

School plan 2018-2020

Maitland High School 8126



School background 2018–2020

School vision statement

Maitland High School is an inclusive and proudly comprehensive high school serving a diverse community. The school seeks to lead the community in understanding that the challenges that this diversity brings are opportunities to build a strong, fair and transparent public education system in the local area. We work not only with our partner primary schools, but also with other high schools in our area work together as the Department of Education to ensure that all our local public schools experience the benefits which a fully comprehensive system confers. This ameliorates the disadvantage and builds a cohesive, integrated and well informed society. Public schools in particular, are the primary agent of socialisation in Australian society. Public Education, and our school in particular, aims to build a healthy and harmonious community of learners where issues of class, race, gender and all other forms of exclusion, are eliminated through diversity, understanding and inclusion, whilst actively teaching that learning and achievement are for all.

School context

Maitland High School is the second oldest state high school in NSW. It has a very rich history and a strong position in the community which provides a stable platform for the school to look to the future. Our school motto, “En Avant” (Go Forward) encapsulates the school’s aim to develop a sense of future: of capacity, achievement and success in all students. Significant sections of the school community face barriers in fully engaging with education and accruing the inherent benefits of a successful education.

The school has had an enrolment growth of 6.4% since 2011, compared with similar schools (SSSG) which have recorded a –14.8% decline in enrolments. The school’s ICSEA is 929, compared with an SSG average of 935. Our FOEI is 131, which is comparable with SSG FOEI average of 135. The school has produced a 1.9% improvement in student NAPLAN achievement at Above the National Minimum Standard over time, compared with a –1.4% decline by similar schools (SSSG). MHS has an Aboriginal student enrolment of 14% and LBOTE student enrolment of 4%. Maitland High School’s 2018–20 Strategic Plan directions, ‘Successful Teachers, Successful Students, Successful School’ succinctly captures the school’s commitment to continual growth and improvement: positive movement widely acknowledged by our community.

School planning process

The school has engaged in in depth collaboration with its community to develop the School Plan : all stakeholders have been formally surveyed, including: 98% of staff; a 10% cross-section of the student body; a 5% cross-section of parent-carers, in addition to the P&C Association.

The school also sought detailed independent data and community feedback via a CESE managed process which was conducted by Woolcott Associates at the end of 2016.. The resultant report provided vital information on how Maitland High School communicates and engages with its community and how it is positioned within the local educational market place. It investigated the attitudes and opinions of relevant stakeholders, such as: parents in partner primary schools, as well as MHS parents in relation to Maitland High School; local community and business members as well as: teachers. The in depth study focused on: evaluating and analysing communication and engagement within the school community (staff, students, parents, care-givers); evaluating and analysing communications and engagement with the broader community; understanding the reputation and perception of Maitland High School within its community and; evaluating enrolment trends, FOEI data, market share, HSC and NAPLAN data.

International Expert Educator, Tom Hierck was engaged to work with teaching staff to analyse student engagement in the classroom and explore new pedagogies, and all staff have engaged in action learning through Instructional Rounds.

Tell Them From Me survey data has been analysed and captured annually, providing critical information on how students, staff, parents and carers experience the school.

The new School Excellence Framework, Version 2 (SEF) was also used extensively to benchmark the school’s performance and guide directions for the 2018–2020 School Plan. Teaching staff and Executive evaluated evidence to determine the school’s position under the three Learning, Teaching and Leading Domains.

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then came together in half day extended planning sessions to evaluate: 2015–17 Plan achievements and areas for further focus and a depth of research data collated under the three critical domains of the SEF to determine the focus areas and core initiatives of the 2018–2020 School Plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Successful Teachers

Purpose:

Every student, every teacher, every leader improves every year. Teachers commit to the process of self-reflection and evaluation of: their teaching practice; student learning data and; engage in collaborative program design to ensure teaching is responsive and precise in meeting student learning needs. Teaching is focused on student skills and concept development through high impact teaching practice.



STRATEGIC DIRECTION 2 Successful Students

Purpose:

To develop young learners as critical thinkers and flexible problem-solvers, with a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn and adapt their knowledge and skills to new situations, so that all students can pursue fulfilling futures of choice in a complex and dynamic world.



STRATEGIC DIRECTION 3 Successful School

Purpose:

Our learning community promotes responsibility for learning – leaders, teachers and students. Our high expectations environment focuses on promoting: wellbeing; individual learning goals, challenges and successes. All classrooms and staffrooms reflect our focus on: interpersonal skills development; universal respectful interactions; responsibility for our own behaviours; collegiality and genuine friendships.

