

School plan 2018-2020

Muirfield High School 8498



School background 2018–2020

School vision statement

At Muirfield our goal is that all students feel they are known, cared for and valued. Through our student wellbeing and extra-curricular programs and daily interactions, we work to enhance each student's sense of belonging to the community. We are committed to ensuring students succeed at their studies and feel a sense of achievement. Working together to achieve excellence in teaching will challenge all students to learn.

School context

Muirfield High School is noted for the positive and respectful relationships between all members of the school community. The majority of students come from an English-speaking background, with most parents having post-school qualifications. Parents have strong aspirations for their children in achieving personal best. The dedicated and committed staff are strongly focused on working collaboratively as part of a learning community. The school actively promotes a sense of wellbeing with staged and strategic welfare programs.

The school is a PBL (Positive Behaviour for Learning) school with our key focus for all students to participate, show respect and learn. Offering a broad curriculum including traditional academic subjects and a wide range of vocational and creative subjects, the school's strong academic success is underpinned by the productive learning environment. Outstanding extracurricular programs provide tremendous opportunities for student growth.

Our core values are embedded in our daily practice.

School planning process

The school has used a wide range of tools and data to evaluate the 2015–2017 School Plan and to determine the school's strategic directions for the 2018–2020 School Plan. Tools included whole school program evaluations, analysis of internal and external assessment data, including HSC and NAPLAN data and a pilot trial of teaching evaluation which included student responses. The views of students were also sought via SRC and Student Executive. Parents' opinions were sought via surveys, open dialogues and P&C meetings. The whole school undertook an extensive collaborative process to determine the current school strengths and to identify future directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Rigorous and responsive curriculum

Purpose:

To ensure the provision of flexible, relevant and engaging curriculum that meets individual student needs and will deepen their understanding and develop creative and critical thinking skills within an authentic context. To support students to achieve their best with consistent quality teaching programs and rigorous assessment practices.

STRATEGIC DIRECTION 2

Learning for personal best

Purpose:

To improve student achievement through quality teaching practices underpinned by high expectations for success so that students achieve higher results.

STRATEGIC DIRECTION 3

Building a stronger learning community

Purpose:

To improve communication with parents/carers and increase community connections so that we maximise student achievement and opportunities.

Strategic Direction 1: Rigorous and responsive curriculum

Purpose

To ensure the provision of flexible, relevant and engaging curriculum that meets individual student needs and will deepen their understanding and develop creative and critical thinking skills within an authentic context. To support students to achieve their best with consistent quality teaching programs and rigorous assessment practices.

Improvement Measures

Curriculum Review report completed by the end of Term 2 2018.

All teaching and learning programs will have evidence of enhanced intellectual quality, explicit literacy and numeracy strategies and differentiation. (Via faculty reviews.)

Increase in students reporting satisfaction with their curriculum and learning at Muirfield by 10 percentage points. (Baseline 2018 survey.)

People

Students

Students are given great opportunities to access a broad and engaging curriculum. Students will think deeply and critically and make connections between subjects and real life problems.

Staff

Teachers will develop higher quality teaching and learning programs which have evidence of differentiation, intellectual quality and explicit literacy and numeracy strategies. They will develop agreed understandings of what quality teaching looks like. Assessment is used flexibly and responsively as an integral part of daily classroom instruction

Parents/Carers

Parents know about the curriculum offerings of the school. They understand the assessment approaches used and appreciate

Leaders

Leaders, at all levels, will take ownership of their role in planning, managing and evaluating programs and initiatives. They will provide structure and support to build the capacity of teachers to develop quality teaching and learning programs and assessment practices. Leaders will analyse student progress and achievement data to evaluate student learning over time and implement changes.

Processes

Assessment for Learning Team:

Whole-school team to support best practice in assessment and feedback.

Curriculum Review:

A review and evaluation of curriculum offerings and future directions.

Faculty reviews:

Annual reviews of individual faculties, focussing on teaching and learning, as well as programs and systems. (Mathematics, Science & CAPA)

Faculties and VET Team:

Executive Team will develop a common approach to programming and to junior assessment. Faculties and subject teachers to action implementation.

Evaluation Plan

The curriculum and faculty reviews will produce reports, which include a variety of data sources. The Assessment for Learning Team will regularly gather and analyse data from sources such as student voice, teacher response to professional learning and meeting minutes.

Practices and Products

Practices

Curriculum provisions are dynamic, driven by student need and choice and support high expectations for student learning.

Teachers provide timely and effective feedback to support student learning.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices.

Consistent and reliable student assessment is implemented and there is continuous tracking of student progress and achievement.

Consistency across the school in the implementation of procedures.

Products

A broad curriculum pattern that meets the current needs and demands of our school community.

Quality teaching programs with evidence of suggested teaching strategies, intellectual quality and explicit literacy and numeracy strategies. Teaching and learning programs across the school which show evidence that they are adjusted to address individual student needs, ensuring all students are challenged.

