

School plan 2018-2020

Menai High School 8583



School background 2018–2020

School vision statement

Menai High School is committed to delivering a holistic education that develops the child, across the cognitive, emotional, social, physical and spiritual domains. The school's shared vision is centered upon:

- Instilling in students an enduring love of learning so that they will be successful lifelong learners. The school community strives to develop students who are able to engage in learning at the highest level with the capacity to represent this learning in meaningful ways to others. The school strives to develop creative and critical thinkers who are literate, numerate, confident, and skilled in the use of twenty first century technologies.
- Developing outstanding citizens who make valuable contributions to their communities and who have local, national and global perspectives. The school strives to develop within the students the values of respect, empathy, tolerance, integrity, excellence, responsibility, cooperation, care, fairness and democracy.
- Equipping students with the skills and capacities required to be successful in life. Students are equipped with the capacity to; communicate, adapt to ever changing circumstances, organise, solve problems, be resilient, contribute effectively to team work and live a healthy lifestyle.

This vision is encapsulated within the Menai High School Exit Outcomes, which are at the centre of all that the school does. Students leave Menai High School as:

- Skilled Learners
- Skilled Citizens
- Skilled for Life

School context

Menai High School is a co-educational school with an enrolment of 1261 students in 2018. The staff is highly experienced and there is a very small staff turnover. The student population is approximately 35% LBOTE with around 13% EALD and 2% ATSI . More than half of the student body lives outside of the school's official drawing area. This percentage is increasing each year. The school has a teaching entitlement of 85 teachers, supported by 13 head teachers, 3 Deputy Principals and 1 Principal. All teachers are qualified and meet the professional requirements for teaching in NSW public schools. The school office staff consists of approximately 14 staff providing effective administrative services to the school community.

School planning process

This plan was prepared in consultation with the school community including students, teachers and parents. Consultation was conducted via surveys, focus group interviews and school planning meetings. Information gathered was analysed by the school's Executive Team and was used as the basis for this school plan.

Priority areas identified within the school plan have been chosen in response to areas of need articulated by the school community. Strategies are chosen to be used within each priority area and are supported by research that speaks to the relevance and effectiveness of the strategies within educational communities.

The plan was released initially in draft form for feedback from students, teachers and parents. At the completion of the consultation process the plan was ratified by the Executive Team, Menai High School Parents and Citizens' Association and School Council.

Purpose Statements

Learning

Students are able to engage with their learning and develop meta-cognitive skills in order to move their learning forward and compose skilled responses.

Teaching

All teachers become experts in supporting students to engage in their learning and meta-cognition.

Leading

Every teacher is a leader of their own learning, their students' and their colleagues' learning.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
Learning

Purpose:

Students are able to engage with their learning and develop metacognitive skills in order to move their learning forward and compose skilled responses.

**STRATEGIC
DIRECTION 2**
Teaching

Purpose:

All teachers become experts in supporting students to engage in their learning and metacognition.

**STRATEGIC
DIRECTION 3**
Leading

Purpose:

Every teacher is a leader of their own learning, their students and their colleague's learning.

Strategic Direction 1: Learning

Purpose

Students are able to engage with their learning and develop metacognitive skills in order to move their learning forward and compose skilled responses.

Improvement Measures

All students meeting yearly writing and responding progression.

Increase the number of students who demonstrate growth in Year 9 NAPLAN.

Growth in value added of high achieving students.

Improved HSC results in written responses.

People

Students

Build the skills and culture of students to inform their learning and what they need to do in order to improve their capabilities and competency.

Staff

Teachers employ the coordinated, whole school approach to formative assessment and responding, with an expectation that students become owners of their own learning.

Parents/Carers

Parents demonstrate support for the school's coordinated, whole school approach to formative assessment and responding, becoming active partners in embedding these processes into their child's learning and the school's culture.

Processes

Formative Assessment

Formative Assessment Team lead enactment of the "MHS Formative Assessment Implementation 2018–2020" document:

2018: Implement "Providing feedback that moves learning forward" in semester 1. In semester 2 implement "Activating learners as instructional resources for one another".

2019: Semester 1 – "Activating learners as owners of their own learning" Semester 2 – Consolidation of all 5 aspects of Formative Assessment from 2017 – 2019.

2020: Retrain staff in areas of need and provide extension identified areas of need.

Responding

Writing and Responding plan: Implement the Menai High School Writing and Responding project, in line with the Writing and Responding Progressions.

Mathematics Responding plan: Explore, develop and implement a Mathematics plan to advance the skills of all students in interpretation, analysis, critical thinking and evaluation.

Meta-cognition strategy: Explore, develop and implement a model of explicit teaching of meta-cognition at Menai High School.