Strategic Direction 1: Successful Teachers

Purpose

Every student, every teacher, every leader improves every year. Teachers commit to the process of self-reflection and evaluation of: their teaching practice; student learning data and; engage in collaborative program design to ensure teaching is responsive and precise in meeting student learning needs. Teaching is focused on student skills and concept development through high impact teaching practice.

Improvement Measures

Executive Teachers become increasingly confident Instructional Leaders of: explicit teaching using the teaching and learning cycle; using student SMART data for each class to target teaching to address known literacy deficits and; develop differentiated learning strategies for units of work.

The MHS Teaching & Learning Cycle (Plan, Explain, Model, Scaffold, Practice) is used increasingly in classrooms to move students from lower order, concrete learning, through guided practice, to higher order, abstract conceptualisation and independent practice.

Teachers' programs demonstrate an increasing use of SMART data to develop and individualise teaching and learning activities. Every class has a learning plan developed from reflection on SMART data and assessment practices.

Teaching programs and registers demonstrate planning and self-reflection on pedagogy, formative assessment and quality

People

Leaders

Develop Instructional Leadership by examining their roles and identifying their professional learning needs through the Australian Professional Standards for Teachers– Lead lens and action their improvement through their Professional Development Plan.

The Pedagogy DP, Principal and HTTaL develop head teachers' capacity in Instructional Leadership through targeted professional learning.

Head teachers develop and lead their staff in subject specific pedagogy; explicit instruction and use of the MHS Learning Cycle; formative assessment and quality feedback, and; literacy and writing in their KLAs.

Staff

Collaborative practice and teacher self-reflection.

Teachers collaborate and share classroom practice to analyse the efficacy of a range teaching practices. Instructional Rounds observations are focused on: Literacy and writing; explicit instruction and independent practice using the Learning Cycle, and; formative feedback.

Self-reflection on areas for professional development in pedagogy are precisely represented in each staff member's PDP and a plan to develop skills in the practice of teaching are actioned by every staff member.

Processes

Pedagogy focused professional learning

Teaching and Executive staff engage in structured professional learning focused on delivering quality pedagogy in every classroom.

Self-reflection and teaching practice evaluation

Self reflection and evaluation increases high impact teaching strategies and embedded literacy and writing practices across the curriculum.

Data informed teaching

Teachers collaborate effectively to use the MHS Teaching and Learning Cycle and formative assessment practices to improve student learning across all KLAs.

Evaluation Plan

- Instructional Rounds data validates the extent of implementation and effectiveness of: explicit teaching, Learning Cycle use; high Impact, subject specific pedagogies, and; Literacy and Writing Across the Curriculum.
- Faculty Minutes document PL focus.
- Faculty Program Review Registers
- Executive Meeting Minutes
- School Self Assessment of evidence against the School Excellence Framework measures growth.
- Evaluation of Instructional Rounds
- Analysis of Teaching and Learning programs

Practices and Products

Practices

The leadership team focuses on instructional leadership to drive effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Faculty Registers collate specific evidence that all teaching and learning programs are collaboratively redeveloped every two years, with explicit planning of pedagogy, literacy and writing learning activities, planned consolidation and independent learning practice evident in teaching and learning programs.

Every teacher uses data to inform and differentiate their teaching and learning programs, pedagogy and individual class plans. Formative assessment is used regularly to ensure teaching is responsive to student learning needs. Students' learning improvement is monitored for growth.

Products

All Executive Teachers are effective instructional leaders.

Analysis of data indicates that: Literacy and writing focus; use of the MHS Learning Cycle; Explicit Instruction, and; Formative Feedback are being successfully led by faculty head teachers and are evident in every classroom across the school.

Students are achieving expected growth in external and internal and student achievement measures. In particular, student performance in the higher NAPLAN Bands: 8, 9, 10 and; HSC Bands: 5 and 6, better similar-school achievement.

Strategic Direction 1: Successful Teachers

Improvement Measures

feedback strategies.

Students are achieving expected growth in external student achievement measures.

The school continues to achieve value-added growth in Year 7–9 NAPLAN and achieves Sustaining and Growing valued added growth in Year 9 NAPLAN to Year 12 HSC results.

HSC students achieving results in the top two Bands (Band 5 and 6) continues to show positive growth, from 25.6% in 2017 to Over 30% by 2020..

Students performing At or Above National Minimum Standard in NAPLAN continues to show positive growth, from 93.9% in 2017 to 98% by 2020.

Year 9 students achieving results in the top two Bands (Band 9 and 10) continues to show positive growth, from 23.7% in 2017 to Over 30% by 2020..

People

Staff

Action student learning data to target teaching and learning improvement.