Variety of assessment strategies are employed with explicit quality criteria, timely feedback and substantive communication for all years for all tasks.

Explicit summative assessment schedules for all year groups aligned with teaching programs and reporting outcomes

Strategic Direction 1: Rigorous and responsive curriculum

Practices and Products

published for whole school community.

Strategic Direction 2: Learning for personal best

Purpose

To improve student achievement through quality teaching practices underpinned by high expectations for success so that students achieve higher results.

Improvement Measures

Percentage in the top 3 bands in Year 9 writing in NAPLAN to be equal to or above similar school groups with percentage in the top band to be 4 percentage points above state.

Numeracy: average scaled school growth in Year 9 Numeracy in NAPLAN to be above state and similar school average.

Increase the percentage of Bands 5/6 in the HSC by 10% from 2015–2017 average.

People

Students

Students will master their subjects. Students will write with greater accuracy and sophistication and improve their application of numeracy skills.

Staff

Value the theories and models of professional learning that underpin current educational philosophy. Continue to be open to sharing practices and ongoing improvement. Teachers employ evidence-based effective teaching

Parents/Carers

Parents/carers will understand Muirfield's commitment to improving classroom practices and teacher mentoring in improving literacy and numeracy achievement. They will be empowered to support their child's literacy and numeracy

Leaders

Develop skills in coaching, mentoring and providing feedback. The school executive implements a coordinated approach to literacy and numeracy where there is an expectation of improvement in numeracy and literacy standards across the school. Leaders identify, promote and model effective teaching methods.

Processes

Instructional leadership

Through Instructional Leadership and targeted, in-class professional learning, we will build the pedagogical practices of teachers, including to explicitly and effectively teach writing/numeracy.

Instructional teaching team:

Responsible for the implementation of Educator Impact across the school; facilitating classroom observation and feedback; and supporting teachers as they prepare for maintenance.

Evidence-based Learning Team:

This team will analyse key sources of data to identify student need, which will be used to inform the work of instructional leaders and the School Improvement Team.

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Evaluation Plan

Progress toward improvement measures will be evaluated through monitoring and sharing of teaching strategies and lessons; PBL evaluation tools; and evaluating professional learning. Achievement of improvement measures will be evaluated by annual review of NAPLAN and HSC results, using SMART, RAP and Scout.

Practices and Products

Practices

Effective teaching in every classroom to engage and challenge students; supported by collaborative practices and a shared approach to professional learning.

Explicit and integrated teaching of literacy and numeracy; supported by instructional leaders and a consistent, whole-school approach.

Student feedback is elicited by teachers and is used to evaluate their teaching and inform improvement.

Well-planned teaching is taking place so that all students can engage in productive learning, with minimal disruption.

Products

A purposeful, collaborative professional learning culture, driven by The Australian Professional Standards for Teachers and classroom practice, as well as utilising 360° feedback and critical reflection

High quality, more effective teaching, reflected in higher student engagement and achievement.

Students write with greater accuracy and increased sophistication.

Strategic Direction 3: Building a stronger learning community

Purpose
To improve communication with parents/carers and increase community connections so that we maximise student achievement and opportunities.
Improvement Measures
10% increase in parent satisfaction in school communication. (Baseline 2017 & 2018 surveys.)
All courses in all years will have published assessment schedules by commencement of 2019.

People
Students
Develop ownership of learning and skills in planning. Develop skills to communicate and collaborate with diverse groups of people.
Staff
Develop understanding of importance of working with parents. Build skills to plan and to communicate teaching programs and assessment. Build skills to develop links
Parents/Carers
Develop knowledge of what their child is learning and how to help their child plan and progress in learning. Confidence in sharing their skills, and belief in that the school values their skills and networks
Community Partners
Confidence in sharing their skills, and belief in that the school values their skills and networks.
Leaders
Adopt a coordinated approach to communicating teaching and learning programs, assessment tasks and scheduling. Build capacity to support and mentor teachers in making links.

Processes
Barclay Learning Team:
Dynamic, sustainable and meaningful partnerships with primary schools to enhance student learning and leadership; support student transition to high school; and to support the sharing of pedagogical approaches.
The Sentral/Connected Communities Team
Supporting staff in the use of communication technologies, including the Sentral suite of software, to help with informed decisions regarding students and teaching, and improve communication.
Professional Development for Non-Teaching Staff
Building the capacity of non-teaching staff to navigate through change driven by SAP through targeting professional learning and job sharing.
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Evaluation Plan
The teams will engage in ongoing review and evaluation of their programs and projects through parent surveys, P&C feedback, observable evidence (for example, schedules on website; stage booklets provided to parents), student exit surveys.

Practices and Products
Practices
The school communicates more effectively and proactively with parents on their child's learning and assessment.
Purposeful and sustainable links with business and community groups and ongoing and deep Community of Schools initiatives that support student learning and leadership.
Products
Clear information on what students are learning; how and when students are assessed; and on whole-school programs and practices.
Meaningful learning programs developed between Muirfield and community organisations