

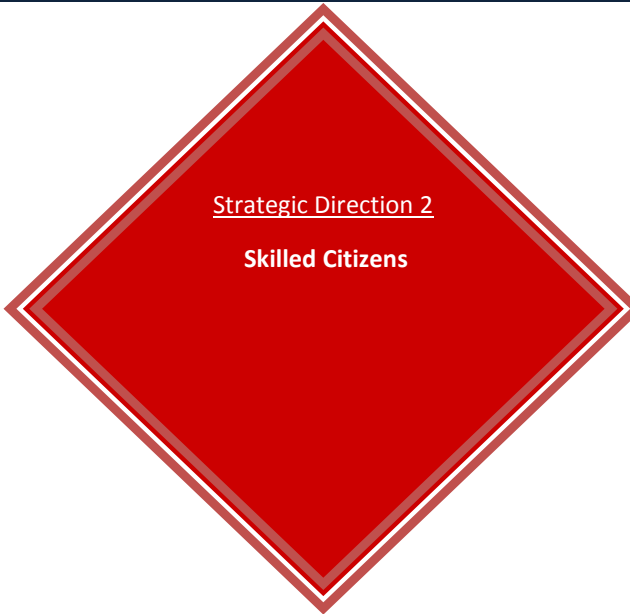
Menai High School Strategic Plan 2015-2017

In addition to three Strategic Development Directions Menai High School maintains and refines a comprehensive range of programs listed in the appendix and designed to meet the learning needs of all students in the school. The effectiveness of these programs as well as the three Strategic Development Directions will be tested against the DEC Excellence Framework via an annual data driven Review cycle.

Menai High School Strategic Directions for Development 2015-2017



Strategic Direction 1
Skilled Learners



Strategic Direction 2
Skilled Citizens



Strategic Direction 3
Skilled for Life

Purpose of Strategic Direction 1

Students and teachers are Skilled Learners with the capacity to be independent thinkers who are: Literate, Numerate, Creative, Technologically Skilled, Life Long Learners.

Purpose of Strategic Direction 2

Teachers are educators in a global village with the capacity to provide all students with learning opportunities that aim to provide local, national and global perspectives and commitment to practising the values of : Respect, Empathy, Tolerance, Integrity, Excellence, Responsibility, Cooperation, Care, Fairness and Democracy

Purpose of Strategic Direction 3

Teachers model lifelong learning as they grow in their role as a leading learner. Students are provided opportunities and experiences that are engaging and prepare them to graduate with life skills that enable a proactive and confident approach to living. Both teachers and students show this through: their capacity to communicate, adapt to ever changing circumstances, organise, solve problems, make appropriate decisions, be resilient, effectively contribute to team work and live a healthy lifestyle.

