

# School Management Plan

## 2018 – 2020

**Macarthur Girls High School 8822**





## School vision statement

Macarthur Girls High School's purpose is to encourage young adults 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 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 2020 was 1221. 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.

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 2020 is 69 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage is 1048 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. In 2020, our school has a teaching entitlement of 83.2 staff with an additional 13 school assistants. In addition to our centrally identified positions, MGHS has a school funded Deputy Principal for 2018-2020 along with a school funded Business Manager, and two classroom teachers.

## School planning process

Throughout Term 4 2019, Macarthur Girls High School devised and utilised a number of instruments and tools to evaluate the existing 2018-2020 School Plan. 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.



## Student Learning

Successful and inspired life-long learners who develop capacities for the 21<sup>st</sup> Century

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 21<sup>st</sup> Century.

## Teacher and Leader Learning

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

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.

## School Learning

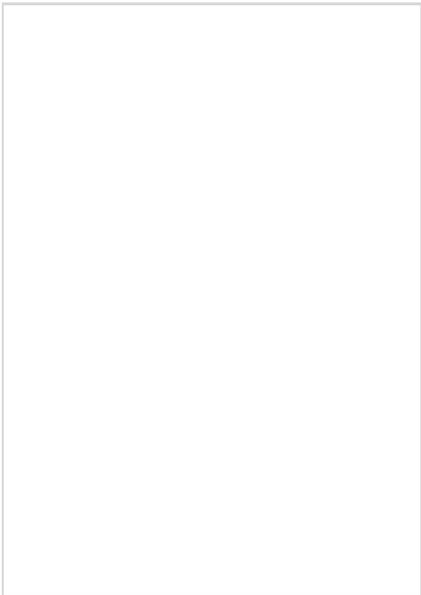
Developing all aspects of learning with a culture of continual improvement

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

Purpose	People	Processes	Products and Practices
<p>MGHS has an integrated approach to quality teaching, curriculum planning and delivery and assessment which promotes learning excellence and responsiveness in meeting the needs of all students.</p> <p>Students will be provided 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 21<sup>st</sup> Century.</p> <p>There is school-wide collective responsibility for student learning and success, which is shared by parents, students and staff. Planning for learning is informed by sound holistic information and evidence about each student's wellbeing and learning needs in consultation with parents/carers.</p>	<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>Teachers will use knowledge of their students and <b>evidence-based</b> teaching practices to deliver <b>innovative</b> learning programs to cater for individual student learning needs.</p> <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 culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.</p>	<p>The design of the school curriculum pattern utilises current research, data and innovative thinking to develop the 21<sup>st</sup> Century learning capacities of all students <b>(21<sup>st</sup> Century Learning)</b>.</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 <b>(Differentiation)</b>.</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. <b>(Literacy and Numeracy)</b>.</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 <b>(Assessment, Feedback and Reporting)</b>.</p>	<p><b>Product:</b> Integrated, flexible, future focused and locally-driven teaching and learning programs in Stages 4, 5 and 6 to develop 21<sup>st</sup> Century learning skills.</p> <p><b>Practice:</b> The learning community and teachers utilise teaching and learning strategies which address the needs of 21<sup>st</sup> Century learners in all KLAs.</p> <p><b>Product:</b> 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.</p> <p><b>Practice:</b> 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> <p><b>Product:</b> 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.</p> <p><b>Practice:</b> Explicit differentiated teaching of literacy and numeracy is embedded in all KLAs through the utilisation of the <i>MGHS Teaching Every Student WebApp</i>, 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> <p><b>Product:</b> Student assessments will be authentic, formative and summative, 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.</p> <p><b>Practice:</b> Teachers use reliable assessments to capture information about student learning, identify learning progress of</p>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ The school continues to achieve excelling value-added results, with an average of 48; an increase from 47 in 2019</li> <li>❖ 72% of students achieve at least two subjects in the top two bands of the HSC; an increase from 71% in 2018</li> <li>❖ &gt;55% of students achieve in the top two bands for NAPLAN reading, writing and numeracy; an increase from 54% in 2019</li> <li>❖ &gt;99% of students achieve over the minimum standards (Band 8) in literacy and numeracy before entering year 12</li> </ul>			

- ❖ >60% of students report high advocacy, high expectations in the Tell Them from Me Survey; an increase from 56% in 2018.
- ❖ >70% of students report high belonging, high expectations in the Tell Them from Me Survey; an increase from 66% in 2018.
- ❖ 92% of students attend school at least 90% of the time; an increase of 91% in 2019



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/Transition).**

individual students and provide constructive feedback to students in a timely and specific manner.

