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 vision statement

The school will seek to achieve the high esteem of the community of which it serves. The school will aim to be consistently recognised at local, state, national and international levels. 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, the school will be dedicated to improving student outcomes.

Additional funding and staffing will assist us in improving learning outcomes in literacy and numeracy, by explicitly focusing on quality teaching and learning practices. They will also help us to enhance home, school and community partnerships and school organisation.

The school will offer a range of opportunities in the academic, vocational, sporting, cultural, and leadership areas. These opportunities will be aimed at extending student abilities and developing safe respectful learners. We will offer gifted and talented programs for our students from our local primary schools. A strong emphasis on literacy and numeracy, with enrichment programs in Years 7, 8, 9 and 10 will be a priority into the future. We will continue to establish a selective class in each year group across each KLA, another example of extending our students capabilities. There will be a great emphasis on technology based teaching and learning in all subjects and programs.

School context

Merrylands High School is a dynamic and highly successful school and in part is evidenced by our students, parents and staff regularly recognised with awards at local, State and National levels. The school is enriched by a cosmopolitan student population of over 50 cultural backgrounds. We have a strong focus on personalised learning for each student.

We are leaders in creating technology rich environments through an enormous investment in state of the art learning technologies, the creation of a BYOD program that has become a benchmark for other Public schools.

We have partnerships with over 30 external organisations including universities, business, community and educational providers to create abundant opportunities for students.

We lead teacher professional learning across our community of schools in the areas of technology, programming and lesson development.

The work of Merrylands High School staff, students and parents has featured in various state, national and international print and electronic media products.

Merrylands High School pursues excellence for every student by maximising student engagement in a safe, caring and supportive environment. Our school successes are founded on the Positive Behaviour for Learning practices surrounding the safe respectful learner framework.

School planning process

In 2015, a comprehensive process was undertaken across the schools to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with ‘Tell Them From Me’ 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 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.

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.
School strategic directions 2015 - 2017

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.

STRATEGIC DIRECTION 1
Raising expectations and enhancing the quality of student learning

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.

STRATEGIC DIRECTION 2
Fostering quality teaching and leadership

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 3
New and better ways of delivering public education
### 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.

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**Improvement Measures**

- Improved written responses to HSC short and long response questions
- Improved HSC value-added results.
- Improved participation in academic support programs implemented by the Learning Centre Engagement Team
- Aboriginal students’ attendance is comparable or higher than MHS student data.
- Improve attendance over the three year planning period evident from school excellence framework
- Enhanced positive relationships between students evident from the “Tell Them From Me” survey.
- Increase in percentage of students confident in English, maths and science as evident from ‘Tell Them From Me’ survey

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**People**

**Students:**
- Engage in personalised learning opportunities.
- Improvement in writing, specifically in stage 6 subjects where writing is a large component of assessment.

**Staff:**
- Increased teacher capacity to drive student improvement in writing
- Increased understanding and implementation of technology including BYOD to engage learners.

**Parents/Carers:**
- Participate in opportunities to support their child’s learning.
- Participate in staff-led workshops focusing on enriching educational experiences.

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

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**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.
- Develop PBL initiatives including boys education to enhance student wellbeing
- Strengthen the MAP attendance and engagement processes with students and their families through a strategic and coordinated approach.

**Evaluation Plan**

- Evidence in student writing work samples for assessment tasks and Trial examinations
- “Tell Them From Me” survey data completed by staff, students and parents.
- HSC data analysis results.
- Student feedback on effectiveness of engagement team and other learning programs.
- Attendance data evident from survey monkey collected by attendance team.
- Writing formal evaluation reports reflecting learning programs.

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**Products and Practices**

**Products**

- Improved written responses to Stage 6 short and long response questions
- Improved HSC value added results.
- Improved participation in academic support programs implemented by the Learning Centre Engagement Team and Learning Support staff.
- Aboriginal students’ attendance is comparable or higher than MHS student data.
- Improved attendance for all students over the three year planning period.
- Enhanced positive relationships between students evident from the “Tell Them From Me” survey data.
- Increase in percentage of students confident in English, maths and science as evident from ‘Tell Them From Me’ survey.

**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.)
- HSC Markers conducting workshops for Stage 6 students
- A whole school approach to increasing literacy outcomes and higher order thinking in stages 4-6
- Monitoring HSC N-warning letters to target resources to support students
- Students utilising Engagement Team resources wiki, to expand their repertoire of study skills
- 8 Ways of Learning pedagogy and perspective is embedded in curriculum and classroom practice by teachers.
- Implement PBL including boys’ education strategies to enhance positive relationships between students.
## Strategic Direction 2: Fostering quality teaching and leadership

### Purpose
Build staff 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.

### Improvement Measures
- Literacy pedagogy improves in collaboration with literacy expert
- Teacher confidence increases through comprehensive TPL program focusing on literacy development
- Teaching & learning programs integrate BYOD/ICT 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 including casuals and temporary teachers successfully completes the Performance and Development Framework process.
- 100% of staff participating in the accreditation process for BOSTES.

