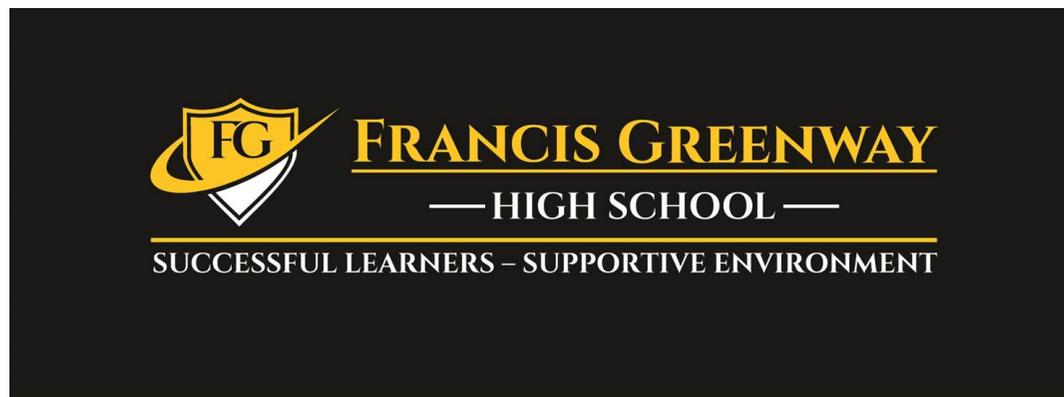




School plan 2018-2020

Francis Greenway High School 8439



School background 2018–2020

School vision statement

Our vision is for our school to be recognised as a school that adds to student growth.

This vision is enhanced with all stakeholders forming a partnership to support the academic, social, emotional and physical wellbeing of students.

Underpinning this vision stand our core values– Respect, Responsibility, Commitment and Cooperation.

School context

Francis Greenway High School is located at Beresfield and serves a diverse population in the Maitland area. There are currently 659 students who attend the school, 14% of which are of Aboriginal and Torres Strait Islander descent and 5.3% students are from non English speaking backgrounds.

The school forms part of the Gateway Learning Community of schools who, as a group provide a continuous path of learning for all students. In addition, we also have strong links with the University of Newcastle.

Francis Greenway High is recognised as providing an inclusive environment where students can achieve their personal best in academic, sporting, cultural, creative, leadership, performance, and social arenas.

A strong wellbeing focus is based on clear, consistent and fair boundaries, high expectations and individual recognition of success.

A strong focus on staff professional development ensures our classrooms are ones where quality teaching is assured, and where the curriculum is innovatively taught with a future focussed approach.

Parents, carers and community members are an integral part of our approach to developing the whole child. An active P&C participates in decision making and manages the school canteen. The AECCG is a valuable consultative body which supports our Junior AECCG.

School planning process

In 2017, a comprehensive evaluation process was undertaken in consultation with our key stakeholders. Current practices were reviewed and a variety of qualitative and quantitative data collected and analysed to establish a point of reference for the next three years.

As a result, three key strategic directions were identified as a basis for a shared commitment to future developments. These are:

- Successful Learners
- Professional Growth
- Effective Partnerships

The three strategic directions inform the 2018–2020 Francis Greenway High School Plan which forms the basis for the school's development and improvement.

In developing the plan, continuous evaluation took place throughout the year and included the analysis of NAPLAN and HSC data, Tell Them From Me Survey, focus group discussion, P&C survey, Internal Data analysis, Curriculum Review, professional learning assessment using the Guskey Thermometer and an online parent survey.

DoE reforms and their impact were considered in the evaluation and planning process. The reforms included Local School, Local Decisions, Great Teaching, Inspired Learning, Every Student, Every School, Rural and Remote, Schools Excellence Framework and SAP/Finance.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Successful Learners

Purpose:

The school will work to create successful learners who demonstrate independence, engagement and personal responsibility for their learning. A culture of differentiation and personalisation will contribute to develop active and informed citizens.



STRATEGIC DIRECTION 2 Professional Growth

Purpose:

Francis Greenway High School endeavours to empower teachers through engagement in professional learning that will increase teacher capacity, improve effective feedback processes and further embed collaboration.



STRATEGIC DIRECTION 3 Effective Partnerships

Purpose:

We aim to instill in all stakeholders the core values of respect, responsibility, commitment and cooperation. We value authentic community partnerships, and work to create a quality educational experience for all stakeholders.

Strategic Direction 1: Successful Learners

Purpose

The school will work to create successful learners who demonstrate independence, engagement and personal responsibility for their learning. A culture of differentiation and personalisation will contribute to develop active and informed citizens.

Improvement Measures

An increased number of students demonstrate expected growth in NAPLAN–Yr 9 literacy & numeracy.

At least 50% of HSC students demonstrate value added performance.