Strategic Direction 1: Students are Skilled Learners

Purpose	People	Processes	Product & Practices
<p>• To develop Skilled Learners with the capacity to be independent thinkers who are:</p> <ul style="list-style-type: none"> - Literate - Numerate - Creative - Skilled users of technology - Life Long Learners. <p>• Support the needs of all students with equity needs including those:</p> <ul style="list-style-type: none"> - Of low socio-economic status - From Aboriginal and Torres Strait Islander backgrounds - Who have English as an Alternate Language or Dialect (EAL/D) - With a disability <p>Improvement Measures</p> <p>All Australian Curriculum programs have embedded Blooms Taxonomy, Newman's Prompts, Differentiation</p> <p>Student Literacy and Numeracy growth data is equal to or above state averages in HSC and NAPLAN</p> <p>Effect sizes indicate improvement in students' ability to write extended responses</p> <p>Teachers use technology in at least 60% of classes Head teachers to monitor and report</p> <p>Financial minutes report on expenditure of all equity funding</p>	<p>• Students:</p> <ul style="list-style-type: none"> • Through completion of the Project Based Learning (PBL) task, students are equipped with the ability to transfer skills and content knowledge from KLAs across the curriculum to develop: <ul style="list-style-type: none"> - Higher Order Thinking Skills (HOTS) - ICT skills - Skills in literacy with a focus on reading, writing, comprehension, grammar and punctuation - Develop high order writing skills supported by the ALARM writing program - Skills in numeracy - Skills in collaborative learning MS6 • Are able to access learning frameworks including Blooms Taxonomy, ALARM, Higher Order Thinking Skills and Newman's Prompts in order to experience deep learning MS3 <p>• Staff:</p> <ul style="list-style-type: none"> • Develop skills in: <ul style="list-style-type: none"> - The explicit teaching of thinking skills - Utilising Newman's Prompts as a teaching strategy - Planning units of work that incorporate Blooms Taxonomy and ALARM in order to extend student learning outcomes • Develop explicit teaching strategies to: <ul style="list-style-type: none"> - Support students' development of skills in reading and writing supported by ALARM strategies - Support students to complete PBL and SOLE tasks to a high standard • Continue to develop technology skills in order to provide engaging, creative and collaborative learning experiences for students 	<p><u>Project Based Learning and SOLE</u></p> <ul style="list-style-type: none"> • The Project Based Learning initiative implemented annually in Yrs. 7 and 9. Yr 7 <i>"Make the World a Better Place"</i> Yr 9 <i>"Help Someone in a Natural Disaster"</i> • In Term 2 Executive Team review PBL scope and sequences and cross-curricular focuses established in 2015 for reimplementation in 2016 • The Student Oriented Learning Environments initiative will be implemented annually in Yrs. 8 and 10 • In Term 2 Executive Team scope and sequence SOLE learning initiative for Yrs. 8 and 10 • Investigate reporting of PBL for each student in the area of technology to stream line the process and facilitate collaborative discussions on the marking criteria <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Professional learning to build capacity of teachers concerning PBL and formative assessment • Teachers review and update integrated units of work using Project Based Learning Pedagogies developed in Term 3, 2015 incorporating Assessment for Learning for re-implementation in 2016 MS6 • Teaching programs incorporate assessment processes encompassing Blooms Taxonomy and ALARM to promote Higher Order Thinking skills, providing a scaffold for, and extending student learning • Sharing of formative assessment practices across KLAs and the COSBTR 	<p><u>Project Based Learning</u></p> <ul style="list-style-type: none"> • Product: Students in Yrs. 7 and 9 complete Project Based Learning tasks. Students in Yrs. 8 and 10 complete SOLE tasks in class. • Practice: PBL report added to academic report for each student MS6 • Practice Year 7 and 9 engage in PBL Year 8 and 10 engage in a unit of work utilising SOLE • Product: Flexible learning spaces created to support SOLE lessons <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Product: Teacher collaborative learning and sharing focusing on formative assessment practice. MS4 • Product: Formative assessment strategies embedded within teaching programs • Practice: Students engage in formative assessment strategies to inform next steps in learning • Practice: Teacher Observations, and reflections include a focus on formative assessment MS4 • Practice: Formative assessment is evident in Professional Development Plans and is a focus of professional sharing during executive meetings. MS4 • Product: Students' critical thinking is extended in assessment tasks • Practice: Students use Newman's Prompts independently to assist in answering questions. Assessment tasks incorporate Bloom's Taxonomy and Higher Order Thinking <p><u>Pedagogy</u></p> <p>Product: Staff Professional learning targeted – key initiative Disabilities training, 8 Ways of Learning, EALD and equity</p>