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

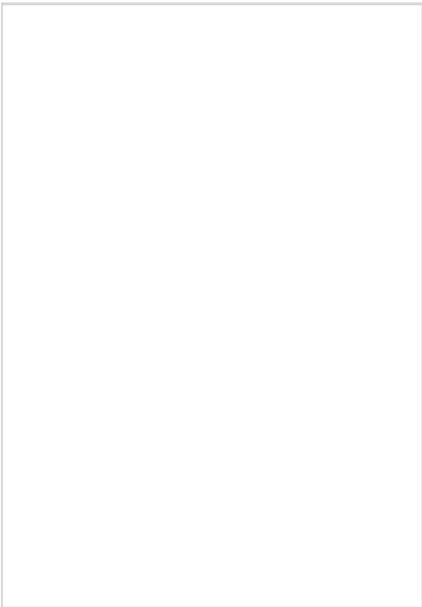
**Practice:** Students demonstrate participation, respect, integrity, diversity and excellence in their learning and maintain positive school and community relationships. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

**Practice:** Clear processes are implemented and evaluated which support continuity of learning for students at key transition points

# Strategic Direction 2: Teacher and Leader Learning

Purpose	People	Processes	Products and Practices
<p>To provide diverse professional learning opportunities for teachers across all career stages that enhance teachers' ability to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching and strategies.</p> <p>The schools uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice, and enhances student results.</p> <p>The Performance and Development Framework, Quality Teaching Framework and the Australian Professional Teaching Standards will underpin all professional learning in the school to ensure teacher quality and leadership development.</p>	<p>Students will regularly participate and review their learning with their teacher and how to improve their knowledge and understanding. Students are committed to active engagement in the classroom with ethical employment of technology for learning purposes. They will develop their understanding of effective teaching practices in order to increase their receptiveness to innovative learning opportunities.</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. Teachers will also engage with research to enhance their understanding of what Quality Teaching looks like in action.</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 (<b>Effective classroom practice</b>).</p> <p>A whole school commitment to fostering quality teaching in the classroom by adapting existing teaching and learning programs to ensure they reflect the elements of the Quality Teaching framework. (<b>Quality Teaching</b>)</p> <p>Teachers and students work together to ensure optimal student engagement in the classroom, using evidence-based strategies to foster a quality learning environment. (<b>Student Engagement</b>)</p> <p>Teachers, parents and students work together to set and monitor learning goals and ensure students are motivated to deliver their best and continually improve (<b>Learning Partnerships</b>)</p>	<p><b>Product:</b> 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><b>Practice:</b> 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><b>Practice:</b> 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><b>Product:</b> At least two programs and two assessment tasks from each faculty have explicit strategies which will address identified elements.</p> <p><b>Practice:</b> Teachers review teaching and learning programs and assessment tasks within faculties and work to embed relevant strategies within them that address identified elements.</p>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ 100% of staff with a Performance and Development Plan (PDP) based on APSTs and accredited as required by the <i>Teacher Accreditation Act</i>; an increase of 96% in 2019.</li> <li>❖ Professional learning opportunities are differentiated as required and 100% of all sessions all are mapped to the APSTs and school priority areas</li> <li>❖ There is a strong and visible culture that promotes and supports the attainment of higher level accreditation through leading the attainment of school milestones.</li> </ul>			<p><b>Product:</b> All students are consistently engaged in their learning. There is a significant reduction of negative classroom incidents related to student engagement and specifically misuse of technology.</p> <p><b>Practice:</b> Evidence-based classroom management practices implemented and evaluated to enhance student engagement.</p> <p><b>Product:</b> All students set learning goals and these are monitored throughout the year to ensure students are continually reflecting on their learning process</p> <p><b>Practice:</b> All parents and students participate in a learning conversations where students will discuss their learning goals and reflect on what they need to do in order to achieve their learning goals</p>

- ❖ At least 3 staff members undertake the preliminary stages of the higher level accreditation process
- ❖ At least 5 QTR PLCs are implemented throughout the school in 2020, at increase from 3 in 2019.
- ❖ There are fewer than 120 negative Sentral incidents related to students' misuse of technology, a decrease from 141 in 2019.



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**).

