

# School plan 2018-2020

## Moorefield Girls High School 8241



# School background 2018–2020

## School vision statement

Moorefield Girls High School is a learning community dedicated to inspiring our young women to achieve personal success. We value and nurture a culture of respectful relationships where students develop confidence and a sense of belonging to our school and the wider community.

Our learning environment facilitates collaboration, creativity and high expectations. Students are empowered to develop social responsibility, pursue academic excellence and value lifelong learning.

## School context

Moorefield Girls High School is a comprehensive school for girls catering to students from years 7–12. The school is located in Kogarah, NSW. Our school motto is Inspiring Young Women.

We offer a personalised approach to learning while delivering a board curriculum catering to the full range of academic and vocational pathways. We are a culturally cohesive school servicing a diverse multicultural community. Our inclusive school community strengthens and supports the achievements of all our students.

Our students are supported by teachers who are passionate and enthusiastic about girls' education, creating quality learning environments where our girls are focused and work collaboratively. This is demonstrated through our outstanding Higher School Certificate results. We are future focused and develop learning skills such as creativity and innovation, critical thinking and problem solving, collaborations, communication and technology. This has been supported through the remodelling of learning environments into collaborative and innovative learning spaces. We support our students through our Gifted and Talented program which includes academic, artistic and athletic components.

Our learning environment allows students to take risks in their learning and develop a growth mindset creating the best conditions for every student to thrive. We provide a variety of leadership opportunities and programs for our students, particularly focused around the provision of mentors. We have developed strong community links and emphasise the school ensures respectful relationships are valued across the community and empower students to develop strong communication skills and resilience.

As well as community partnerships, Moorefield Girls High School is a proud member of the Bayside Learning Community. This supports students from local primary schools, enhancing transition and providing enrichment opportunities.

## School planning process

The Moorefield Girls High 2018 – 2020 school plan was developed using a consultative planning process during term 3 and 4 2017 and term 1 2018, led by a School Planning Team (Principal, Deputy Principal, Head Teacher, Teacher).

School Executive meetings and Term 4 conference provided the opportunity to

- review the 2015–2017 school plan and analyse our progress
- use the School Excellence Framework to self assess and identify strengths and areas for growth over the next 3 years, in line with DoE directions
- feedback from Professional learning sessions on best practice processes for writing a school plan
- share, collaborate, create

Staff meeting, School Development Day sessions, and Learning Circle team meetings allowed for


- teaching and non-teaching staff to contribute to a collective vision for the school
- all staff to have an understanding of the evaluative processes used when collecting evidence of achievement

The Tell Them Form Me Survey, student focus groups, and parent information sessions allowed for

- student voice to be heard, with particular focus on how they see their contribution ("People")
- The school executive to explain the planning process and strategic directions to parents and community partners.
- Parents to understand their vital role in the deliverance of the strategic directions

Meetings with the Bayside partner schools and community partners enhanced our development of strategic direction 3 with valuable input.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Inspiring Learners

**Purpose:**

Our students are inspired to value education, becoming lifelong learners who achieve their best. A school culture of high expectations and celebration of achievement supports students to actively engage in learning.



## STRATEGIC DIRECTION 2 Promoting Excellence

**Purpose:**

The school community empowers students and staff to be confident, resilient and positive partners in leading and learning.



## STRATEGIC DIRECTION 3 Engaging Community

**Purpose:**

Learning is enhanced by connections between the school, parents, local and global community. These partnerships support students to develop positive and inclusive relationship with their community.

# Strategic Direction 1: Inspiring Learners

## Purpose

Our students are inspired to value education, becoming lifelong learners who achieve their best. A school culture of high expectations and celebration of achievement supports students to actively engage in learning.

## Improvement Measures

- Increased rates of student participation and satisfaction in learning.
- Improvements in students' literacy and numeracy skills, including more than 17% of students achieving the top 2 bands in Reading and Numeracy.
- Increase the percentage of students achieving at or exceeding expected growth in Literacy
- Increase the percentage of students achieving at or exceeding expected growth in Numeracy.

## People

### Students

are focused on achieving their best and are empowered with the knowledge of how to improve.

### Staff

value observation and collaborative practices amongst peers to strengthen their ability to implement innovative and challenging learning activities.