	<ul style="list-style-type: none"> • Reflect on professional teaching performance supported by the GROWTH - Coaching model and informed by the Australian Teaching Standards • Develop their capacity to apply the research of Hattie and Dinham to classroom practice • Build capacity of staff in assessment practice including assessment for learning, as learning and of learning • Develop capacity of staff on consistency of teacher judgement for PBL marking <p>• Parents:</p> <ul style="list-style-type: none"> • Develop the skill and capacity to support their child's learning. 	<ul style="list-style-type: none"> • Teachers implementing formative assessment (for, as of) consistently within their teaching practice. <p><u>Pedagogy</u></p> <ul style="list-style-type: none"> • Enrichment coordinator conduct an action research project with science MS3 • All teachers using Hattie / Dinham for points on effective student feedback <ol style="list-style-type: none"> 1. What am I doing well? 2. Where do I need to improve? 3. What do I need to do in order to improve? 4. How does my learning compare to that of others? • The 8 Ways of Learning are embedded in teaching programs • Strategies to support students with disability and English as an Alternate Language or Dialect are embedded in teaching programs • All staff participate in Professional Learning on 21st Century pedagogies such as Project Based Learning and SOLE MS6 • ALARM pilot program implemented in Stage 6 HSIE and Science • All teachers introduced to the GROWTH coaching model <p><u>Literacy and Numeracy</u></p> <ul style="list-style-type: none"> • Numeracy / Literacy roll call is supporting the students who are low in numeracy and literacy MS2 • Teaching programs explicitly address questions in numeracy by using Newman's prompts • Investigate KLA's identifying literacy and numeracy demands and link to outcomes in academic reports <p><u>Evaluation Plan</u></p> <ul style="list-style-type: none"> • Evaluation team established and working through school data to present directions 	<p>areas</p> <ul style="list-style-type: none"> • Practice Differentiation of lessons and assessment tasks • Product: Staff Professional learning 21st Century pedagogies • Product: ALARM explicit teaching resources developed, shared and strategies embedded within teaching programs • Practice: Students and teachers utilise ALARM strategies in lessons • Practice: Collegiate coaching conversations support lessons observations and PDF process <p><u>Literacy and Numeracy</u></p> <ul style="list-style-type: none"> • Product: Value added effect size of higher achieving students in the moderate range. MS3 • Practice: Employ a specialist Maths teacher 1 day per week to support the learning of students in stage 5 and 6 Maths (funded by RAM Equity Loadings). MS3 • Practice: Students self-refer during free periods in LC, or workshoping in maths classes when classes do the weakest area of maths e.g. algebra MS3 • Practice: Prompts on e-diary and other students based technologies • Product: Develop critical literacy and numeracy skills in lower performing Year 7 students. MS2 • Practice: Literacy and numeracy tutoring roll call • Product: Literacy and numeracy outcomes are included on academic reports • Practice: Staff will identify each student's performance using the literacy continuum and indicate on the academic report. MS7 • Practice: Staff will identify each student's performance using the numeracy continuum and indicate on the academic report. MS7
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Strategic Direction 2: Students are Skilled Citizens