**Practice:** 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.

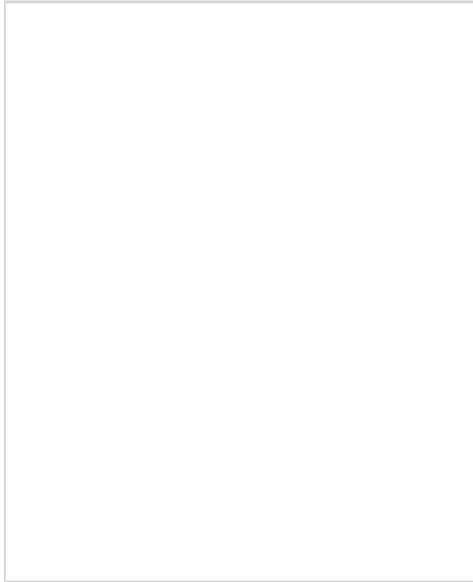
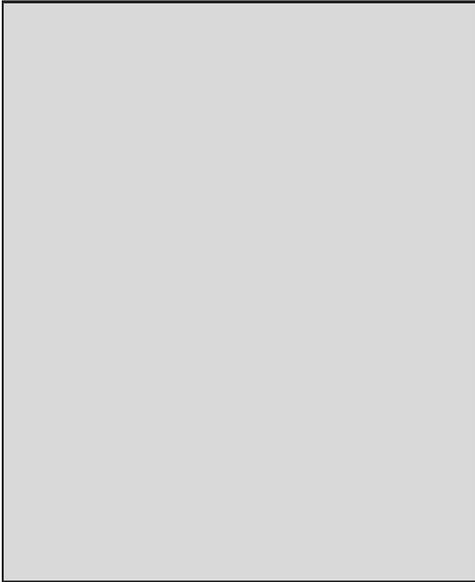
**Product:** Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

**Product:** Teachers gaining and maintaining accreditation with NESAs at Lead Teacher, Highly Accomplished Teacher and Proficient Teacher.

**Practice:** 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.

# Strategic Direction 3: School Learning

Purpose	People	Processes	Products and Practices
<p>To provide strategic and effective leadership that ensures operational management, resource allocations and accountability requirements support the identified directions of the school community.</p> <p>Student assessment data and evidence-based practices are used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.</p> <p>To provide a school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.</p>	<p>Staff will engage in management and administrative practices to effectively support school operations and the core activities of the school.</p> <p>Staff will be provided with systems to support the development of their capabilities in teaching practice, change management and school leadership.</p> <p>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.</p> <p>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.</p>	<p>An evidence base drawn from the collection and analysis of school community feedback is used to review performance annually <b>(School Planning, Implementation and Reporting)</b>.</p> <p>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 <b>(Educational Leadership)</b>.</p>	<p><b>Product:</b> Annual reviews and the collection of data are used to improve and modify the school plan in response to evidence collected through community consultation</p> <p><b>Practice:</b> 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</p> <p><b>Product:</b> 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.</p> <p><b>Practice:</b> The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff</p> <p><b>Practice:</b> Teachers demonstrate aspirational expectations of learning progress and achievement for all students and are committed to continuous improvement and the pursuit of excellence.</p>
<b>Improvement Measures</b>			
<ul style="list-style-type: none"> <li>❖ A comprehensive school review process is undertaken annually leading to clearly articulated Strategic Directions for school growth based on rigorous and valid data analysis of school milestones and improvement measures</li> <li>❖ All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21<sup>st</sup> Century teaching and learning practice</li> <li>❖ School staffing structure reflects and supports the needs of the learning community and staff's role in driving school change and improvement.</li> </ul>			
<p>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 <b>(Management Practices)</b>.</p> <p>Establish workforce systems to manage, monitor and plan for school change and improvement <b>(System compliance)</b>.</p>			
<p><b>Product:</b> Succession planning strategy, leadership capability development initiatives and workforce planning are designed to drive whole school improvement</p> <p><b>Practice:</b> Clearly articulated recruitment and development processes reflective of HR legislation and addressing locally identified school needs are developed and implemented.</p> <p><b>Product:</b> School and personnel roles and responsibilities are designed and clearly communicated to meet the successful implementation</p>			



Resources are strategically used to achieve and improve student outcomes and high quality service delivery (**Resource Management**).

of key reforms and reflective of staff expertise and capabilities

**Practice:** 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.

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

**Practice:** 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.