

School plan 2018-2020

Francis Greenway High School 8439



School background 2018–2020

School vision statement

Our vision is for our school to be recognised as a school that adds to student growth.....

This vision is enhanced with all stakeholders forming a partnership to support the academic, social, emotional and physical wellbeing of students.

Underpinning this vision stand our core values– Respect, Responsibility, Commitment and Co-operation.

School context

Francis Greenway High School is located at Beresfield and serves a diverse population in the Maitland area. There are currently 659 students who attend the school, 11% of which are of Aboriginal and Torres Strait Islander descent.

The school forms part of the Gateway Learning Community of schools who, as a group provide a continuous path of learning for all students. In addition, we also have strong links with the University of Newcastle.

Francis Greenway High is recognised as providing an inclusive environment where students can achieve their personal best in academic, sporting, cultural, creative, leadership, performance, and social arenas.

A strong wellbeing focus is based on clear, consistent and fair boundaries, high expectations and individual recognition of success.

A strong focus on staff professional development ensures our classrooms are ones where quality teaching is assured, and where the curriculum is innovatively taught with a future focussed approach.

Parents, carers and community members are an integral part of our approach to developing the whole child. An active P&C participates in making decisions and manages the school canteen. The AECG is a valuable consultative body which supports our Junior AECG.

School planning process

In 2017, a comprehensive evaluation process was undertaken in consultation with our key stakeholders. Current practices were reviewed and a variety of qualitative and quantitative data collected and analysed to establish a point of reference for the next three years.

As a result, three key strategic directions were identified as a basis for a shared commitment to future developments. These are:

- Successful Learners
- Professional Growth
- Productive Partnerships

The three strategic directions inform the 2014–2017 Francis Greenway High School Plan which forms the basis for the school's development and improvement.

In developing the plan, continuous evaluation took place throughout the year and included the analysis of NAPLAN and HSC data, Tell Them from Me Survey, focus group discussion, a P&C survey, Internal Data analysis, Curriculum Review, professional learning assessment using the Guskey Thermometer and an on-line parent survey.

DEC reforms and their impact were considered in the evaluation and planning process. The reforms included Local School, Local Decisions, Great Teaching, Inspired Learning, Every student, Every School, Rural and Remote, School Excellence Framework and SAM/Finance

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Successful Learners

Purpose:

Our purpose is to actively engage all students in meaningful and challenging learning experiences, through future focussed, personalised and differentiated learning opportunities, which develops them as both learners and leaders. We aim to instil in students, the values of respect, responsibility, cooperation and commitment to promote citizenship and intellectual, physical, social, emotional, moral and spiritual development and wellbeing.



**STRATEGIC
DIRECTION 2**
Professional Growth

Purpose:

To embed a culture of continuous self reflection to promote innovation, leadership and improvement in a professional capacity. To engage in professional learning that is relevant, shared and sustainable in driving whole school improvement.



**STRATEGIC
DIRECTION 3**
Leaders of Learning

Purpose:

To have a culture whereby teachers are leaders of learning and executive illustrate Instructional Leadership. Explicit and collaborative practices and processes support the building of staff capacity.

Strategic Direction 1: Successful Learners

Purpose

Our purpose is to actively engage all students in meaningful and challenging learning experiences, through future focussed, personalised and differentiated learning opportunities, which develops them as both learners and leaders. We aim to instil in students, the values of respect, responsibility, cooperation and commitment to promote citizenship and intellectual, physical, social, emotional, moral and spiritual development and wellbeing.

Improvement Measures

NAPLAN: Increase the percentage of students demonstrating expected growth in Year 9 Literacy and Numeracy. 2017 Baseline: Reading 58%, Writing 40%, Numeracy 71%.

HSC: At least 50% of courses demonstrate Value Added performance. 2017 Baseline: 36%.

PLAN2: At least 80% of students demonstrate growth each year across Department of Education Literacy and Numeracy Progressions

People

Students

Build knowledge and future focussed skills through active engagement in Authentic Assessment, Write it Right and Reaching Your Potential.

