School plan 2015 – 2017

Moorefield Girls High School 8241
School vision statement

Moorefield Girls High School is a learning community dedicated to inspiring our young women to develop their strengths and talents in a collaborative and creative learning environment.

We develop a culture of high expectations and achievement where our students aspire for their personal best, continually growing and developing in all academic and social arenas.

Moorefield Girls High School offers an inclusive curriculum, making a difference for our culturally diverse community. We create and nurture a culture of respectful relationships where students develop confidence in their individual talents and a sense of belonging to our school and wider community.

Our teachers are experts in girl’s education and they work with our parents, community and students to provide educational opportunities to our female students that empower them to attain the Higher School Certificate and support them with tertiary options and opportunities, providing them with the skills and knowledge to become lifelong learners and inspiring citizens.

School context

Moorefield Girls High School is a comprehensive school for girls catering to students from years 7-12. The school is located in Kogarah, NSW.

As a medium sized school we offer a personalised approach to learning while offering a broad curriculum catering to the full range of academic and vocational pathways.

We are located in a multicultural community with a non-English speaking background population. We are a culturally cohesive school community that strengthens and supports the achievements of students from a diverse range of cultural backgrounds.

Our students are supported by teachers who are passionate and enthusiastic experts in girls’ education, creating quality learning environments where our girls are focused and work collaboratively. This is demonstrated through our outstanding Higher School Certificate results.

We focus on the development of 21st century learning skills such as creativity and innovation, critical thinking and problem solving, collaboration, communication and technology, all within the context of girls’ education. This has been supported through the remodelling of learning environments into collaborative and innovative learning spaces.

We support our students to turn their gifts into talents. We have three gifted and talented classes to cater to these needs; an academic gifted and talented class, a talented artist class and a talented athlete program.

We have a safe, secure and disciplined learning environment. Our classes are focused and our girls develop respectful relationships. We provide a variety of leadership opportunities and programs for our students, particularly focused around the provision of mentors. We have developed strong community links and emphasise the importance of volunteering and ‘giving back’ to your community.

As well as community partnerships, Moorefield Girls High School is a proud member of the Bayside Learning Community. This supports students from local primary schools, enhancing transition and providing enrichment opportunities.

Our school motto is Inspiring Young Women.

School planning process

The Moorefield Girls High School plan was developed using a consultative planning process during terms 2-4 2014 and term 1 2015 through the following community, staff and student information sessions and workshops:

- School Executive: Commenced at executive conference in Term 2 2014 where current progress towards meeting the requirements of our 2012-2014 school plan were analysed using the outcomes based accountability framework, explanation of new planning cycle and influences on the planning model, the development of a dynamic learning system, the Golden Circle, strategic directions and the 5 Ps. Planning sessions at executive meetings throughout Terms 2-4 2014 and Term 1 2015 to refine strategic directions and purpose statement and the development of processes, products and practices and people.

- School Staff: Term 3 School Development Day, Staff Meetings and Term 4 School Development Day 2014 activities including an overview of the model and workshops on an area of the school plan utilising the outcomes based accountability framework and the development of the 5 Ps for their focus area under the direction of executive staff. Refining of strategic directions and purpose statements followed.

- Students: Completion of the Tell Them From Me Survey and workshop focus groups to discuss directions. While students have reflected on and contributed to all strategic directions, particular focus has been the development of the 5Ps for the Building Capacity strategic direction, particularly around strategies to develop and enhance student voice.

- Parents/Community: Community information session held to explain the planning process and strategic directions. Parent workshop held to reflect on all three and to particularly work on strategies to increase parental involvement in the Building Community strategic direction. Further, discussion has been held with Bayside Learning Community schools to develop a consistency in approach across local schools regarding community involvement.
Our students are inspired to value education, becoming lifelong learners who achieve their best. A school culture of high expectations and celebration of achievement supports students to actively engage in learning.

The school community empowers students to be confident, resilient and positive partners in learning. Staff professional practice is supported and extended through mentoring, professional learning and leadership.

Learning is enhanced by connections between the school, parents, local and global community. These partnerships value and promote inclusivity and support students to develop and consolidate positive relationships with their community.
Strategic Direction 1: Engaging learners

Purpose

Our students are inspired to value education, becoming lifelong learners who achieve their best. A school culture of high expectations and celebration of achievement supports students to actively engage in learning.

People

Students: Commitment to learning and the pursuit of varied opportunities available at school.

Staff: Engage in ongoing professional learning and commit to continual improvement so as to embed new strategies to enhance student engagement and learning opportunities.

