

School plan 2018-2020

James Meehan High School 8497



**JAMES
MEEHAN**
HIGH SCHOOL

School background 2018–2020

School vision statement

The school and its community will strive to develop resilient students who are confident in their own literacy and numeracy skills and who have developed pathways to lifelong careers. This will be achieved through a personalised, innovative and dynamic curriculum in a supportive environment fostering wellbeing, trust and responsibility for all.

School context

James Meehan High School is a community based comprehensive secondary school situated at Macquarie Fields. The school is culturally diverse with 29 cultural groups represented, across 27 language backgrounds. 50% of students have a language background other than English. 32% of students are from a Pasifika background, another 17% are First Nations People. The school provides the opportunity to engage students from diverse communities through a variety of high quality programs, teaching and learning with a focus on literacy and numeracy.

Strong wellbeing programs and community involvement include proactive links with the Indigenous and Pasifika communities. A Special Education Unit serves the needs of students with intellectual and emotional disabilities, and autism.

A broad range of business and community partnerships within the school have contributed to the rising academic success of senior students. There is a high participation rate of students in TAFE during their formal schooling and as a post schooling option. An increasing number of students have taken up offers to university, while others have gained employment or full time training before leaving school. The school recognises the importance of promoting 21st Century education and work based learning with our students to equip them with the necessary skills to thrive and fully participate in the rapidly changing world. James Meehan High School offers a student choice driven curriculum, as well as a broad range of extra curricula opportunities for students. Partnerships with PCYC and a number of other agencies provide a range of perspectives and programs to enhance student growth and well being. The year advisers provide a pastoral care approach for students in their cohort as well as working closely with other relevant staff: PICLO, AEO, school psychologists, Deputy Principals and parents.

School planning process

The entire school community has been involved in the work-shopping of the directions for the 2018–2020 school plan. Staff have all provided feedback on the previous plan, the strategic directions and provided strategic contribution to the plan based on classroom and whole school reflection. This has then been embedded into the new school plan to ensure that it is owned by the whole school community. Surveys were taken, Tell Them from me data used and the staff had numerous opportunities in different focus groups to review and provide feedback on the process, and to contribute to the design of the new school plan to ensure that it reflects accurately on the James Meehan High school direction. for the next 3 years.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Teaching and Learning

Purpose:

To provide opportunities for every student to achieve his or her personal best in an inclusive, challenging and dynamic learning environment with a whole school focus on embedding literacy and numeracy pedagogy in all teaching programs.



STRATEGIC DIRECTION 2

Curriculum

Purpose:

To provide a curriculum that supports high expectations for student learning and achievement, that motivates students to deliver their best and establishes active partnerships to ensure continuity of learning for students.



STRATEGIC DIRECTION 3

Wellbeing and Engagement

Purpose:

To provide a consistent, whole-school approach to wellbeing that has clearly defined expectations and creates a positive teaching and learning environment.

Strategic Direction 1: Teaching and Learning

Purpose

To provide opportunities for every student to achieve his or her personal best in an inclusive, challenging and dynamic learning environment with a whole school focus on embedding literacy and numeracy pedagogy in all teaching programs.

Improvement Measures

Increase in students showing expected growth in literacy and numeracy.

Improvement in student achievement in ROSA, HSC

Increase in number of staff engaging in systemic Quality Teaching Rounds

People

Students

Provide a highly supportive environment that will encourage the development of skills and a greater sense of responsibility for their own learning.

Staff

Teams participate in collaborative professional learning, developing knowledge and skills by implementing teaching activities that support the diverse needs of students.

Parents/Carers

Broader understanding and appreciation of curriculum and the academic expectations of students to become involved in the school community..

Community Partners

Strong and sustainable relationships with local business, educational institutions and external agencies will provide and support for students achievement and valuable opportunities.

Leaders

The school leadership team communicates clearly about Teaching Standards and provide appropriate opportunities for staff

Processes

Develop and implement ongoing high quality teaching pedagogy within the Quality Teaching Framework from 2018–2020.