Purpose	People	Processes	Product & Practices
<p>To provide all students with learning opportunities that aim to provide local, national and global perspectives and commitment to practising the values of : Respect, Empathy, Tolerance, Integrity, Excellence, Responsibility, Cooperation, Care, Fairness and Democracy</p> <ul style="list-style-type: none"> Support the needs of all students with equity needs including Low SES, Aborigines, EAL/D, and Disability. (4 E's) <p>Improvement Measure/s</p> <p>Teachers provide frequent quality feedback on student work and academic performance to strive for excellence of both learning and teaching</p> <p>MHS Exit outcomes are reported on academic reports by YA</p> <p>Personalised Learning Plans (PLP) Years 7-12 show evidence of academic and holistic goal setting strategies</p> <p>Parent data Parent attendance to student learning initiatives/events</p> <p>Parents accessing e diary</p> <p>Parents accessing PLP's through MOODLE</p> <p>Student participation rates in leadership, volunteering, awards and extra-curricular activities</p>	<p>Students:</p> <ul style="list-style-type: none"> Learn to use 21st century pedagogies such as Project Based Learning and collaborative learning models and Assessment for Learning (AFL) practices to demonstrate their learning Build skills in peer assessment during PBL concerning exit outcomes and self-reflection to improve learning outcomes Demonstrate/ reinforce qualities of Respect, Empathy, Tolerance, Integrity, Excellence, Responsibility, Cooperation, Care, Fairness and Democracy in learning and peer teaching tasks Share their learning success with the school community at the Student Exhibition evening-Project Based Learning Class Movies <p>Staff:</p> <ul style="list-style-type: none"> Engage in strategic Professional Learning 21st pedagogical practices such as Project Based Learning and aligning these teaching practices with the Australian Curriculum and the Australian Professional Teaching Standards Plan an integrated unit of work in Project Based Learning in one cross curricular category per year. Utilise the BOSTES Program Builder in the programming and development phase incorporating acquired knowledge and skills in backward mapping, QTL, quality feedback, Blooms Taxonomy and following John Hattie's effect size research. Build skills in students to present and plan assembly presentations All teachers build capacity in PL in the 4 E's 	<p><u>Building 21st Century Capacities</u></p> <ul style="list-style-type: none"> ICT TWT leads Professional Learning in 21st ICT tools supporting Project Based Learning pedagogy for example, Web 2 tools, Ipad applications for learning and Smart One note etc. DEC Class Movies initiative captures best practice examples of Project Based Learning at MHS Each faculty nominate a leader to share Project Based Learning teaching and learning strategies at a staff meeting or school development day session Teachers identify 21st Century teaching skills required to facilitate students achieve Menai High School exit outcomes All teachers trained in implementation of SOLE in the classroom to foster development of key 21st century capacities within students <p><u>Teaching Civics Fostering Citizenship</u></p> <ul style="list-style-type: none"> PBL writing team select topics that explore local and global perspectives in a cross curricular Project Based Learning task/unit of work on a focus area such as: Ethics, Current Affairs, Environment & Sustainability Whole school approach to expand awareness of students equity issues Regularly Celebrate excellence in class, year groups and assemblies Celebration NADOC, Reconciliation week Plan and implement a whole school assembly program to provide students a platform to address global / local issues and build awareness and knowledge of Respect, Empathy, Tolerance, Integrity, 	<p><u>Building 21st Century Capacities</u></p> <ul style="list-style-type: none"> Product: Strategic Direction 2: Students Exit Skilled Citizens Product: Bringing to life global cross curricular learning through Project Based Learning Practice across the whole school Practices: Faculties continue to develop cross curricular perspectives, ICT, Literacy and Numeracy skills through the new Australian Curriculum Practices: Provide the strategic professional learning framework to staff to empower them to deliver Project Based Learning Product: Teaching staff align the Australian Professional Teaching Standards to the development of a Skilled Citizen Product: Year 7-10 students learn the values needed to succeed in a competitive global environment <p><u>Teaching Civics Fostering Citizenship</u></p> <ul style="list-style-type: none"> Product: Developing skilled citizens through Project Based Learning and SOLE (trans-disciplinary, cross cultural and digital) learning underpinned by core values Practices: Continue to set high expectations and school culture for students supported by staff and parents at staff meetings, assemblies, PLP meetings, Year Assemblies focussing on core values to becoming a skilled citizen. Practice: Assembly register maintained and cross checked against values and skills in Menai High School exit outcomes <p><u>Teaching Civics Fostering Citizenship Continued</u></p> <ul style="list-style-type: none"> Practice: All staff reinforce a common language of instruction that is underpinned by the MHS Skilled Citizen- Respect,

	<p>Parents:</p> <ul style="list-style-type: none"> • Are invited to the Student Exhibition evening –Project Based Learning Class Movies • Are provided with feedback on their child's learning • Building parents capacity to assist their child in creating goals for the PLP 	<p>Excellence, equity issues, Responsibility, Cooperation, Care, Fairness and Democracy</p> <p><u>Connecting and Collaborating</u></p> <ul style="list-style-type: none"> • Student Exhibition evening – Project Based Learning using DEC Local Schools Local Decisions Class Movies initiative to share and celebrate students' success with the school community and abroad • Students peer assess their project team using exit outcomes for skilled citizen and skilled for life as criteria. • Students in Year 7-10 provide feedback presentations on their Project Based Learning at school assemblies or academic assemblies • Parents engage in discussion with their child about their academic goals. • SOLE is implemented as a strategy to develop students' skills in collaborative thinking and learning <p><u>Evaluation Plan</u></p> <ul style="list-style-type: none"> • Teacher Professional Learning Plans reflect Project Based Learning and ICT targets • School assembly program shows evidence of presentations looking at local / global issues that focus on Respect, Empathy, Tolerance, Integrity, Excellence, Responsibility, Cooperation, Care, Fairness and Democracy • Faculty programs and registrations show evidence of teaching and learning cycles (programming, scope and sequences, assessment and evaluation) • Students, staff, parents and the community feedback on Project Based Learning • School Development and COBSTR teacher evaluation feedback 	<p>Empathy, Tolerance, Integrity, Excellence, Responsibility, Cooperation, Care, Fairness, Democracy</p> <p><u>Connecting and Collaborating</u></p> <ul style="list-style-type: none"> • Product: All students supported by staff and parents continue to develop their skills in planning for their future using PLP's • LST team to continue to support staff, students and parents in the implantation of IEP's for students with identified learning needs <ul style="list-style-type: none"> • Product: Parent engagement in the PLP construction • Practice: Parents engage in discussion with their child concerning their academic goals. <ul style="list-style-type: none"> • Practice: Students engage in SOLE learning activities several times each term across all faculty areas
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Strategic Direction 3: Students are Skilled for Life

