

School plan 2018-2020

Moss Vale High School 8388



School background 2018–2020

School vision statement

Moss Vale High School's Mission Statement:

Passionately committed to providing innovative educational experiences for all, focusing on pathways to personal success, collaborative partnerships and respect for others.

School context

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of 740 students in 2019. Our school motto is *Truth and Honour. Positive Behaviour for Success* (PBS) underpins student wellbeing with our expectations for our school community being Safe, Respectful and Responsible behaviour. The PBS initiative has had a significant impact across the school community and has enabled us to build on our positive culture at Moss Vale High School. All staff are involved in explicitly teaching lessons linked to our PBS values.

There are 52 Aboriginal students enrolled at the school. The school has a Support Unit containing I.O., Autism and Multi-categorical classes.

Moss Vale High School has an expansive curriculum that supports the learning needs of students across all key learning areas. The school shows great leadership in literacy and numeracy, the creative and performing arts, sport, agriculture and Aboriginal education. The school has a highly functioning Learning and Wellbeing Team.

The school's strategic directions focus on Positive Performance for All, Leaders of Learning and Productive Partnerships.

Moss Vale High School is an important and active member of the Moss Vale Community of Schools.

Moss Vale High School has a highly dedicated and committed staff that is instrumental in providing quality education for all students. With a staff mix of experienced and early career teachers, opportunities for students across a wide range of extracurricular activities are offered.

The school experiences strong community support and has highly developed community partnerships. The Parents and Citizens Association is actively involved in the school, and community volunteering is an important component of school culture.

School planning process

1. The school has an established School Planning team of the Principal, Deputy Principal, six Head Teachers and a Learning Support teacher to lead the development of the School Plan.

The following strategies have been used in the consultation phase in the development of this school plan:

Student consultation has occurred through:

- Student focus group discussions.
- Student Representative Council meetings.
- Informal discussions with student leaders.
- Annual student surveys.

Staff consultation has occurred through:

1. Staff development days.
2. Whole school staff and faculty meetings.
3. Formal discussions with individual and groups of staff about aspects of school planning.
4. Annual staff surveys.

Parent and community consultation has occurred through:

- Regular P & C meetings.
- P & C feedback sessions.
- Annual parent surveys.
- Informal discussions with parents as opportunities have arisen whilst parents are at the school.
- COS meetings
- 2015–17 plan evaluation informed new plan.
- SEF Self-assessment informed directions for new plan.

Draft versions presented to students, staff, parents and community members for feedback and finalisation of our

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plan.

School strategic directions 2018–2020



Purpose:

To support high expectations for students and staff through a positive school culture where the ideals of resilience, goal setting and positive self-talk are explicitly taught for future success, including the use of data to inform practice.

Purpose:

To build a dynamic culture of innovation and best practice in teaching and leadership through ongoing professional learning and mentoring. Leaders and teachers will maintain high expectations of themselves and their students in order to foster sustained school improvement.

Purpose:

To strengthen our educational community through the productive partnerships between all key stakeholders across the school and wider community. Enhancing the profile of the school through meaningful community endeavours and building an understanding of diversity and inclusivity between the school and community

Strategic Direction 1: Positive Performance for all

Purpose

To support high expectations for students and staff through a positive school culture where the ideals of resilience, goal setting and positive self-talk are explicitly taught for future success, including the use of data to inform practice.

Improvement Measures

All teaching staff familiar with the key concepts of How2Learn.

Growth demonstrated in student data for literacy and numeracy.

Increased student engagement in setting and evaluating goals.

People

Staff

Develop the mindset and capabilities of all staff in the delivery of quality teaching and learning experiences.

Staff will engage with all PBS Home Group activities including Mindfulness Monday, and student learning goal setting.

Executive will engage with professional learning to enable the sharing of best practice literacy and numeracy teaching and learning strategies.

Students

Engage in opportunities to develop resilience, goal setting and positive self-talk through the HOW2Learn program.

Will develop a growth mindset in relation to their learning goals.

Parents/Carers

Regularly informed and updated on How2Learn concepts.

Processes

School-wide delivery of PBS lessons to support the Kick Off With Reading and HOW2Learn focus.

Strengthening the whole school implementation of literacy and numeracy strategies.

Increased whole school focus on ensuring every student is known, valued and cared for at Moss Vale High School.

Evaluation Plan

Evaluation:

Ongoing evaluation of PBS, Kick of With Reading and data use in the school

SCOUT- NAPLAN and value added data.