### People

#### Students:
- Develop skills in literacy, numeracy and BYOD technology including Sway apps to enhance their learning.
- Develop pedagogical leadership through comprehensive professional learning opportunities including accessing COS network
- Develop differentiated curriculum practices to enhance student learning in literacy, numeracy and BYOD technology including Sway apps.
- Continue with PDPs process and determine professional learning requirement for teachers including casuals and temporary teachers

#### Parents/Carers:
- Participate in 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.
- Higher expectation from teachers in writing tasks and demonstrated in classroom practice
- Collaborative learning across all KLAS in reference to literacy
- 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 Standard for Teachers, Community of Schools Network and Professional learning provided by the Merrylands Leadership.

#### Evaluation Plan
- Regular feedback by staff, student and/or parent surveys.
- Conduct trend data analysis from NAPLAN and HSC results using School Excellence Framework report, SMART, RAP.
- 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 in collaboration with literacy expert
- Increase in value added data as evidenced in School Excellence Framework report.
- Increase in proportion of students in top two NAPLAN bands at Year 7 (Reading and Numeracy) as evidenced in School Excellence Framework report.
- Teaching & learning programs integrate BYOD/ICT 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 including casuals and temporary teachers successfully completes 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.
- Cross faculty professional learning and sharing of numeracy resources lead by Maths faculty.
- Staff members reflect and refine on professional growth through participation in the Performance and Development Framework.
## 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.

### Improvement Measures

- Improved learning spaces that is regularly used by teachers, students and parents.
- Enhanced connectivity with the school community.
- Successful implementation of technology resources into teaching practice.
- Increase in popularity of the MHS social media including social media networks as a means to communicate student achievement.
- Leadership capacity and density is strengthened to lead the teaching and learning.
- Increase in teachers, students and parents receiving Public Education Foundation scholarships and awards.
- Secondary school executives achieve accreditation at the lead career stage.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Engage in personalised learning opportunities that support their participation in Public Education.</th>
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<tbody>
<tr>
<td>Staff:</td>
<td>Effectively use the School’s learning spaces and technology to deliver quality Public Education.</td>
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<td>Parents/Carers:</td>
<td>Actively participate in the school community including Tell Them From Me survey.</td>
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<td>Community Partners:</td>
<td>Continue to build and grow essential networks with DoE local schools as well as university, corporate and community partners to support the delivery of better ways to deliver Public Education.</td>
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<td>Leaders:</td>
<td>Executive, staff and students will develop the capacity to promote and publicise the quality of Public Education.</td>
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<td>Mentor Leadership Development Initiative project</td>
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### Processes

**How do we do it and how will we know?**

- Investigate and design future focused learning spaces and explore the impact of spaces on learning.
- Implement the Secondary School’s Renewal Plan to enhance connectivity with the school community.
- Implement a technology upgrade to support classroom and whole school practice.
- Expand and maintain the use of social media including Instagram communications to engage the school community in the delivery of Public Education.
- Continue with the employment of Business Manager, CLO, and Deputy Principal to strengthen the school’s leadership to lead teaching and learning.

**Evaluation Plan**

- Evidence collected on future focused learning spaces.
- Survey of current technology use by students.
- Survey of community members on the infrastructure upgrade.
- 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.
- Ongoing feed back provided to mentees (Secondary school executives) as part of Leadership Development Initiative.

### Products and Practices

**Product:**

- Improved learning spaces that is regularly used by teachers, students and parents.
- Upgrade to the administration building and main entrance to the school.
- Successful implementation of technology resources into teaching practice.
- Increase in popularity of the MHS social media including social media networks as a means to communicate student achievement.
- Leadership capacity and density is strengthened to lead the teaching and learning.
- Increase in teachers, students and parents receiving Public Education Foundation scholarships and awards.
- Secondary school executives achieve accreditation at the lead career stage.

**Practice:**

- Teachers actively use the technology infrastructure in the School to effectively deliver teaching and learning.
- Teachers, students and parents actively contribute to content for the school’s social media communications.
- Improved capacity of staff, students and parents to promote the achievements of Public Education at MHS.
- Leadership Team to lead the use evidence based and research to find new and better ways to deliver teaching and learning.
- The school continues to nominate teachers, students and parents Public Education Foundation scholarships and awards.
- Mentor secondary school executive to complete the ‘Lead Project’.