Strategic Improvement Plan 2021-2024

James Meehan High School 8497

School vision and context

School vision statement

The school and its community strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community our goal is to create relevant learning opportunities for students - both inside and outside the classroom - that help them develop the knowledge, critical thinking skills, and character necessary to successfully lead and implement positive change in our society.

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. Forty one percent of students have a language background other than English. Thirty two percent of students are from a Pasifika background, another 18% 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 and Head Teacher Wellbeing provide a coordinated pastoral care approach for students in all cohorts as well as working closely with other relevant staff: Community Liaison Officer, Aboriginal Education Officer, school psychologists, deputy principal and parents.

Strategic Direction 1: Student growth and attainment

Purpose

To enhance the skills and capabilities required by our learners to be innovative, critical and creative problem solvers through explicit and evidence-based teaching and learning.

Improvement measures

Target year: 2021

NAPLAN Top 2 Bands

Improvement in the percentage of students achieving in the top two bands to meet or exceed the school's 2022 lower-bound system-negotiated target in Reading of 8% and Numeracy of 7.4%

HSC Top Two Bands

Improvement in the percentage of students achieving top 2 bands in HSC to be above the school's 2022 lower-bound system-negotiated target of 9.5%

Target year: 2023

NAPLAN Expected Growth

Improvement in the percentage of students achieving expected growth to be above the school's 2023 lower-bound 2023 system-negotiated target in Reading of 65.8% and Numeracy of 68.9%

HSC Top Three Bands

Improvement in the percentage of students achieving top 3 bands in HSC to be above the school's 2022 lower-bound system-negotiated target of 29.2%

HSC Credential

Increase the proportion of Aboriginal students attaining Year 12 by 10%, while maintaining their cultural identity

Target year: 2024

Initiatives

1.1 An innovative and personalised curriculum model.

1.1.1: Development of a road map to guide and build the implementation of an innovative and personalised curriculum delivery model

1.1.2: Development and implementation of a tailored foundation stage (Stage 4) curriculum for students at James Meehan High School

1.1.3: Development and implementation of a tailored curiosity stage (Stage 5) curriculum for students at James Meehan High School

1.1.4: Development and implementation of a tailored empowerment stage (Stage 6) curriculum for students at James Meehan High School

1.2 A whole-school culture that promotes curious and powerful teaching and learning.

1.2.1: Embedding collaborative practices and feedback structures for staff

1.2.2: Development of a clear evidence-based approach for curious and powerful learning at James Meehan High School

1.2.3: Building capacity of staff at James Meehan High School to understand curious and powerful learning

1.2.4: Building capacity of staff at James Meehan High School to implement and influence student growth and attainment through curious and powerful learning

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data

The school's curriculum provision is innovative, personalised and is built on evidence-based teaching practices to provide a high expectations framework, within which all students effectively develop their knowledge, understanding, skills and general capabilities. The school monitors and reviews its curriculum provision to meet changing requirements of the students

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice

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Evaluation plan for this strategic direction

Questions

What has been the impact of an innovative and personalised curriculum model on student performance?

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN Top 2 bands

Improvement in the percentage of students achieving in the top two bands to exceed the school's upper-bound system-negotiated target in Reading of 13% and Numeracy of 12.4%

NAPLAN Expected Growth

Improvement in the percentage of students achieving expected growth to meet or exceed the school's upper-bound system negotiated target in Reading of 70.8% and Numeracy of 73.9%

HSC Top Two Bands

Improvement in the percentage of students achieving top 2 bands in HSC to meet or exceed the school's upper-bound system-negotiated target of 14.5%

HSC Top Three Bands

Improvement in the percentage of students achieving top 3 bands in HSC to meet or exceed the school's upper-bound system-negotiated target of 31.8%

HSC Credential

Increase the proportion of Aboriginal students attaining Year 12 by 20%, while maintaining their cultural identity

Target year: 2022

NAPLAN Top 2 Bands

Improvement in the percentage of students achieving in the top two bands to meet or exceed the school's 2022 lower-bound system-negotiated target in Reading of 8% and Numeracy 7.4%

HSC Top Two Bands

Improvement in the percentage of students achieving top 2 bands in HSC to be above the school's 2022 lower-bound system-negotiated target of 9.5%

Evaluation plan for this strategic direction

What has been the impact of a whole school culture that promotes curious and powerful learning on student performance?

Data

External data analysis:

- HSC Minimum Standards
- NAPLAN
- HSC

Internal data analysis:

- School-based assessment
- Students gaining TAFE/VET qualifications
- Students completing school based apprenticeships
- Students moving onto tertiary education
- Post School Destination Data- number of students securing employment after leaving school
- Teaching and learning programs
- Student work samples.

Analysis

The school will analyse the above data sets to continually reflect and refine curriculum provisions at James Meehan High School throughout the four year process.

Implications

Where do we go from here?

Future directions and next steps will be determined based on data analysis at regular intervals throughout the four year process.

Strategic Direction 2: Engagement and belonging

Purpose

To drive a culture of high expectations supported by processes, systems and resources that prioritise the wellbeing of every student and build their capacity to engage, connect, belong and success in all areas of their learning.

