

School plan 2018-2020

Merrylands High School 8227



School background 2018–2020

School vision statement

The school will develop young women and men who are self-reliant, value the transformative power of education, actively engage in learning and measure their achievement by academic excellence, high ethical standards and superior employment related skills.

The school is dedicated to meeting student needs through the creation of strong partnerships between the school, our parents, our partner primary schools, tertiary institutions, and a rich diversity of community groups. In this way the school embeds excellence in leadership, student wellbeing and quality teaching & learning to deliver outstanding student outcomes.

School context

Merrylands High School is a dynamic comprehensive high school that is highly successful in meeting the academic, vocational, social and leadership goals of its students. We recognise the importance of working in partnership with our community and value the contribution of our partners and the high esteem in which we are held by the community.

The school is enriched by a cosmopolitan student population of over 50 cultural backgrounds. We have a strong focus on personalised learning for each student. This creates an environment where students extend beyond their current level of learning, challenging them to develop across a range of endeavours. In every subject, across all years, there are Gifted and Talented opportunities as well as enrichment and leadership programs for each cohort.

The school excels in its dedication to student wellbeing ensuring that an array of processes and personnel exist to allow students to connect, succeed, thrive and learn. We are leaders in providing technology rich learning, through an enormous investment in state of the art learning tools and professional development, allowing staff to better engage learners and to deepen understanding.

We have partnerships with over 30 external agencies including universities, businesses, community organisations and educational providers. These partnerships create abundant opportunities for students to enrich their personal, social and academic life and to develop their leadership potential. We value the partnerships we have established with our vast network of local primary schools and leverage this relationship to deliver a transition program that is recognised as best practice.

Merrylands High School pursues excellence for every student by maximising student engagement in a safe, caring and supportive environment; welcoming strong parent and community partnerships and utilising the vast expertise of our dedicated teachers. Our school successes are founded on the Positive Behaviour for Learning practices surrounding the safe respectful learner framework.

School planning process

Merrylands High School's planning process is driven by data collection and analysis and wide consultation with school stakeholders.

Important elements of the planning process included:

- * Executive and Senior Executive discussions throughout 2018 and early 2019
- * Alignment with contemporary research and DoE publications such as *What Works best: Evidence based practices to help improve NSW student performance and Improving High School Engagement, classroom practices and achievement*
- * Consultation with parents and community members, students and staff
- * Consideration of the SEF Self Assessment Survey.
- * Extensive survey and data collection of entire student body
- * Comprehensive analysis of internal and external student performance data

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Raising expectations and enhancing the quality of student learning

Purpose:

Our purpose is to provide a differentiated curriculum and co-curricular programs to meet the needs of our students. We will develop the thinking skills, literacy and numeracy confidence and social attributes of our students. Students will learn ethically, valuing their own development as holistic, lifelong learners. Student wellbeing will be prioritised to ensure our young people are healthy and resilient.

STRATEGIC DIRECTION 2

Fostering quality teaching and leadership

Purpose:

Our purpose is to develop staff capacity as quality teachers and instructional leaders through, the interpretation, analysis and application of internal and external data, a dedication to collaborative practice and a commitment to providing, seeking and applying feedback.

STRATEGIC DIRECTION 3

Effective Communication and Connections

Purpose:

Our purpose is to foster effective collaboration with parents and a wide range of community partners, including partner primary schools, community based organisations, government and non-government agencies and tertiary institutions to enrich the learning of our students.

Strategic Direction 1: Raising expectations and enhancing the quality of student learning

Purpose

Our purpose is to provide a differentiated curriculum and co-curricular programs to meet the needs of our students. We will develop the thinking skills, literacy and numeracy confidence and social attributes of our students. Students will learn ethically, valuing their own development as holistic, lifelong learners. Student wellbeing will be prioritised to ensure our young people are healthy and resilient.

Improvement Measures

Improved learning outcomes, evidenced through an increase in the quality of student work samples collected aligned to NESA expectations.

Increase the percentage of students exceeding expected growth in Literacy and Numeracy in NAPLAN.

Improved relationships where students are accepted, valued, trusted and encouraged by their peers.

People

Students

Collaborate with staff and actively participate in all learning opportunities.

Maintain a positive sense of self & consistently display the school's Safe, Respectful, Learner ethos.

Staff

Apply evidence based practices (inc. the informed use of data, explicit teaching, feedback and collaboration).

Be led in best practice for Wellbeing, Literacy, Numeracy, Technology and Positive Behaviour for Learning (PBL).

Develop an understanding of literacy and numeracy progressions.

Reinforce the PBL culture & engage in the wide range of wellbeing initiatives.

Parents/Carers

Actively engage in school events.