How2Learn EDMODO groups data.

Annual student and staff surveys.

Staff meeting minutes – Faculty sharing

Attendance data

Practices and Products

Practices

Consistent use by staff and students of the language and concepts of HOW2Learn.

Updating a variety of student learning and wellbeing systems to enhance personal and learning outcomes.

Evidence of regular school-wide activities that utilise literacy and numeracy skills.

Products

Teaching programs, observations and teacher reflections demonstrate the explicit teaching of literacy and numeracy skills.

Staff and students are engaged in the school's focus on high expectations.

Increased participation and engagement in school-wide enrichment programs.

PBS lessons incorporate language and concepts of HOW2Learn and literacy strategies.

Strategic Direction 2: Leaders of Learning

Purpose

To build a dynamic culture of innovation and best practice in teaching and leadership through ongoing professional learning and mentoring. Leaders and teachers will maintain high expectations of themselves and their students in order to foster sustained school improvement.

Improvement Measures

Increased number of students engaging in the school's enrichment activities.

All KLAs share successful teaching and learning strategies at all whole school staff meetings, with particular focus on the HOW2Learn Learning Habits.

All Head teachers trained in the use of SCOUT so that they can lead their faculty in the analysis of student performance data more effectively.

People

Staff

All teachers to engage in professional learning to support key school initiatives, such as HOW2Learn.

Executive professional learning workshop in 'Using data with confidence'.

Students

Developing student leaders in critical thinking and whole school learning.

Participate in leadership and enrichment opportunities.

Processes

Strengthen and promote a school-wide enrichment programs and initiatives.

Initiate and develop a school-wide focus on critical thinking and learning dispositions through How2Learn.

Developing staff confidence in the use of data to inform teaching practice and improve student learning outcomes.

Evaluation Plan

SCOUT –NAPLAN data, Student/School Growth data

Classroom Observations

Student and Parent Feedback

Internal school Sentral data

Faculty programs

Staff PDPs

Practices and Products

Practices

All staff are engaged in personalized professional learning that is high quality, innovative and collaborative.

Executive staff regularly accessing and analysing SCOUT data to inform their faculty practice.

Products

Teachers gain confidence in their use of data to inform teaching practice.

All staff utilising HOW2Learn tools in classroom practice as evidenced by professional learning sharing, lesson plans, programs and work samples.

Showcase assembly of Enrichment program products.

Strategic Direction 3: Productive Partnerships

Purpose

To strengthen our educational community through the productive partnerships between all key stakeholders across the school and wider community. Enhancing the profile of the school through meaningful community endeavours and building an understanding of diversity and inclusivity between the school and community

Improvement Measures

Increased number of feeder schools actively participating in the Year 6 Transition program. .

All staff documenting evidence of collegial observations and producing a quality Performance Development Plan.

Increased leadership opportunities for Aboriginal and Torres Strait Islander students.

People

Students

Aboriginal students are actively involved in all key cultural events, and lead the organisation of NAIDOC week.

Parents/Carers

Develop an awareness amongst parents of the need and importance of strong representation and involvement in their child's school community.

Staff

Develop in staff the capacity to share and promote their faculty and students' activities and achievements.

Engage in the school's succession planning policy, collegial observations and the PD accreditation process

Community Partners

Continue to foster links with local community representatives, and promote engagement with community partners and businesses through student volunteering and workplace opportunities.

Leaders

Fostering stronger links with our COS through regular attendance at key school events.

Processes

Continuing to build stronger partnerships with the local, wider and global community, particularly with our parents and the Community of Schools.

Provision of opportunities for staff to reflect on their classroom practice, collaborate with others and to share educational thinking that will support the success of their students and their own career development.

Maintaining a high functioning Aboriginal Education Leadership Team with developing links to community and services.

Evaluation Plan

Ongoing evaluation of Aboriginal Education programs, COS partnerships and MVHS staff development.

PLPs

Parent annual survey

P&C feedback

Student focus groups

Staff PDPs

Practices and Products

Practices

School leaders provide feedback on their community involvement at key whole school meetings

Teachers complete their PDP portfolio which includes classroom collegial observations.

Aboriginal students are well supported and Indigenous perspectives are embedded across the curriculum.

Products

School leaders demonstrate increased involvement in community volunteering and COS events.

Staff actively participate in their own professional growth through engagement in PDP process, professional learning, accreditation and peer classroom observations.