

School plan 2018-2020

Marsden High School 8225



School background 2018–2020

School vision statement

Marsden High School is a collaborative, inclusive and consistent professional learning community, supporting a quality teaching and learning environment. We provide student pathways to develop resilient and motivated learners, allowing students to maximise their potential now and in the future. We are working to ensure every student is known, valued and cared for. Positive, respectful relationships are promoted through the shared engagement of staff, students, parents and the broader school community to prepare our young people for a rapidly changing world.

School context

Marsden High School is a comprehensive school providing quality educational opportunities for students from our local community, including a significant number of international students from a range of countries. Our learning community is inclusive and is made up of a diverse range of learners, including academically gifted and students requiring learning support. We are well supported by our community especially in regards the provision of broad ranging learning opportunities focussing on on a well-rounded education. We foster high standards and have high expectations that every student will succeed in their learning.

School planning process

Data was collected from all staff in group based workshops over a semester. This included discussion on school priorities and mapping Marsden High School's progress against performance data and the School Excellence Framework.

Several executive development days were dedicated to evaluating and prioritising student learning and wellbeing needs. The processes were collaboratively developed with assistance from Centre for Education Statistics and Evaluation and Principal School Leaders.

Our Parent and Community association worked with the senior executive in information sessions discussing strategic directions, major projects and performance data. Feedback was incorporated in refining strategic goals.

Student voice was included via information gathering sessions with student leadership team and individual interviews. This contributed to the prioritising of subject selection refinement, career pathways and academic support structures.

Consultation with wider community groups, such as Ryde Aboriginal Education Consultative Group, Macquarie University, RAISE (Non Government Organisation), United Way (Non Government Organisation) and Ryde Business Council led to new programs and practices being developed and planned for implementation.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality systems, relationships and connections.

Purpose:

To provide the structures and supports to empower students in setting goals for success and taking responsibility for their ongoing learning. Students will be self-directed and resilient members of the community.

STRATEGIC DIRECTION 2

Quality teaching and learning environment.

Purpose:

To ensure innovative teaching practices whereby teachers demonstrate personal responsibility in a collegial environment for refining their teaching pedagogy in order to improve student learning.

STRATEGIC DIRECTION 3

Quality partnerships.

Purpose:

To build relationships and increase community participation to ensure opportunities, pathways and support for students and staff.

Strategic Direction 1: Quality systems, relationships and connections.

Purpose

To provide the structures and supports to empower students in setting goals for success and taking responsibility for their ongoing learning. Students will be self-directed and resilient members of the community.

Improvement Measures

An increase from 69% to 85% of Higher School Certificate (HSC) students demonstrating expected growth in Literacy and Numeracy.

Increase from 78% to 90% the proportion of students that value schooling outcomes as measured by Tell Them From Me (TTFM) data from 2017 baseline.

Increase from 3.3% to 18% the proportion of Year 9 students achieving in the top two NAPLAN bands in writing.

People

Students

Build skills to self-assess and engage in scoped and sequenced opportunities to increase confidence and knowledge on the range of pathways and careers available.

Develop capacity to self-assess utilising writing rubrics and literacy and numeracy progressions with a focus on resilience, capabilities and competency.

Increase reflection and critical thinking skills to support personal learning and utilisation of technology tools in future focussed learning.

Staff

Extend skills in technology, pedagogy and content knowledge to design effective teaching and learning programs.

Improve capacity to differentiate and adjust work as part of a solutions focussed approach to implementing the Wellbeing Framework.

Leaders

The school executive adopts a coordinated approach to literacy and numeracy where explicit teaching is valued and there is an expectation of improvement across the school.

Processes

Implement a whole school approach for curriculum and wellbeing program structures. Project: Specialist Support evaluation/ School Evaluation Team.

Implement a whole school integrated approach to support student learning and well-being in which students connect, succeed and thrive at each stage of their schooling. Projects: PB4L, Learning & Wellbeing teams.

A whole school developed pedagogical approach which is embedded in technology and future focussed skills; targeting improving skills in literacy, numeracy, creativity and critical thinking. Projects: Science Technology Engineering Mathematics (STEM) and Technology teams, A Learning and Response Matrix (ALARM) and Growth Mindset focus.

Evaluation Plan

- Attendance and wellbeing data analysis;
- New South Wales Education Standards Authority (NESA) data analysis;
- Principal's Improvement Program for senior students data analysis;
- Report reflections – students and Year Advisers;
- TTFM student satisfaction surveys;
- Positive Behaviour For Learning (PB4L) survey analysis.

Practices and Products

Practices

Targeted interventions will be developed and implemented for all students not achieving expected growth.

All teachers accessing support plans and using student referral systems for academic and social support.

Mentoring, vocational and tertiary partnerships expanded to support curriculum enrichment and career pathways.

All teachers supporting student writing with scaffolds, rubrics and explicit teaching strategies.

Additional Learning and Support Teacher, Student Learning Support Officer and community workers supporting student wellbeing.

Students confidently and independently engage in their learning, utilising digital technologies to apply critical thinking skills and communicate in a purposeful and effective manner.

Products

Strengthened workforce, industry and wellbeing mentoring programs in place for Stages 4, 5 and 6.

Increased curriculum choices and leadership programs.

Refined referral systems for learning and wellbeing support.

Strengthened structures for transition and

Strategic Direction 1: Quality systems, relationships and connections.

Practices and Products

behaviour support.

All teaching/ learning programs include real world literacy/ numeracy tasks, future focussed learning skills and effective integration of technology tools.