At least 80% of students show expected growth using PLAN 2.

Stage 4 and 5 Teaching and Learning programs are explicit in differentiation of learning experiences and pedagogy.

People

Students

Build independence and take personal responsibility for their learning.

Leaders

Provide an explicit and systematic professional learning program to build the capacity of staff around aspects of successful learners.

Community Partners

Partner with local land councils to provide culturally appropriate learning experiences.

Staff

Adopt pedagogical practices that support students in becoming independent learners. Document adjustment to Teaching and Learning programs to illustrate differentiation.

Processes

Differentiation

Professional learning is delivered to ensure differentiation occurs in all teaching and learning programs.

Evidence Based Programs

Implement research driven and evidence based programs targeted to support successful learners.

Independent Learners

Implement programs across all stages which focus on independent and self reflection of learning.

Evaluation Plan

- NAPLAN – SMART
- HSC – SMART
- PLAN2 – Literacy Progressions
- Tell Them From Me Survey
- Faculty Internal Validation

Practices and Products

Practices

Professional learning will have a clear focus on improving student engagement and personal responsibility for their learning.

Students will demonstrate responsibility for their own learning as a result of accessing the support mechanisms available to them.

Products

Professional learning structures are in place to support staff in the differentiation of programs and pedagogy and the development of independent learners.

There are programs in place to support students in becoming actively engaged and independent learners.

Strategic Direction 2: Professional Growth

Purpose

Francis Greenway High School endeavours to empower teachers through engagement in professional learning that will increase teacher capacity, improve effective feedback processes and further embed collaboration.

Improvement Measures

Effective feedback practices are evident in all school systems and show improvement in whole school growth.

All Stage 4 teachers demonstrate effective collaboration and consistent teacher judgement using the PLAN2 Learning Progressions.

Tell Them From Me Focus on Learning Teacher Survey Report indicates level of "Collaboration" increases to be above NSW Government norm.

People

Staff

Through collaboration and the use of the Performance and Development Plan process, staff develop their capacity in the application of consistent teacher judgement, and the domains of Quality Teaching Framework.

Leaders

Executive staff demonstrate instructional leadership and engage in evidence based conversations with staff

Community Partners

The Gateway Learning Community engages in literacy activities around the teaching and assessment of writing.

Processes

Research informed Pedagogy

Quality Teaching Rounds

Embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation and timely feedback between teachers.

GLC Collaboration

Collaboration across the GLC occurs to provide professional learning in Consistency of Teacher Judgement in writing.

School Collaboration

Implement a system to provide time for staff to engage in conversation around student learning.

Evaluation Plan

Analysis of internal and external assessment data:

- Quality Teaching Rounds – Guskey Thermometer
- PLAN2 – Observation
- Teaming – Tell Them From Me
- Professional Learning Scope & Sequence
- Staff & Student survey on feedback

Practices and Products

Practices

Explicit systems are in place for collaboration and feedback to sustain quality teaching practices both within the school and across the GLC.

Action learning results in an explicit teaching approach to literacy, particularly writing.

Products

Professional learning is aligned to the school plan and its impact on the quality of teaching and students learning outcomes is evaluated.

Teachers understand and explicitly teach literacy with a focus on writing in Stage 4 with success demonstrated through achievement data.

Strategic Direction 3: Effective Partnerships

Purpose

We aim to instill in all stakeholders the core values of respect, responsibility, commitment and cooperation. We value authentic community partnerships. and work to create a quality educational experience for all stakeholders.

Improvement Measures

Wellbeing data (Use 2018 baseline) shows a reduction in negative referrals and suspensions.

Tell Them From Me Partners in Learning Parent Survey response to "Parents feel welcome" and "Parents are informed" above NSW Government norm.

Partnerships and programs with Mindaribba Land Council are embedded as part of the Aboriginal Education Plan.

People

Students

Demonstrate the school's core values in all learning environments.

Staff

Illustrate being proactive in engaging in practices that promote a positive school culture.

Parents/Carers

Engage in a range of school related activities which help build the school as a cohesive educational community.

Community Partners

Active participants in school associations, programs and events.

Processes

Positive Behaviour for Learning (PBL)

Implement a whole school approach to student teaching positive behaviour to students

Community satisfaction

Undertake a customer service review based.

Evaluation Plan

Benchmark of Quality (BOQ)

School Evaluation Tool (SET)

School Assessment Survey (SAS)

Tell Them from Me (TTFM)

Surveys

Focus Groups

Feedback

External Agencies

Practices and Products

Practices

All members of the school community engage in learning about the school's core values and expectations.

Customer service practices and processes reflect the provision of quality educational experiences for all stakeholders.

Products

Positive, respectful relationships are evident among staff and students.

Structures are in place to routinely monitor customer services practices and processes and are responsive to school community feedback.