Evaluation Plan

NAPLAN Analysis, Value Added Data, SMART Data, RAP Data Analysis

Practices and Products

Practices

Formative Assessment

- Every teacher uses formative assessment to inform and differentiate their teaching and learning by regularly and consistently tracking student progress.
- Every student uses strategies which inform them about where their learning is and identifies what they need to do to improve.

Responding

- Every teacher and faculty embeds practices which enhance the writing and responding skills of students in both literacy and numeracy.
- Students respond appropriately in a range of contexts across both literacy and numeracy

Products

- Staff and students engaged in formative assessment.
- Staff and students engaged in responding.

Strategic Direction 2: Teaching

Purpose

All teachers become experts in supporting students to engage in their learning and metacognition.

Improvement Measures

Growth of students in NAPLAN.

All programs have “Writing and/or Responding” progressions and are embedded in all teaching and learning programs.

Growth of staff shown from proficient to HAT in standards 2.5, 5.1, 5.2.

100% of staff modelling of Formative Assessment either through faculty and/or Google Classroom and logging teacher Identified learning on all staff Formative Assessment.

People

Staff

All staff have an understanding of the impact of meta-cognition on student learning.

Staff

Teachers communicate school priorities and practices to members of the school community.

Parents/Carers

Parents demonstrate support for the school’s coordinated, whole school approach to formative assessment and responding, becoming active partners in embedding these processes into their child’s learning and the school’s culture.

Students

Students develop skills to engage in impactful conversations for learning with their teachers..

Processes

Formative Assessment

- Continue professional learning on five elements of Formative Assessment.
- All staff engaging in collaborative practices to support whole school implementation of Formative Assessment and Responding.
- Literacy and Numeracy Teams trained in literacy and numeracy progressions and become instructional leaders across the school.
- Continue work on effect sizes and measuring impact – 12 months of growth for 12 months of learning.
- Staff team trained in the use of effect sizes.

Responding

- Build capacity of teachers through professional learning to implement “Writing and Responding” pedagogies.
- Build capacity of teachers through professional learning and develop scope and sequence for Mathematics Responding Plan.
- The literacy and numeracy teams lead in the training of staff to be able to embed writing and responding progressions into teaching and learning programs.

Evaluation Plan

Google classroom formative school assessment as evidence. Data from staff survey on standards. TTFM data student/teacher/parent. NAPLAN, Teaching programs. Teacher reflections pre and post. RAP/HSC data

Practices and Products

Practices

Progressions embedded

- “Writing and Responding” progressions are embedded in teaching and learning programs.

Common assessment strategy

- All KLAs engaging in a common assessment strategy that is backward mapped from an extended response from their HSC incorporating a targeted feedback strategy before the task is submitted.

Team training

- Literacy and Numeracy teams trained in Literacy and Numeracy Progressions.

Products

- Progression embedded in teaching and learning programs.
- Common assessment strategies employed.
- Trained literacy and numeracy team.

Strategic Direction 3: Leading

Purpose

Every teacher is a leader of their own learning, their students and their colleague's learning.

Improvement Measures

Students demonstrate growth in work samples in higher order responses.

More/Growth (in) teachers collaborating about formative assessment and responding.

People

Staff

All teachers develop leadership skills to drive a culture of collaboration that facilitates best practice in the classroom in the implementation of formative assessment strategies and the explicit teaching of high order responding.

Processes

School Leadership Strategy

- School leadership strategy including DP3 position and head teacher period allocation supports the implementation of instructional leadership practices across the school.
- Model for instructional leadership meetings created which is supported by tools and skills for head teachers to enable instructional leadership meetings and rich conversations to be impactful and effective in driving best practice in the classroom.
- Fortnightly instructional leadership strategy meetings held between senior executive and head teachers are embedded as standard leadership practice across the school in order to lead best practice in formative assessment and responding in the classroom.

Professional Growth Strategy

- Frequent teacher observations focussing on formative assessment practice and the explicit teaching of responding.
- Professional learning time via School Development Days, staff, executive and faculty meetings, twilight sessions and head teacher period allocations allows teachers to collaborate and share practice on formative assessment and responding.
- PDP process provides all teachers with an opportunity to engage with the Australian Professional Standards for Teaching at highly accomplished and lead level.

Practices and Products

Practices

Leadership

School leadership structure and a culture of collegiality fosters instructional leadership at all levels to drive formative assessment practices and the explicit teaching of high order responding skills.

Growth

An established culture of teachers leading collaboration and sharing of best practice in the implementation of formative assessment strategies and high order responding.

Products

Leadership

Teacher growth

Strategic Direction 3: Leading

Processes

Evaluation Plan

HSC results, Head Teacher reflections/surveys, Executive focus groups, Formative assessment google classroom, Executive reflections, Staff feedback from Staff Development Day, PDP reflection, Survey/focus groups, Staffing/financial records/reports, Work samples – assessment data