Strategic Direction 2: Quality teaching and learning environment.

Purpose

To ensure innovative teaching practices whereby teachers demonstrate personal responsibility in a collegial environment for refining their teaching pedagogy in order to improve student learning.

Improvement Measures

Increase from 36% to 50% staff participation in voluntary Professional Learning activities utilising collaborative systems and feedback to sustain quality teaching practice as measured by 2017 Professional Learning data.

Increase from 32% to 42% the proportion of students feeling highly challenged and confident of their skills as measured by TTFM 2017 baseline.

People

Students

Guided to form positive and respectful relationships with each other, staff, parents and the community.

Staff

Teachers collaboratively devise best practice pedagogy underpinned by the Quality Teaching Framework and School Excellence Framework to trial innovative, evidence based and future focussed learning experiences.

Leaders

Executive and Teacher Professional Learning teams support teachers by developing systems for collaboration to sustain practice excellence.

Develop a shared leadership model to build staff capacity in team leadership and data analysis and use.

Processes

Teachers draw on research to develop and implement high quality professional learning in literacy, numeracy and differentiated teaching practices. Projects: Teacher Professional Learning team, Instructional Rounds.

Implement a whole school integrated approach to Formative Assessment and Feedback. Projects: Whole school feedback structure and Coaching emphasis.

The school monitors teaching and learning programs to ensure teachers are supported to deliver high quality learning experiences that increase student engagement and achievement. Projects: Differentiation emphasis in whole school Teacher Professional Learning.

Evaluation Plan

- Teacher surveys on Teacher Professional Learning requirements and processes;
- TTFM teacher survey;
- Analysis of teacher accreditation and support structures;
- School improvement survey data;
- Instructional Rounds;
- Meeting minutes;
- Parent and community satisfaction surveys;
- Teaching and learning program supervision/ analysis.

Practices and Products

Practices

All teachers using Australian Professional Standards for Teachers (APST) to implement Professional Development Plans and participate in one or more of the following: instructional rounds, action learning, professional learning communities, peer coaching.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

All staff are implementing explicit school wide PB4L practices and expectations.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

All staff enhancing their leadership capacity by reflecting, collaborating and contributing to cohesive school teams.

All lessons are systemically planned and collaboratively designed with feedback, extension and adjustments resulting in engaged and productive learning environments with minimal disruption.

Products

100% of teaching / learning programs are data informed and differentiated for individual student learning needs.

A highly functioning PB4L team with membership from across the school community that implements improvement strategies to enhance wellbeing, engagement and student learning.

Strategic Direction 2: Quality teaching and learning environment.

Practices and Products

All teachers gain proficiency and maintain accreditation with an increasing number working towards higher accreditation.

Strong induction programs and succession planning, including the role of 'faculty second in charge'.

Strategic Direction 3: Quality partnerships.

Purpose

To build relationships and increase community participation to ensure opportunities, pathways and support for students and staff.

Improvement Measures

Increase from 30% to 60% of students living within the designated drawing area who choose to attend Marsden High School.

Increase from 5.56% to 25% the proportion of Aboriginal students achieving in the top two bands for NAPLAN Reading and Numeracy.

People

Students

Build upon existing resilience skills to cope with the transition to high school.

Develop cultural identity, an understanding of their learning preferences and vocational and study goals to promote confidence and engagement.

Staff

Increase knowledge of student needs and how to support them.

Undertake professional learning to increase knowledge of Aboriginal students and how they learn.

Leaders

Support staff to be aware of the importance of finding out about and working within cultural protocols.

Parents/Carers

Provide opportunities for participation in learning programs, decision making, participation in school events and community supports.

Create an understanding of and value the theories and models of learning that underpin the school's educational philosophy.

Processes

A whole school approach to improving service delivery and customer experience. Project: Communication strategy.

A structured approach to building relationships with partner schools including the sharing of data and the provision of opportunities for Stage 3 students to experience a high school setting. Project: Transition, Learning and support.

Implement Aboriginal learning centre through consultation with wider community, Parramatta and Ryde Councils, Department of Education, Ryde AECG; Project: Wallumattagal Learning Centre

Evaluation Plan

- Partner school transition feedback;
- New enrolment data;
- Focused interviews and student/parent/community self-assessment;
- Evaluation of Community partner satisfaction;
- Parent involved in school events data;
- Aboriginal student attendance and engagement data.

Practices and Products

Practices

The school regularly solicits and responds to feedback on school performance from students, staff, parents and the broader school community.

Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning, and community engagement.

Parents participate in learning programs, decision making, school events and community supports.

Planning for transition is informed by sound holistic information about each student's wellbeing and learning needs.

Effective support for Aboriginal students through key transition points: Eg: Stage 3 into Stage 4, into mainstream and post school opportunities.

School staff work with Ryde AECG to facilitate open and transparent communication and joint planning.

Personal Learning Pathways are collaboratively developed and regularly monitored to ensure the achievement of Aboriginal students match or better the outcomes of all students.

Staff engage in respectful and reciprocal cross-cultural relationships.

Products

Parents are aware of all school activities and communication channels and have ease of access to information and

Strategic Direction 3: Quality partnerships.

Practices and Products

resources.

There is school-wide, collective responsibility for student transition and success, which is shared by parents and students.

A transition program that supports the learning and wellbeing outcomes along with increased cultural knowledge and understanding for all Aboriginal students and our school community.

Re-establish whole school Aboriginal Education Team to support Aboriginal students and to inform curriculum programming.