Implement a whole school integrated approach to Literacy from 2018–2020.

Implement a whole school integrated approach to Numeracy from 2018–2020.

Evaluation Plan

- Analysis of internal and external student learning and engagement data including: Tell Them From Me student survey, NAPLAN achievement and growth, student, parent and teacher interviews and focus groups
- Professional standards and DoE requirements

Practices and Products

Practices

Teachers are aware and planning their professional development based on the Australian teaching standards and School Excellence Framework.

Quality teaching and learning practices through differentiated literacy and numeracy lessons from 2018–2020.

Systematic and specific analysis at lesson observations through quality teaching rounds from 2018–2020.

Products

Writing of effective PDPs which reflect well-defined processes and practises from 2018–2020.

Student learning overviews, programs, assessment tasks and reports aligned to meet School Excellence Framework.

All students have ILPs, PLPs and transition plans

Strategic Direction 2: Curriculum

Purpose

To provide a curriculum that supports high expectations for student learning and achievement, that motivates students to deliver their best and establishes active partnerships to ensure continuity of learning for students.

Improvement Measures

Increase in student engagement in learning across stages.

Improved retention rate into Stage 6

Increase in evidence based practices in teaching and learning programs.

People

Students

Demonstrate a deeper understanding of the links between content and skills of the curriculum.

Staff

Extend knowledge and understanding to effectively program, assess and report using the new curriculum and engage in stage-based planning to collaboratively develop curriculum, units of work, resources and assessment tasks.

Leaders

The school leadership team communicates clearly about school curriculum priorities and practices.

Processes

Systematic curriculum implementation through School Curriculum Plan and Professional Learning.

Implement stage classes in Stage 4 and 5 beginning in 2018 with a review process to be initiated in 2019 on stage class effectiveness. Compacted curriculum in Stage 6 to be explored with proposal in 2019 for implementation in 2020.

Evaluation Plan

Analysis of internal and external student learning and engagement data including:

Tell Them From Me student survey, NAPLAN achievement and growth, student, parent and teacher interviews and focus groups

Practices and Products

Practices

Teachers are employing best practice in curriculum and assessment development.

Students demonstrating deep knowledge and understanding of the curriculum.

National Curriculum is embedded in all learning programs, tasks and assessment practices across the school

Products

Programs and lessons incorporate differentiation strategies to meet current Australian curriculum syllabus by 2018–2020

Compacted curriculum for Stage 6

Student learning overviews, programs, assessment tasks and reports aligned to meet new curriculum.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To provide a consistent, whole-school approach to wellbeing that has clearly defined expectations and creates a positive teaching and learning environment.

Improvement Measures

Increase in positive behaviours as measured by communication to students and parents.

Improve and increase programs and processes that identify and monitor student wellbeing at key transition points.

People

Students

Students care for self, and contribute to the wellbeing of others and the wider community.

Staff

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.

Parents/Carers

Understand behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Leaders

The school leadership team communicates clearly about school priorities and practices.

Processes

Transition programs— engaging feeder primary schools.

Personalised pathway plan that meets the needs of individual students.

Staff implement & teach PBL expectations and strategies to students.

Evaluation Plan

Analysis of internal and external student learning and engagement data including:

Tell Them From Me student survey, NAPLAN achievement and growth, student, parent and teacher interviews and focus groups

PBL evaluation tools

Transition plan data

Practices and Products

Practices

Whole school community using PBL principles to address student incidents and other issues by end of 2018.

Staff professional learning of PBL principles by PBL team ongoing from 2018–2020.

Effective planning transition programs at all key transition points:

Primary school to high school

Subject selection Years 10–11

School to work

Yr 12– tertiary or exit

Products

PBL practices are embedded into all classrooms and school wide settings from 2018.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring a positive teaching and learning environment through 2018–2020.

Well-developed, transition programs and processes that identify, address and monitor student wellbeing and engagement through 2018–2020.

All students have transition plans