Purpose	People	Processes	Product & Practices
<ul style="list-style-type: none"> To enable all students to be capable of engaging effectively in 21st Century society. <p>Improvement Measure/s</p> <ul style="list-style-type: none"> Personal Learning Plans completed and implemented and evaluated in the light of the criteria stated Learning Support Plans (ILPs?) identify strategies to assist students to become Skilled for Life Student and parent eDiary registrations and use of e Diary increase Extracurricular opportunities register Work experience, work placement and post school destinations survey data collected and analysed Wellbeing Register of problems and successes evaluated. <i>Does this include the Positive and Negative records in Sentral or is the 'Wellbeing Register' what is recorded in Sentral? Yes</i> <p>Additional ??</p> <ul style="list-style-type: none"> Awards system? Principal's Awards etc Student's self-reporting at reports time? Feedback from/to/for parents at Parent/Teacher Nights and P&C meetings. Staff reports eg Friday Roll Call events, Assembly Staff development Student reflection over time (PLPs) 	<ul style="list-style-type: none"> Students: will be engaged in learning through a variety of curricular and extra-curricular programs that contribute to their development as people skilled for life (See list) Students engage in using eDiary, follow their Personal Learning Plans and develop skills on using feedback to build resilience, organisation and solving problems. Staff: provide opportunities through the formal, the informal curriculum and extra-curricular activities that will assist/enable students to become Skilled for Life Staff: engage in succession planning to build capacity in leadership focusing on planning, curriculum development and building team capacity. (Staff model Skills for Life). Parents: receive information, data and feedback that will assist caregivers to play their role in assisting their children to become Skilled for Life 	<p><u>Pathways</u></p> <ul style="list-style-type: none"> Students prepare a Personal Learning Plan which is published and shared with mentors and parents. <i>We have to build in a process to make sure that the 3 strategic directions are taken into account when students formulate their PLPs</i> Students self-report at report time <p><u>Personalised Learning</u></p> <ul style="list-style-type: none"> eDiary used by all students, parents and teachers. Learning Support Team include key life skills in the learning support review process Wellbeing team identify students at risk and develop intervention and support plans and pathways planning. Project Nerd supports all students to participate in a school culture that values and recognises academic effort and achievement <p><u>Leadership</u></p> <ul style="list-style-type: none"> PL program addresses needs of individuals and groups developing and implementing strategic targets. Engage and skill staff to develop and implement an effective succession plan catering for long term and immediate staffing needs Provide opportunities through parent meetings to inform and develop skills to assist and support their child's move to becoming Skilled for Life 	<p><u>Pathways</u></p> <ul style="list-style-type: none"> Product: Personal Learning Plan's being developed, shared and implemented Product: Digital records created. For example records of punctuality, attendance, student profiles, response to N awards, outcomes of conflict resolution Product: School to work planning, work experience, SWL and post destination survey in place <p><u>Personalised Learning</u></p> <ul style="list-style-type: none"> Product: Active use of eDiaries by all stakeholders Product: Students become skilled for life Practice: Apply the skill of self-assessment and evaluate their learning Response by students to formative assessment Product: Gifted and Talented Coordinator provides extension activities What about the enrichment classes? Practice: Gifted and talented coordinator activities such as TOM, chess, robotics <p>Process: Learning support staff working with targeted students to support their learning needs MS3</p> <p>Practice: All targeted students with learning and equity needs have a Personal Learning Plan and parents and child have participated in annual review and planning process.</p> <p>Product: Project based learning will be developed for all Year 7 and 9 Parent/staff exhibitions will celebrate skills in the Skilled for Life sphere</p> <p>Practice: Learning Support Plans reflected in skill targets</p> <p><u>Leadership</u></p> <ul style="list-style-type: none"> Product: Teachers demonstrate Skills for Life