Teachers review and use class SMART data, internal performance measures and formative feedback to set precise and tangible learning goals. Teachers use the MHS Learning Cycle and structure their programs, lesson plans and individual class plans to reflect the learning cycle to progress student understanding from concrete and literal to abstract and conceptualised learning.

Processes

- One on one conversations with the principal and deputy principals.

Practices and Products

All teachers use the MHS Teaching & Learning Cycle (Plan, Explain, Model, Scaffold, Practice) to explicitly teach higher order thinking skills and writing proficiency to deep content knowledge.

Strategic Direction 2: Successful Students

Purpose

To develop young learners as critical thinkers and flexible problem-solvers, with a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn and adapt their knowledge and skills to new situations, so that all students can pursue fulfilling futures of choice in a complex and dynamic world.

Improvement Measures

Student conceptual development

Students demonstrate an increasing ability to be critical and thinkers and flexible, creative problem-solvers.

High Aspirations for Achievement

High Aspirations for achievement and a culture and confidence around learning success is developing in all students.

Student Literacy and Numeracy Achievement.

The school continues to achieve value-added growth in Year 7-9 NAPLAN .

Year 9 NAPLAN results show strengthening student growth, particularly in the middle and upper achievement Bands (Bands 8, 9 and 10).

Students performing At or Above National Minimum Standard in NAPLAN continues to show positive growth, from 93.9% in 2017 to 98% by 2020.

People

Staff

Core Literacy skills development

Teachers target the development of competency in spelling, grammar, punctuation, sentence and paragraph structure and summarising.

Staff

Targeted Writing skills development

Teachers develop an understanding of how to teach to develop students' persuasive writing ability by engaging in TPL focused on: engaging the audience, elaborating on ideas, expanding vocabulary and developing cohesion.

Staff

Improving student comprehension and conceptual ability

Teachers learn how to design specific learning opportunities for students to develop their comprehension and conceptual thinking skills by reading and responding to a variety of texts. Teacher Professional learning focuses on the areas of: Inference, Connecting Ideas, discerning the Main Idea and Interpreting Vocabulary.

Students

Students demonstrate increased engagement and persistence in learning in the classroom to develop confidence as independent learners and writers. This is supported by: clear learning intentions and success criteria in every classroom and whole school high expectations for

Processes

Literacy, Writing and Numeracy Across the Curriculum

Teachers engage in current professional learning on best practice strategies in literacy, writing and numeracy to develop students who have a deep content knowledge and the ability to express what they learn in written form using precise academic language of the discipline (metalinguage).

Fulfilling Futures of Choice

School based systems are developed and implemented to support student aspirations and career-focused planning.

Critical and Conceptual Thinking development

Professional learning on HOT program design is delivered teaching staff so that teaching and learning programs are structured to provide students with critical and conceptual thinking learning opportunities. Teachers are provided with collaborative programming time to redesign targeted teaching and learning programs.

Evaluation Plan

NAPLAN data

HSC data

HSC subject selection

Post school destination data

Retention Data

Attendance data

Practices and Products

Practices

Technology that supports learning is expertly integrated into lessons by teachers.

Canvas is used by every faculty to make Assessment Tasks and homework tasks available for all student year groups and to provide quality feedback in an efficient and explicit manner to target student learning improvement.

All teachers will address literacy and numeracy in teaching and learning programs in all subject areas. All teachers will explicitly teach literacy and numeracy instructionally in the process of teaching every lesson.

Products

The school's value-added results are positive.

At least 90% of students achieve at or above National Minimum Standards on NAPLAN reading, writing and numeracy.

External student achievement measures show that student achievement is greater than students in Similar School Groups and is consistent with strong student progress and achievement on internal measures.

Teaching and learning programs are dynamic, showing evidence of construction and revision based on: individual class performance data; feedback on teaching practices, and consistent and reliable student assessment.

Strategic Direction 2: Successful Students

Improvement Measures

Year 9 students achieving results in the top two Bands (Band 9 and 10) continues to show positive growth, from 23.7% in 2017 to Over 30% by 2020..

Aboriginal and non-Aboriginal student achievement in the top two Bands (9 and 10) in NAPLAN increases from 4% in Year 9 Writing, and 5% in Grammar and Punctuation in 2017, to 15% by 2020.

HSC Academic Achievement

The school continues to achieve value-added growth in Year 7–9 NAPLAN and achieves Sustaining and Growing valued added growth in Year 9 NAPLAN to Year 12 HSC results.

HSC students achieving results in the top two Bands (Band 5 and 6) continues to show positive growth, from 25.6% in 2017 to Over 30% by 2020..

