School plan 2015 – 2017

Merrylands High School 8227

STRATEGIC DIRECTION 1: RAISING EXPECTATIONS AND ENHANCING THE QUALITY OF STUDENT LEARNING

STRATEGIC DIRECTION 2: FOSTERING QUALITY TEACHING AND LEADERSHIP

STRATEGIC DIRECTION 3: NEW AND BETTER WAYS OF DELIVERING PUBLIC EDUCATION
School background 2015 - 2017

School vision statement

The esteem and confidence in which the school is held in the wider community is high; consistently recognised at a local, state, national and international level; as a result of strong school partnerships (with parent and community groups, as well as our partner schools), high profile state programs, an emphasis on leadership, supportive student wellbeing initiatives and quality teaching and learning.

In 2015, the school received National Partnership Low SES funding to support schools in low socio-economic communities. This additional funding and staffing assists us in improving learning outcomes in literacy and numeracy, by explicitly focusing on quality teaching and learning practices. They also help us to enhance home, school and community partnerships and school organisation.

The school offers a range of opportunities in the academic, vocational, sporting, cultural, and leadership areas. These opportunities are aimed at extending student abilities and developing safe respectful learners. We offer gifted and talented programs for our students from our local primary schools. There is a strong emphasis on literacy and numeracy, with enrichment programs in Years 7,8, 9 and 10. We have established a selective class in each year group across each KLA, another example of extending our students capabilities. There is a great emphasis on technology based teaching and learning in all subjects and programs. Interactive whiteboards and computers are installed in numerous classrooms.

School context

Merrylands High School (MHS) is situated in the Holroyd networks of schools. The school was established in 1959 as a comprehensive coeducational high school.

The school comprises of 742 students from 54 cultural backgrounds. It is the largest comprehensive high school in the area. A total of 72% of students are from non-English speaking backgrounds with males comprising 61% of enrolment and females’ 39%. This includes 16 Aboriginal students (1.7%) and 65 refugee students (6.5%). Arabic, Turkish, Afghani, Hindi and Pacific Islander (Maori, Tongan and Samoan) are the most common languages other than English. This is a school community that is enriched through its ethnic diversity and social harmony.

The school has extensive educational partnerships with local partner Primary and High Schools, which supports the collective capacity to provide quality education to students within the Merrylands area. Strong university, corporate and community partnerships extend the personalised learning opportunities available to school community members. The school supports students across all transition interface points and is held in high esteem across the community.

School planning process

In 2014, a comprehensive process was undertaken across the schools to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used at an event which included more than 100 representatives of staff, students, parents and community from Merrylands High School, a community forum on Staff Development Days to share ideas and to identify the priorities for the 2015-2017 plan. This process included a review of the strengths, opportunities and areas for development across the schools. Professional learning on the three strategic directions of NSW Public Schools were communicated as a basis for a shared commitment to future developments across the schools. These are:

- Consistent, high standard educational practices across our Community of Schools
- Connection learning for all students in a dynamic, integrated and holistic way
- Student success as learners, leaders and responsible and productive citizens

The Merrylands High School Plan 2015-2017 sets clear improvement measures. It forms the basis for the school’s improvement and development efforts for the next three years, together with the other partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.
A school that provides extensive personalised learning opportunities and delivers a quality education in which students are encouraged to be active participants and leaders in their learning. Staff lead outstanding quality teaching practices focusing on differentiated curriculum, innovation and engagement through 21st century learning. The school promotes recognition, high expectations and the celebration of excellence and is held in high esteem by both the local community and the wider educational landscape through proactive partnership with parents, local schools and university, corporate and community partners.

**Purpose:**
Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

**Purpose:**
Build workforce capacity through focused professional learning and development that creates a culture for schools where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

**Purpose:**
All staff demonstrate systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.
# Strategic Direction 1: Raising expectations and enhancing the quality of student learning

## Purpose

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

## People

### Students:
- Engage in personalised learning opportunities.

### Staff:
- Develop leadership capacity of staff to support student engagement in meaningful and challenging learning experiences.

### Parents/Carers:
- Participate in opportunities to support their child’s learning including the development and evaluation of IEP’s and PLP’s.
- Participate in staff-led workshops focusing on enriching educational experiences.