			<ul style="list-style-type: none">• Practice: Teacher standards known, applied and assessed via professional development plans.• Practice: staff are involved in aspiring leaders programs, shadowing program, accreditation and accreditation at higher levels
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Menai High School Strategic Plan - Maintenance Directions 2015-2017

Skilled Learners Programs	Skilled citizens Programs	Skilled for Life Programs
<ul style="list-style-type: none"> • Comprehensive Curriculum in 8 KLAs including English, Maths, Science, Language, TAS, CAPA, HSIE and PE. • Learning Support <ul style="list-style-type: none"> -Annual Parent, Student, Teacher review and development of individual plans for all case load students -Matrix of required accommodations on staff share -Learning Support team case manage via fortnightly meetings • Study Skills Program <ul style="list-style-type: none"> -7-12 Study Skills Program and SS days -STOP program 7-12 -ediary 7-12 • Year Advisers, counsellors and LS team monitoring and supporting learning • Equity provisions <ul style="list-style-type: none"> -EALD -socio economic – student assistance fund <ul style="list-style-type: none"> - laptop safety net pool -Aboriginality – Closing the Gap <ul style="list-style-type: none"> - PLP's -Disability – PLP <ul style="list-style-type: none"> - SLSO team • Excursions – local, national and international. • COSBTR's – Stage 3/Year 9 Literacy <ul style="list-style-type: none"> - Stage 3 Gifted & Talented • Tutoring Programs – Peer Literacy <ul style="list-style-type: none"> - Peer Numeracy - Homework Club - QuickSmart - Mercy Connect Volunteers • BYODD with a criteria for use in 60% of lessons • Staff Professional Learning <ul style="list-style-type: none"> -5 Staff Development Days 	<ul style="list-style-type: none"> • Behaviour Code • Camp program – 7,9,11 • Wellbeing program <ul style="list-style-type: none"> -Mind Matters -Gender Days -Leadership program -Blood Ambassadors -Formals -Multiple Charity events -Duke of Edinburgh -Awards Systems • Whole School Assembly Program targeting citizenship and a broad range of social issues including:- <ul style="list-style-type: none"> -discrimination -bullying and harassment -Closing the Gap -White Ribbon -ANZAC and Remembrance Day • Peer Mediation • SRC • SEC • Environmental citizenship <ul style="list-style-type: none"> -solar power station -waste water self-sufficiency -ecofriendly farm -paper recycling • Year Assembly Program • International Citizenship via international student programs <ul style="list-style-type: none"> -Study Abroad -Study Tours • Open Night Ambassadors program • Community Participation and Engagement <ul style="list-style-type: none"> -P&C -School Council 	<ul style="list-style-type: none"> • School Sport – grade <ul style="list-style-type: none"> - recreational - carnivals-athletics, swimming and cross country - National PDHPE fun run • Extension and enrichment Programs <ul style="list-style-type: none"> - Premier's Reading Challenge -Gifted and Talented in sport, CAPA, Stage 3 COSBTR -Robotics -F1 Challenge -CAPA Enrichment – Drama Ensemble <ul style="list-style-type: none"> - Choir - Dance Ensembles - School Spectacular - Multiple Bands -Science enrichment – Ag and Marine teams -Sport Enrichment – Talented Sport program <ul style="list-style-type: none"> - CHS Knockout - Premier's Sport Challenge -Debating • Transition Programs <ul style="list-style-type: none"> -Into High School – Open Night <ul style="list-style-type: none"> - Primary Linkages - Year 6 transition - Year 4 HS Kid for a Day - IEC -Out of High School – Uni/TAFE Exploring <ul style="list-style-type: none"> - Careers – School to Work Program - Job Club • Community/Parent Information Evenings • SRE • Project Based Learning 7-10 • Personal Learning Plans Program

<ul style="list-style-type: none">-PDP all staff-APST – proficient – high accomplished levels.	<ul style="list-style-type: none">-Orientation Dinner-Parent/Teacher Nights-Parent Café-Year 7 Morning Teas• WH&S including evacuation planning and practice• Refugee Challenge – Sutherland Shire Schools’ initiative.	<ul style="list-style-type: none">• Motivational Media• Refugee Program• Boat Smart – Waterways Program• VET and VET Work Placement – White Card - First Aid• Work Experience – Year 10• Road Trauma Program• Swim School
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