### Parents/Carers

**parents, students** and **staff** share a school-wide collective responsibility for student learning and success.

### Leaders

adopt a coordinated approach to literacy and numeracy with an expectation of improvement across the school.

## Processes

Implement an evidence-based whole school coordinated approach to explicitly teach literacy and numeracy skills (Bump It Up).

Design infrastructure and processes which allow for technology to be an integral part of teaching and learning.

## Evaluation Plan

We will evaluate through

- Milestone monitoring
- student surveys
- TTFM data
- analysis of performance in school based assessment and external assessment
- pre and post assessment of school resources

## Practices and Products

### Practices

Teachers plan and deliver innovative and challenging learning sequences.

staff, students and community promote and recognise success.

### Products

Teaching and learning programs include practices aimed at successfully equipping students with the skills and capabilities needed for a successful future.

Students demonstrate increased confidence, engagement and success in their learning.

Shared school wide responsibility addressing Literacy and Numeracy skills is evident.

# Strategic Direction 2: Promoting Excellence

## Purpose

The school community empowers students and staff to be confident, resilient and positive partners in leading and learning.

## Improvement Measures

- Teacher Performance and Development Plans and the NESAs Accreditation process positively impact on the quality of teaching and learning.
- Increased proportion of students engaging with leadership, wellbeing and extra-curricular initiatives.
- Increased number of teaching and non-teaching staff seeking leadership opportunities both internally and externally.

## People

### Students

value participation in leadership and extra-curricular activities.

### Staff

develop evaluative skills and understand best practice to confidently participate in improvement processes.

### Staff

demonstrate personal responsibility for maintaining and developing their professional standards, and contribute to the professional learning community both in and out of the school.

### Staff

**staff, parents/carers** and the **wider community** commit to supporting students "Learn how to learn" and develops their personal skills

### Leaders

continually self-assess against elements of the School Excellence Framework to drive school improvement.

## Processes

Develop a Growth Mindset culture that fosters continuous growth underpinned by the belief that intelligence and success can be developed.

Implement a Professional Learning model which supports a culture of continued learning, building capacity, and sharing practice.

## Evaluation Plan

We will evaluate through

- Milestone monitoring
- student surveys
- teacher surveys
- TTFM data
- School Excellence Team feedback

## Practices and Products

### Practices

Staff professional growth and teaching practice is enhanced through quality reflective feedback.

The school promotes wellbeing initiatives for students to engage with learning and offers the opportunity to develop leadership skills.

A strategic and planned approach to staff and student wellbeing which promotes proactive initiatives and offers the opportunity to develop leadership skills.

Staff engage in collaborative processes building a strong culture of collegiality enhancing quality teaching and learning.

### Products

Staff professional growth and ongoing accreditation is evident in their PL planning activity.

Positive, respectful relationships are evident and widespread among students and staff fostering a sense of belonging.

# Strategic Direction 3: Engaging Community

## Purpose

Learning is enhanced by connections between the school, parents, local and global community. These partnerships support students to develop positive and inclusive relationship with their community.

## Improvement Measures

- Increased student participation in community partnerships, including all Year 8 students engage with a community program.
- Increased percentage of parents and broader community interacting with school communication strategy.

## People

### Students

develop strong community connections which promote positive and respectful relationships with peers, teachers and the community.

### Staff

proactively engage with parents and the broader community to strengthen student engagement and learning.

### Parents/Carers

actively participate in the school community to support students to realise their aspirations.

### Community Partners

actively participate in helping students develop positive connections and in supporting and extending student learning.

### Leaders

support the use of best practice and shared responsibility to engage the broader community with our school.

## Processes

Relationships and partnerships between the school and broader community are strategically managed and implemented to reflect best practice.

Targeted school communication strategy to enhance community partnerships and the profile of the school.

## Evaluation Plan

We will evaluate through

- Milestone monitoring
- student surveys
- teacher surveys
- parent surveys and parent participation
- community feedback
- TTFM data

## Practices and Products

### Practices

Communication between community partners highlights the school's responsiveness and excellence as it embeds a culture of high expectations and effectively caters for a range of equity issues.

Build upon existing community partnerships which enhance inclusivity and support continuity of learning.

### Products

Parents proactively engaged with school initiatives and activities.

Students are involved in a range of community partnerships and value learning beyond the classroom.