

School plan 2018-2020

Mount Annan High School 8286



School background 2018–2020

School vision statement

All within the school community share in a collective responsibility for the care and the education of our young people. By working closely together and supporting one another we can help our students by identifying their talents and ability and promoting and developing their strengths. We can also help our students to acquire the values, the skills and the knowledge that enable them to live rich and fulfilling lives and contribute actively to building better communities and societies.

School context

Mount Annan High School is a comprehensive co-educational school offering an extensive curriculum. Our school motto is 'Be the best you can be' and our core values are: Strive, Respect and Co-operate. Student leadership is constantly supported through the SRC and our students have a very high positive profile in the community. Our school is situated on a beautiful treed site and was established in 2003. We are very well supported in our community by our parents and local organisations, our P&C continue to work tirelessly by raising funds to improve resources in our school for student and staff. Whilst we constantly strive for excellence, we test ourselves against our annual school targets and communicate via evaluation and feedback with our community on a regular basis. We aim to build a curriculum path that is as individualised as a student needs, striving to set attainable goals and moving all students forward to achieve these goals. Our school is committed to providing rich programs to develop higher order skills in analysing, critical thinking, problem solving and technology enabling all students to 'Be the best they can be'.

School planning process

The school plan is the result of a rigorous process of school communication and collection of data from all stakeholders.

All students, staff and parents/carers have had the opportunity to provide input into our plan through surveys, staff meetings, parent meetings and student forums. A full evaluation of the previous school plan and current programs was conducted during an executive conference. This provided the structure for the development and direction of the current plan. Staff engagement with the school excellence framework has provided the platform for the development of this plan resulting in the strategic directions in learning, teaching and leading.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing—now and in future years. By sharing information about learning development, teachers engage parents as active participants in their children's education. At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

STRATEGIC DIRECTION 2 Teaching

Purpose:

Student learning is underpinned in excellent schools by high quality teaching and leadership. Teaching in these schools is distinguished by universally high levels of professionalism and commitment.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

STRATEGIC DIRECTION 3 Leading

Purpose:

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Ultimately, leaders in these schools enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Strategic Direction 1: Learning

Purpose

Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing— now and in future years. By sharing information about learning development, teachers engage parents as active participants in their children's education. At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

Improvement Measures

Increase the percentage of students with a positive sense of belonging to the school to at or above state average.

Future focused learning skills of communication, collaboration, critical thinking and cooperation are demonstrated by all students and reported upon.

Increasing the engagement of students, parents and staff in the development and implementation of differentiated lessons and patterns of study.

People

Students

Use of external agencies to support student wellbeing programs.

Explicit teaching of future focused learning skills such as communication, critical thinking, collaboration and cooperation.

Staff

Professional learning for staff on future focused learning, student wellbeing and differentiation.

Parents/Carers

Use of external agencies through parent workshops to support student wellbeing programs.

Parent/Carers develop greater understanding of future focused learning skills through PBL exhibitions and of differentiation through involvement in personal learning plans for their children.

Community Partners

Relationship with community organisations fostered to provide further post school pathways for students.

Leaders

School leaders build skills to support wellbeing, future focused learning and differentiated learning as a part of their own development.

Processes

Student Wellbeing

Positive student wellbeing is essential for young people to grow and succeed as citizens and learners. Schools that excel in this area have comprehensive whole school platforms which address all areas of wellbeing.

Future-focused Learning

Our students will work well past the middle of the 21st Century and they need to be equipped with the skills to succeed in a rapidly changing world. The way that students learn is vastly different from previous generations and we need to adapt as educators.

Student-centred Learning

Our students come from a wide range of backgrounds, with a variety of skills and abilities. A 'one size fits all' approach is not effective and we need to do more to personalise the learning wherever possible.

Evaluation Plan

NAPLAN

Tell Them From Me Surveys

Classroom Observations

Student and Parent Feedback

Internal school Sentral data

School to Work data

Practices and Products

Practices

CREST incorporated into year meetings, assemblies and is underpinning and driving student wellbeing.

Future focused learning skills are incorporated into all programs and easily identified as communication, critical thinking, collaboration and cooperation.

Staff skilled in incorporating differentiation into lessons and actively using PLP's to direct teaching and learning.