Leaders

Adopt a coordinated approach to literacy and numeracy based on high and explicit expectations, ongoing evidence collection and evaluative thinking.

Community Partners

Partner with Murrook Cultural Centre in the delivery of cultural and writing programs for Aboriginal students engaged in Write it Right and Language.

Processes

Authentic Assessment

A high expectation framework for Stage 4 and 5 students to effectively reflect on their learning across all KLA's.

Write it Right

A clearly articulated and explicitly taught writing program for Stage 4.

Reaching Your Potential (RYP)

Stage 6 program providing explicit lessons, goals, feedback, student self monitoring, mentoring and pathways to improvement.

Evaluation Plan

Analysis of internal and external assessment data:

- NAPLAN – SMART
- HSC – SMART
- PLAN2 – Literacy Progressions

Practices and Products

Practices

Teachers use data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Products

Feedback from teachers and students on learning, derived from assessment, informs further teaching and learning.

There is a whole school strategy in place that is designed to ensure that the learning of all students is systemically monitored.

Strategic Direction 2: Professional Growth

Purpose

To embed a culture of continuous self reflection to promote innovation, leadership and improvement in a professional capacity. To engage in professional learning that is relevant, shared and sustainable in driving whole school improvement.

Improvement Measures

Guskey Thermometer analysis of the Quality Teaching Rounds (QTR) reflects improvement in student learning.

All Stage 4 teachers demonstrate consistent teacher judgement using the PLAN2 Learning Progressions.

Tell them from me Focus on Learning Teacher Survey Report indicates level of "Collaboration" increases to be above NSW Government norm.

People

Staff

Through collaboration and the use of the Performance and Development Plan process, staff develop their capacity in the application of consistent teacher judgement, and the domains of Quality Teaching Framework.

Leaders

Executive staff demonstrate instructional leadership in key programs.

Processes

Quality Teaching Rounds (QT Rounds) – Professor Jenny Gore

QT Rounds is a specific type of school-based professional development and provides both the processes and substance to initiate and build professional conversations around classroom practice and teaching.

PLAN2

Teachers draw on the clear guidance of explicit teaching and better, faster diagnostic assessment.

Teaming

All teachers work collaboratively towards APST Standard 1 – Know students and how they learn.

Evaluation Plan

Analysis of internal and external assessment data:

- Quality Teaching Rounds – Guskey Thermometer
- PLAN2 – Observation
- Teaming – Tell them from me

Practices and Products

Practices

All teachers utilise feedback to improve their teaching and learning practice.

Products

The school has a high performing staff as measured against the APST, whose capacities are continually built to ensure every student experiences high quality teaching.

Strategic Direction 3: Leaders of Learning

Purpose

To have a culture whereby teachers are leaders of learning and executive illustrate Instructional Leadership. Explicit and collaborative practices and processes support the building of staff capacity.

Improvement Measures

Wellbeing data (Use 2018 baseline) shows a reduction in negative referrals and suspensions.

Tell them from Me Partners in Learning Parent Survey response to "Parents feel welcome" and "Parents are informed" above NSW Government norm.

People

Students

Build leadership capacity across the school, Gateway Learning Community and wider community.

Staff

Are proactive in engaging in practices that promote a positive school culture.

Parents/Carers

Engage in a range of school related activities which help build the school as a cohesive educational community.

Community Partners

Active stakeholders in the vision and priorities of the school.

Processes

Positive Behaviour for Learning (PBL)

The school adopts a consistent approach to a continuous cycle of improvement.

Community satisfaction

Key personnel ensure excellence in service delivery through high quality management practices and processes.

Evaluation Plan

Benchmark of Quality (BOQ)

School Evaluation Tool (SET)

School Assessment Survey (SAS)

Tell Them from Me (TTFM)

Practices and Products

Practices

All members of the school community undertake learning in school values and expectations, followed by a cycle of review.

Undertake a review of administration practices and implement the recommendations.

Products

All the schools management practices and processes are responsive to school community feedback, with a commitment to improving service delivery and customer experience.