### Leaders:
- Oversee the implementation of processes that enable staff, students and community members to thrive as learners, leaders and responsible, productive citizens.

## Processes

### How do we do it and how will we know?
- Expand the Learning Centre Engagement Team to support the individual learning needs of students and staff.
- Continue the implementation of learning support programs including ESES, Multicultural Education, EAL/D, RAS, RTP.
- Engage an Aboriginal Education Coordinator to lead and facilitate Aboriginal programs such as the development and implementation of PLP’s, Norta Norta, 8 Ways of Learning.
- Revise the Anti-bullying plan based on the “Tell Them From Me” survey data completed by students, staff and parents and develop PBL initiatives to enhance student wellbeing.
- Strengthen attendance and engagement processes with students and their families through a strategic and coordinated approach involving senior executive and attendance team and external support.

### Evaluation Plan
- “Tell Them From Me” survey data completed by staff, students and parents.
- Data analysis of HSC results.
- Student feedback on effectiveness of engagement team and other learning programs.
- Regular monitoring of attendance data.
- Writing formal evaluation reports reflecting learning programs.
- NAPLAN analysis for Aboriginal & Torres Strait Islander students.

## Products and Practices

### Products
- Improved HSC value added results.
- Improved participation in academic support programs implemented by the Learning Centre Engagement Team and Learning Support staff.
- Aboriginal student’s attendance comparable or higher than MHS student data.
- Improve attendance over the three year planning period.
- Revised Anti-Bullying plan communicated to school community.

### Practices
- HSC students supported through one to one and group tutorial sessions by the Engagement team and by University partnership programs (e.g. UWS RAS, UTS HSC tutorial etc.)
- Monitoring HSC N-warning letters to target resources to support students
- Students utilising Engagement Team resources (wiki, iPads) to expand their repertoire of study skills
- 8 Ways of Learning embedded in curriculum and classroom practice.
- Enhanced positive relationships between students.
- All learning Support team jointly involved in NCCD data collection.
Strategic Direction 2: Fostering quality teaching and leadership

### Purpose
Build workforce capacity through focused professional learning and development that creates a culture for schools where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

### People

#### Students:
- Develop their skills in literacy, numeracy and BYOD technology to enhance their learning.

#### Staff:
- Develop pedagogical leadership through comprehensive learning programs including accessing COS network
- Develop differentiated curriculum practices that enhance student learning in literacy, numeracy and BYOD technology.
- Participate in the Performance and Development Framework process to strengthen professional practice.

#### Parents/Carers:
- Participate in scheduled workshops focusing on literacy, numeracy and BYOD technology to support their child's education.

#### Leaders:
- Leads quality teaching practices to build staff capacity and improve student learning outcomes.

### Processes

#### How do we do it and how will we know?
- Engage a literacy expert to develop a comprehensive learning program to support literacy pedagogy.
- Schedule a range of team teaching opportunities for executive and teaching staff to further embed quality teaching practices.
- Build student capacity in BYOD technology through student leadership in the Digital Leaders Program.
- Align professional learning to cater for individual teachers’ needs and reflective of the Performance and Development Framework, the Australian Professional Standards for Teachers and the Community of Schools Network, including the Merrylands Leadership Centre

**Evaluation Plan**
- Regular feedback by staff, student and/or parent surveys.
- Conduct trend data analysis from NAPLAN and HSC results.
- Formal evaluation led by literacy expert on literacy leadership project.
- Executive level evaluation of implementation of differentiated curriculum practice.

### Products and Practices

#### Products
- Literacy pedagogy improves through team-teaching with literacy expert
- Teacher confidence increases through comprehensive TPL program focusing on literacy development
- Teaching & learning programs integrate BYOD/technology to meet the various learning and engagement needs of students.
- Staff teaching and learning programs reflect a differentiated curriculum approach to BOSTES syllabus requirements.
- 100% of staff successfully complete the Performance and Development Framework process.
- 100% of staff participating in the accreditation process for BOSTES.