Products

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Strategic Direction 2: Teaching

Purpose

Student learning is underpinned in excellent schools by high quality teaching and leadership. Teaching in these schools is distinguished by universally high levels of professionalism and commitment.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Improvement Measures

All staff Performance and Development Plans reflect professional learning that is targeted and connected to both student engagement and the school's strategic directions.

All staff maintain accreditation and 15% are working towards higher accreditation levels.

30% of students achieve a Band 8 in Year 9 NAPLAN in Literacy and Numeracy and all students qualify for the award of a HSC by the start of Year 12.

People

Students

Student connection and engagement help to drive staff professional learning needs.

Our students develop skills through explicit teaching of literacy and numeracy.

Staff

All staff understand that professional learning is connected to teaching standards and accreditation.

Parents/Carers

Parents/Carers are informed about the literacy and numeracy progress of their children.

Community Partners

Professional learning which encompasses colleagues in our partner primary and local high schools enhances collaboration and builds staff capacity.

People

Leaders understand the importance of providing targeted professional learning for all staff and understand the demands of accreditation and the importance of supporting staff through the process.

Leaders are committed to the improvement of literacy through the development of SPARK .

Processes

Professional Learning

A highly-skilled staff who reflect on their classroom practice, collaborate with others and keep abreast of current educational thinking is essential for the success of the students within their care and for their own career development.

Accreditation and Teaching Standards

With all secondary teachers becoming accredited from 2018 and a growing number seeking to achieve higher levels of accreditation, it is vital that they are supported through this period of change and beyond.

Literacy and Numeracy

With students being required to achieve at least a Band 8 in NAPLAN before qualifying for the award of a HSC, a strong foundation in literacy and numeracy is as important as ever.

Evaluation Plan

SCOUT and MyPL data

NAPLAN

PAT test data

Classroom Observations

Student and Parent Feedback

Practices and Products

Practices

Classroom observations demonstrate professional learning in practice.

All staff demonstrate an understanding of accreditation requirements and are actively working towards maintenance or higher levels of accreditation.

SPARK program and numeracy equivalent is embedded into the curriculum to improve literacy and numeracy outcomes.

Products

All staff Personal Development Plan reflect professional learning that is targeted and connected to both student engagement and the schools strategic directions.

All staff are accredited to teach and 15% are working towards higher accreditation levels.

30% of students achieve a Band 8 in Year 9 NAPLAN in Literacy and Numeracy and all students qualify for the award of a HSC by the start of Year 12.

Strategic Direction 3: Leading

Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Ultimately, leaders in these schools enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Improvement Measures

More than 50% of staff agree or strongly agree that morale amongst staff at the school is good.

All staff and students have the opportunity to engage in a broader range of leadership positions within the school.

Mount Annan High School is the 'school of first choice' for local area students with enrolments continuing to trend upwards over the course of the plan.

People

Students

Student will have the opportunity to engage in a range of activities to enhance their leadership capacity.

Students benefit from school links across the local and wider global community.

Staff

Building a greater staff connection to the school and fostering a positive workplace culture.

Providing staff with opportunities to build their own leadership capacity and to recognise and build leadership capacity in others.

Parents/Carers

Parents/Carers are provided with opportunities to engage in a positive and meaningful way with school life.

Community Partners

Relationships are further enhanced through broadening the role of the community liaison officer.

Leaders

Leaders foster staff wellbeing through the creation of a positive workplace culture as well as recognising, fostering and encouraging leadership opportunities for staff and students and building meaningful relationships with the wider community.

Processes

Staff Wellbeing

A positive workplace culture, where staff feel valued and appreciated for their work is vital to the success of the school as a whole. Students respond best to teachers who are passionate about what they do and are happy to share that.

Building Leadership Capacity

In high performing schools both staff and students see themselves as leaders and are given numerous opportunities to extend and build that leadership capacity in their chosen fields.

Community Partnerships

The school is a vital part of both the local, wider and global community and it is essential that we build and strengthen partnerships with community bodies and their members. These relationships benefit our students in a multitude of wide-reaching ways.

Evaluation Plan

SCOUT data

Internal school tracking of leadership data

Enrolment data

Communication and Engagement Report

Social media diagnostic data

Student and Parent Feedback

Practices and Products

Practices

Celebrating staff success and fostering a collaborative workplace culture.

Succession planning is strengthened through coaching and mentoring of staff and students.

Continued positive involvement with partner primary schools, enhanced communication and engagement with parents and carers and strengthened links with community organisations and businesses.

Products

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