes.</p>	<p>The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. Students and parents understand the assessment approaches used in the school and the benefits for their learning (Assessment, Feedback and Reporting).</p>	<p>Teachers use reliable assessments to capture information about student learning, identify learning progress of individual students and provide constructive feedback to students in a timely and specific manner.</p>
		<p>Teachers will develop and implement PRIDE programs and learning opportunities which will support the wellbeing of students so they can connect, succeed, thrive and learn. The school collects and analyses information to inform and support students' successful transitions. (Wellbeing).</p>	<p>Students demonstrate participation, respect, integrity, diversity and excellence in their learning and maintain positive school and community relationships. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p>
			Products <p>Integrated, flexible, future focused and locally-driven teaching and learning</p>

Strategic Direction 1: Student Learning Successful and inspired life-long learners who develop capacities for the 21st Century

Improvement Measures

People

Processes

Evaluation Plan

A range of tools will be used to evaluate the implementation of products, practices and achievement of whole school strategic directions. Qualitative and Quantitative internal and external data will be used to triangulate evidence and inform the continuous improvement cycle of the school.

Practices and Products

programs in Stages 4, 5 and 6 to develop 21st Century learning skills.

Teaching and learning programs and plans are dynamic, showing evidence of registrations based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Enhanced levels of literacy and numeracy across all Stage 4, 5 and 6 students through targeted whole school and KLA strategies to ensure NESA minimum standards are met.

Student assessments will be authentic, for, as and of learning, and meet all NESA and school requirements. The school's reports are personalised, comprehensive and provide detailed, clear and specific information about student learning, growth, next steps and improvement measures.

Holistic PRIDE welfare program mapped across all grades providing students with significant and connected developmental opportunities.

Strategic Direction 2: Teacher and Leader Learning All teachers supported by targeted and differentiated professional learning, which results in enhanced student outcomes

Purpose	People	Processes	Practices and Products
<p>To provide diverse professional learning opportunities for teachers, across all career stages, that encourage creativity and risk taking in all learning environments. The Australian Professional Teaching Standards will underpin all professional learning in the school to ensure quality and leadership development.</p>	<p>Students</p> <p>Students will regularly participate and review their learning with their teacher and how to improve their knowledge and understanding. They will develop their understanding of effective teaching practices in order to increase their receptiveness to innovative learning opportunities.</p>	<p>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities (Effective classroom practice).</p> <p>Development of a professional learning schedule and identification of opportunities to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. These opportunities will be reflective of school priorities, the APSTs, the PDF and evidence-based professional learning strategies (Professional learning & Accreditation).</p>	<p>Practices</p> <p>Teachers devise lesson plans and sequences which are part of a coherent program which has been collaboratively designed and meets the learning needs of all students</p> <p>Teachers review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.</p> <p>All teachers are provided with differentiated professional learning opportunities in order to satisfy the needs at their career stage, and to develop a skilled, effective and professional teaching workforce. Teachers demonstrate and share their expertise within the school and across the schools.</p> <p>A majority of the professional learning schedule and opportunities will be developed by Lead Teachers, delivered by Highly Accomplished Teachers and attended by Proficient Teachers. The school trials innovative practices and has processes in place to evaluate, refine and scale success.</p>
Improvement Measures	Staff	Evaluation Plan	Products
<p>100% of staff with a Performance and Development Plan (PDP) based on APSTs and accredited as required by the Teacher Accreditation Act.</p>	<p>Teachers will demonstrate responsibility for the implementation of the Australian Professional Standards for Teachers (APST) relevant to their career stage. Each teacher will create a Performance and Development Plan that will guide their own learning, contribute to the development of colleagues, and assist with the achievement of school milestones.</p>	<p>A range of tools will be used to evaluate the implementation of products, practices and achievement of whole school strategic directions. Qualitative and Quantitative internal and external data will be used to triangulate evidence and inform the continuous improvement cycle of the school.</p>	<p>Lesson planning references student information including progress and achievement data, curriculum requirements and student feedback, and provides continuous improvement for all students across the full range of abilities.</p> <p>Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and</p>
<p>Professional learning opportunities are differentiated as required and all are mapped to the APSTs and school priority areas</p>			
<p>There is a strong and visible culture that promotes and supports the attainment of higher level accreditation through leading the attainment of school milestones.</p>			

Strategic Direction 2: Teacher and Leader Learning All teachers supported by targeted and differentiated professional learning, which results in enhanced student outcomes

Improvement Measures

People

Processes

Practices and Products

learning.

Teachers gaining and maintaining accreditation with NESA at Lead Teacher, Highly Accomplished Teacher and Proficient Teacher.

Strategic Direction 3: School Learning Developing all aspects of learning with a culture of continual improvement

Purpose	People	Processes	Practices and Products
To provide strategic and effective leadership that ensures operational management, resource allocations and accountability requirements to support the identified directions of the school community. To provide a school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.	Staff Staff will engage in management and administrative practices to effectively support school operations and the core activities of the school. Staff will be provided with systems to support the development of their capabilities in teaching practice, change management and school leadership.	An evidence base drawn from the collection and analysis of school community feedback is used to review performance annually (School Planning, Implementation and Reporting). The leadership teams maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and goals in student achievement (Educational The creation of an organisational structure in which management systems and processes work effectively and reflect legislative, accountability and compliance requirements and the successful implementation of relevant key reforms (Management Practices). Establish workforce systems to manage, monitor and plan for school change and improvement (System compliance). Resources are strategically used to achieved improve student outcomes and high quality service delivery (Resource management).	Practices Practice: Monitoring, evaluation and review processes are embedded and undertaken routinely with clear timelines and milestones directing school activities towards the effective implementation of key reforms and the school plan The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff Teachers demonstrate aspirational expectations of learning progress and achievement for all students and are committed to continuous improvement and the pursuit of excellence. Clearly articulated recruitment and development processes reflective of HR legislation and addressing locally identified school needs are developed and implemented. Staff will be supported with organisational structures and differentiated professional learning to develop self-regulation and efficacy with implementation of key reforms. All mandated and systemic reforms are implemented in accordance with requirements. The school creates a culture of shared accountability to achieve organisational best practice, taking a creative approach to the use of resources to ensure the optimisation of learning including technology, personnel and finances.
Improvement Measures	Staff Teachers have a sound understanding of student assessment and data concepts and can demonstrate analysis and interpretation of data to inform planning, identify interventions and modify teaching practice. Community Partners School staff collaborate with the community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement.	Evaluation Plan A range of tools will be used to evaluate the implementation of products, practices and achievement of whole school strategic directions. Qualitative and Quantitative internal and external data will be used to triangulate evidence and inform the continuous improvement cycle of the school.	Products

Strategic Direction 3: School Learning Developing all aspects of learning with a culture of continual improvement

Improvement Measures

People

Processes

Practices and Products

Annual reviews and the collection of data are used to improve and modify the school plan in response to evidence collected through community consultation

Students are taught by high performing teachers and the leadership team support the development of colleagues. Teaching and non-teaching staff proactively seek to improve their performance.

Succession planning strategy, leadership capability development initiatives and workforce planning are designed to drive whole school improvement

School and personnel roles and responsibilities are designed and clearly communicated to meet the successful implementation of key reforms and reflective of staff expertise and capabilities

The school communicates with the local community where appropriate in relation to school assets and resources to benefit both the school and extended stakeholders.