#### Practices
- Students build capacity in literacy, numeracy and BYOD technology.
- Student engagement enhanced through BYOD and Digital Leaders programs.
- Resources collaboratively created by faculties with literacy expert targeting reading and writing.
- Numeracy resources created collaboratively with numeracy expert for Year 7 Integrated Curriculum.
- Staff members reflect on professional growth through participation in the Performance and Development Framework.

### Improvement Measures
- Literacy pedagogy improves through team-teaching with literacy expert.
- All staff improves their confidence in delivering quality literacy pedagogy.
- Student’s capability enhanced through BYOD and Digital Leaders programs.
- Staff supported in achieving appropriate accreditation levels.
- 100% of staff successfully complete the Performance and Development Framework process.
- 100% of staff participating in the accreditation process for BOSTES.
### Strategic Direction 3: New and better ways of delivering public education

#### Purpose
All staff demonstrate systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

#### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage in personalised learning opportunities that support their participation in Public Education.</td>
<td>• Actively use the School’s learning spaces and technology to deliver quality Public Education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents/Carers:</th>
<th>Community Partners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively participate in the school community.</td>
<td>• Continue to build and grow essential networks with DEC local schools as well as university, corporate and community partners to support the delivery of better ways to deliver Public Education.</td>
</tr>
<tr>
<td>• Understand and communicate the critical messages around the importance of Public Education.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leaders:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Executive, staff and students will develop the capacity to promote and publicise the quality of Public Education.</td>
<td></td>
</tr>
</tbody>
</table>

#### Processes

<table>
<thead>
<tr>
<th>How do we do it and how will we know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implement an infrastructure program to improve the physical learning spaces.</td>
</tr>
<tr>
<td>• Implement a technology upgrade to support classroom and whole school practice.</td>
</tr>
<tr>
<td>• Expand and maintain the use of social media communications to engage the school community in the delivery of Public Education.</td>
</tr>
<tr>
<td>• Strengthen the school’s leadership capacity including the employment of Business Manager, CLO, and Deputy Principal.</td>
</tr>
<tr>
<td>• Engagement of our wider community partners to expand the opportunities for school community members including participation in the Learning Centre.</td>
</tr>
</tbody>
</table>

#### Evaluation Plan

- Audit of current infrastructure for learning spaces.
- Audit of current technological infrastructure.
- Regular feedback by staff, student and parents including data from the “Tell Them From Me” survey.
- Data analysis from the School’s social media networks.
- Feedback from MHS Leadership Team.
- Ongoing evaluation of the School’s involvement in scholarships and university, corporate and community partnership links.

#### Improvement Measures
- Teachers and students have increased access to technology.
- Improved learning spaces being utilised by the school community.
- Teachers and students better supported by technology upgrades.
- An increase in teacher, student and parent satisfaction in the delivery of Public Education at MHS.
- Increased use of the school’s social media communications.
- 10% increase in the number of community and corporate partnership programs available to students.
- Increased confidence of MHS Leadership Team to effectively deliver Public Education.
- Increased opportunities to promote Public Education through scholarships and university, corporate and community partnership links.

#### Products and Practices

<table>
<thead>
<tr>
<th>Product:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improved learning spaces that is regularly used by teachers, students and parents.</td>
</tr>
<tr>
<td>• Successful immersion of technology resources into teaching practice.</td>
</tr>
<tr>
<td>• Growing popularity of the MHS social media networks as a means to communicate student achievement.</td>
</tr>
<tr>
<td>• Employment of targeted staff to build leadership capacity and strengthen the leadership’s Team capacity to lead and manage the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers actively use the technology infrastructure in the School to effectively deliver teaching and learning.</td>
</tr>
<tr>
<td>• Teachers, students and parents actively contribute to content for the school’s social media communications.</td>
</tr>
<tr>
<td>• Improved capacity of staff, students and parents to promote the achievements of Public Education at MHS.</td>
</tr>
<tr>
<td>• Increased capacity of Leadership Team to find new and better ways to deliver Public Education.</td>
</tr>
<tr>
<td>• Teachers, students and parents applying for and receiving scholarships and awards.</td>
</tr>
<tr>
<td>• Teachers, students and parents participating in programs developed by community corporate partners.</td>
</tr>
</tbody>
</table>