Leaders

Provide instructional leadership to develop the capacity of staff to enhance their impact on student learning.

Communicate high expectations to school community and ensure that the school environment is conducive to learning.

Community Partners

Collaborate with the school to deliver rich learning opportunities.

Processes

The learning needs of all students are met through differentiated learning.

Student wellbeing programs strengthened and led by cross faculty Wellbeing and Positive Behaviour for Learning Teams.

Sustain the school wide Literacy program and establish cross faculty teams to professionally develop staff and guide, Technology, Literacy and Numeracy learning.

Evaluation Plan

Data analysis of internal and external student performance data.

Collect and analyse student and staff feedback on school and classroom practice

"Tell Them From Me" survey data completed by staff, students and parents in Term 3.

Practices and Products

Practices

Analysis and application of internal and external data to inform practice.

The literacy and numeracy team will collaboratively develop resources to support students and map their progression.

Expand wellbeing programs, relaunch of the school's PBL focus and embed in the classroom practice.

Cross faculty teams investigate and lead professional learning in best practice pedagogy for literacy, numeracy and technology learning.

Implement timetabled Rock and Water program lessons for Years 8 and 9.

Products

Improved attendance for all students (including ATSI) over the three year planning period.

Improved academic results for all students inc. EAL/D and ATSI students.

Improved relationships between students.

Strategic Direction 2: Fostering quality teaching and leadership

Purpose

Our purpose is to develop staff capacity as quality teachers and instructional leaders through, the interpretation, analysis and application of internal and external data, a dedication to collaborative practice and a commitment to providing, seeking and applying feedback.

Improvement Measures

An increase in teachers collaborating with colleagues to improve professional practice and instructional quality.

An increase in teachers effectively utilising internal data, external data and evidence-based practice to inform their

Improved teacher capacity to support student wellbeing and thus higher academic achievement.

People

Students

Engage effectively with classroom learning

Staff

Actively engage in teaming and use evidence-based practice to enhance student learning.

Leaders

Resource teachers to lead and participate in *Teams* and in the strategic use of data.

Parents/Carers

Work collaboratively with the school to support student wellbeing and learning.

Community Partners

Work collaboratively with the school to support students in maximising their potential.

Processes

Build staff capacity in Numeracy, Technology, Student Wellbeing, Positive Behaviour for Learning and Literacy through the creation of cross faculty teams.

Sustain the school's Literacy initiative which operates across faculties and partner primary schools.

Evaluation Plan

1. Evaluation of NAPLAN and NESA online testing
2. Internal student performance data
3. Tell Them From Me Survey data
4. Feedback from Partner Primary Schools

Practices and Products

Practices

Undertake school-wide professional learning on implementing evidence-based practices.

Staff lead, mentor, observe and collaborate to develop and share best practice teaching strategies.

Thorough and ongoing analysis of work samples and student performance data.

Products

Teachers who model and practice quality instructional leadership.

Staff that explicitly teach writing via the PEEL and VASAR scaffolds.

Staff that effectively use data to inform their practice.

Students with improved social interaction and an improved sense of wellbeing.

Strategic Direction 3: Effective Communication and Connections

Purpose

Our purpose is to foster effective collaboration with parents and a wide range of community partners, including partner primary schools, community based organisations, government and non-government agencies and tertiary institutions to enrich the learning of our students.

Improvement Measures

An increase in parent participation in school events.

A growth in effective partnerships with community agencies to support student learning and wellbeing.

An increase in community confidence in Merrylands High School.

People

Students

Collaborate with staff in planning, leading and participating in extra curricula initiatives.

Actively participate in learning programs.

Staff

Lead and participate in school initiatives designed to support the wellbeing needs of all stakeholders.

Encourage student participation in community events.

Staff

Promote productive partnerships with families and community agencies.

Leaders

Grow a culture of collaboration; both between colleagues and between the school and the community.

Parents/Carers

Actively collaborate with staff in promoting the value of education, student learning and student wellbeing.

Community Partners

Collaborate with the school planning and delivering programs that compliment the vision of the school.

Processes

School will deepen collaboration with parents / carers and partner primary schools to support students in all areas of school life.

Maximise collaboration with community agencies to help meet the complex learning and wellbeing needs of our students.

Evaluation Plan

TTFM data that describes an inclusive supported school community.

Collect feedback from all stakeholders on the effectiveness of partnership programs

Practices and Products

Practices

Nurture partnerships with parents / carers and a wide range of community stakeholders inc. AECG.

Leverage social media platforms to promote community connection.

Products

An engaged and motivated parent community that work in partnership with the school.

Increased connection with external agencies, experts, academic partners, business and other organisations that enrich and supplement learning.