Improvement measures

Target year: 2022

Attendance - Percentage of students attending 90%+ of the time to reach between 47.8% (lower-bound target) to 52.8% (upper-bound system-negotiated target)

Wellbeing - TTFM Student Data aggregate to reach the lower-bound system-negotiated target of 72.7%, specifically targeting students' sense of belonging

Lateness - Decrease of levels of lateness to school from a baseline of 9.9% to 7% by 2022

Positive Rewards - Increase the number of students who are receiving an annual 'Gold' award for positive behaviour to 4% by 2022

Target year: 2023

Attendance - Percentage of students attending 90%+ of the time to reach 50% or above

Wellbeing - TTFM Student Data aggregate to reach 75% or above, specifically targeting students' sense of belonging

Lateness - Decrease of levels of lateness to school from a baseline of 9.9% to 6% by 2023

Positive Rewards - Increase the number of students who are receiving an annual 'Gold' award for positive behaviour to 6% by 2023

Target year: 2024

Attendance - Percentage of students attending 90%+ of

Initiatives

2.1 Consistent processes and practices to support staff to drive student engagement in learning.

2.1.1 Audit of current systems and processes that are working and those that need improvement

2.1.2 Refinement and creation of systems and processes identified through the audit

2.1.3 Build the capacity of teachers to understand and consistently apply high expectations in their classroom

2.1.4 Development and implementation of a common language of the vision and values of James Meehan High School

2.2 An inclusive approach to enhancing the belonging of our students.

2.2.1 Building the capacity of staff to use effective strategies to form relationships with students

2.2.2 Collaborative development of student profiles of every student to describe their academic, wellbeing, attendance and belonging needs

2.2.3 Design and provision of opportunities and pathways for students based on data that promote engagement and belonging

2.2.4 Development of specific programs for identified student groups

2.2.5 Revision and improvement of individual case management of at risk students

Success criteria for this strategic direction

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including pathways beyond school.

Evaluation plan for this strategic direction

Questions:

Do our systems and processes successfully enhance student wellbeing and engagement in learning?

Do our systems and processes ensure inclusivity and enhance student belonging?

Data:

Attendance

Improvement measures

the time to be at or above 52.8% (upper-bound system-negotiated target)

Wellbeing - TTFM Student Data aggregate to reach or exceed the upper-bound system-negotiated target of 77.7%, specifically targeting students' sense of belonging

Lateness - Decrease of levels of lateness to school from a baseline of 9.9% to 5% by 2024

Positive Rewards - Increase the number of students who are receiving an annual 'Gold' award for positive behaviour to 8% by 2024

Evaluation plan for this strategic direction

Incident report data

TTFM data (students and staff)

Student Awards data

Focus groups (students, teachers, parents/carers, community)

Levels of participation in whole school events

Enrollment data

School developed surveys (students, teachers, parents/carers, community)

Analysis:

The school will analyse the above data sets to continually reflect on and refine engagement and belonging at James Meehan High School throughout the four year process

Implications:

Where do we go from here?

Future directions and next steps will be determined based on data analysis at regular intervals throughout the four year process

Strategic Direction 3: Building strong community connections

Purpose

To strengthen community engagement and voice to develop strong, collaborative and sustainable partnerships that promote lifelong learning opportunities.

Improvement measures

Target year: 2024

Increase school enrollments by 10% between 2021 and 2024

Target year: 2024

Develop authentic partnerships with at least five additional industry, business and/or other educational institutions to promote collaborative practices across multiple environments to improve student outcomes

Target year: 2024

Design and deliver at least ten events across the community of schools to support primary to secondary transition

Target year: 2024

Increase the number of parents/carers attending school based events and learning opportunities by 20%

Initiatives

3.1 Authentic partnerships with the community and beyond..

3.1.1 Development and enhancement of program opportunities that build student skills

3.1.2 Improvement of existing industry partnerships and development of new partnerships

3.1.3 Development of a joint community of schools with feeder primary and secondary schools

3.2 Positive partnerships with parents and carers to promote learning and belonging.

3.2.1 Creation of opportunities to promote active parent voice and participation

3.2.2 Develop parent capacity by building programs that support parents to promote education for students

Success criteria for this strategic direction

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve

Students have access to an increased number of work placement and training opportunities facilitated by our industry partners

There is a community of schools that implements a shared vision for our local educational community

The leadership team takes a creative and collaborative approach to increase the use of the physical environment to ensure that it optimises learning and promotes community connections

Evaluation plan for this strategic direction

Questions:

How can the school demonstrate that the partnerships established with the community and beyond have had a positive impact on opportunities for students?

How can the school demonstrate that the partnerships established with parents and carers promote increased learning and belonging amongst our students?

Data:

Strategic Direction 3: Building strong community connections

Evaluation plan for this strategic direction

JMHS alumni and current students involved in activities that have a positive impact on student learning

Exit survey data incorporating post-school pathways

Engagement with educational, industry and business experts across a range of settings

Feedback and participation in business breakfast meetings coordinated by JMHS

Number of enrollments from local primary schools

Parent/carer exit survey data from school events

Parent TTFM data

Parent focus groups

Feedback recorded by front of the house (admin staff)

Number of enrollments from local primary schools

Number of students seeking enrollment from out of area

Collaborative practice data from staff across the community of schools

Analysis

The school will analyse the above data sets to continually reflect and refine community connections at James Meehan High School throughout the four year process

Implications

Where do we go from here?

Future directions and next steps will be determined based on data analysis at regular intervals throughout the four year process