HSC results show school improvement in Value-Add from Year 9 NAPLAN to HSC to better similar school achievement

People

quality work completion.

Processes

TTFM surveys

Staff and Student Surveys

Parent focus groups

Principal Learning Walks and Teacher feedback

The principal conducts learning walks focused on learning cycle, explicit teaching and literacy review.

Collaborative Programming

Units of work are reviewed by HTs and in-line DP supervisors for HOTS, literacy, and pedagogy.

Practices and Products

Teaching and learning programs show evidence that they are adjusted to address individual student learning needs, ensuring that all students are challenged and that all adjustments lead to improved learning.

Students demonstrate critical thinking and flexible problem solving ability.

Student aspirations are well supported by informed senior subject choice and career planning to achieve successful futures.

Strategic Direction 3: Successful School

Purpose

Our learning community promotes responsibility for learning – leaders, teachers and students. Our high expectations environment focuses on promoting: wellbeing; individual learning goals, challenges and successes. All classrooms and staffrooms reflect our focus on: interpersonal skills development; universal respectful interactions; responsibility for our own behaviours; collegiality and genuine friendships.

Improvement Measures

Strong Supportive Professional Relationships.

Staff surveying reflects increasing improvement of collegiality, respect, support and positive communication in the work environment.

Student attendance continues to show steady improvement, from: 84% in 2015; 85% in 2016 and; 88% in 2017, to continued growth of 2% a year in 2018–2020 to over 90% by 2020.

Aboriginal student attendance continues to show steady improvement, from: 75% in 2015; 78% in 2016 and; 81% in 2017, to continued growth of at least 3% a year in 2018–2020 and achieve parity with the wider school community.

School tone, positive behaviour and learning engagement continues to show steady improvement, reflected in a comprehensive review of school data.

An increasing number of students demonstrate core school values and

People

Staff

The Learning Centre

LaSTs draw on and conduct action research on building resilience, persistence and independent learning skills, in addition to behaviour and literacy support professional learning, to enable supported and successful return of students to mainstream learning environments.

Leaders

Strong, Supportive Professional Relationships

Executive staff focus on intrapersonal knowledge development, interpersonal and teamwork skills to consciously lead and develop positive workplaces at faculty and whole school level. Head Teachers engage in Health and Safety Executive Forums and; continue DTC workshops covering conflict management and resolving differences; change management; team-building; teamwork; communication skills; dealing with difficult people

Staff

Student Wellbeing: Positive Behaviour for Success (PBS)

A multi-disciplinary team analyses data sets to determine focus areas and actions to drive high expectation learning environments across the school. The team regularly evaluates the effectiveness of the action plan and engages in professional reading and research to direct the PBS focus.

Processes

Staff Well-being: Respect; Reflect; Reset.

Strong, Supportive Professional Relationships

Executive staff engage in and lead professional learning on the development of positive school culture to create an environment of unqualified respect and enhanced collegiality across the school.

Student Wellbeing

High expectations for individual student learning and prosocial behaviour is a whole school priority uniformly delivered across every classroom.

Partnerships to support student wellbeing and learning

Effective partnerships are implemented to support student wellbeing, learning and transition to successful futures of choice.

Evaluation Plan

Student Attendance data is reviewed bi-annually and processes adjusted to respond to emergent needs.

TTFM

Evaluation data on school culture

Evaluation data on TLC

Practices and Products

Practices

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Student learning support will be targeted to provide equity for all students.

School culture will universally reflect respectful interactions and collegiality.

Products

Positive, respectful relationships are evident and widespread among students and staff, promoting student wellbeing and ensuring optimum conditions for teaching and learning across the school.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

The school is recognised as a site of high: expectations learning and capacity building; a strong and vibrant sense of community and inclusivity, and; responsiveness to individual wellbeing

Strategic Direction 3: Successful School

Improvement Measures

high expectations for learning as evidenced by internal and external school data.

Community partnerships which promote well-being and support student learning and career aspirations are increasingly embedded within the school community.

People

Staff

All staff engage in TPL to improve Aboriginal student achievement and engagement by building self-confidence, independence and mastery in learning. Aboriginal Learning Hub staff engage in professional learning to empower students to become independent learners who have confidence in their academic abilities to succeed. The Community Partnerships Careers and Transition Officer. works with the Aboriginal Employment Group (AEG) and NRL School To Work program to build a strong transition to careers pathway.

Processes

Evaluation on Aboriginal Learning Hub

Partnerships Officer / Local businesses and Industry

MLC

The Instructional Rounds process is used to review learning and engagement in classrooms across the school and this data is reviewed bi-annually to adjust whole school PBS processes.

Practices and Products

and learning needs. .