Parents/Carers: Encouraged to attend information sessions and school events so as to increase engagement in communication about their child’s learning.

Leaders: Lead and support the implementation of effective whole school strategies to enhance student engagement and learning opportunities leading to improved student learning outcomes.

Processes

- Implement an attendance monitoring and intervention system to engage students through improved attendance.
- Continue to develop quality teaching and learning practices and quality assessments that incorporate 21st century capabilities and differentiate to meet individual student need.
- Implement practices through the use of personalised learning plans to heighten student aspirations and improve self-regulation of their learning.

Evaluation Plan

Improvements toward meeting this strategic direction will be evaluated through:

- Monitoring of meeting milestones and reporting
- Staff and student surveys
- Analysis of attendance and internal and external performance data

Products and Practices

- Rates of participation of students in day to day learning and special school activities as measured through improvements in attendance data and student surveys.
- Improvements in student literacy and numeracy measured through school based assessments and trends in HSC and NAPLAN results.
- Student and teacher surveys reflect implementation of 21st century learning practices.

Product: Enhanced learning environments and teaching and learning programs provide for the ongoing development of 21st century skills.

Product: Students demonstrate increased confidence and success in regulating their learning and are actively engaged in their learning.

Practice: Students gain explicit guidance and feedback on learning and assessment.

Practice: Teachers develop teaching and learning programs to differentiate lessons and accommodate the literacy and numeracy learning needs of their students.

Practice: Systems and processes are in place to promote and recognise success.

Practice: Personalised learning plans are used by teachers, students and parents providing an individualised approach to learning.

Improvement Measures

- Rates of participation of students in day to day learning and special school activities as measured through improvements in attendance data and student surveys.
- Improvements in student literacy and numeracy measured through school based assessments and trends in HSC and NAPLAN results.
- Student and teacher surveys reflect implementation of 21st century learning practices.
**Strategic Direction 2: Building Capacity**

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
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<tr>
<td>The school community empowers students to be confident, resilient and positive partners in learning. Staff professional practice is supported and extended through mentoring, professional learning and leadership.</td>
<td><strong>Students:</strong> Students contribute to their own wellbeing and the wellbeing of others by engaging with student leadership and wellbeing initiatives and programs. <strong>Parents/Carers:</strong> Communicate information and engage with school initiatives and events to enhance and support their child’s wellbeing. <strong>Staff:</strong> Actively engage in professional learning and the implementation of systems and processes to support student wellbeing.</td>
<td><strong>Engage all staff in professional learning regarding student wellbeing to enhance initiatives to support students.</strong> <strong>Develop student initiative programs that promote student voice and that align with school wellbeing programs.</strong> <strong>Develop a professional learning plan that supports staff professional practice through collegial learning initiatives, sharing exemplary practice and quality feedback to support student learning and wellbeing.</strong> <strong>Implement the Performance and Development Framework and the Australian Professional Teaching Standards so that it aligns to individualised staff learning needs and leads to the continual improvement of professional practice.</strong></td>
<td><strong>Regular feedback regarding student wellbeing and school satisfaction surveys demonstrate continual positive growth.</strong> <strong>Teacher performance and development plans reflect teacher need and positively contribute to continual improvement of practice.</strong></td>
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**Product:** Student achievement and participation is supported through a structured system of student recognition.

**Product:** Teacher professional growth and ongoing accreditation is evident in teacher professional learning planning and activity.

**Practice:** Teachers and the student wellbeing team knowledgeably support student wellbeing needs and initiatives.

**Practice:** A strong culture of teacher collaboration contributes to quality and improving quality teaching and learning activities. This is enhanced through the recognition of staff achievement.

**Practice:** Staff professional growth and teaching practice is enhanced through quality reflective feedback.

**Improvement Measures**
- Regular feedback regarding student wellbeing and school satisfaction surveys demonstrate continual positive growth.
- Teacher performance and development plans reflect teacher need and positively contribute to continual improvement of practice.

**Evaluation Plan**

Improvements toward meeting this strategic direction will be evaluated through:
- Monitoring of meeting milestones and reporting
- Staff and student surveys
- Review of Performance and Development plans and processes
### Strategic Direction 3: Developing Community

#### Purpose

Learning is enhanced by connections between the school, parents, local and global community. These partnerships value and promote inclusivity and support students to develop and consolidate positive relationships with their community.

#### Improvement Measures

- Increased parental satisfaction with and engagement in school initiatives and programs.
- Increased student engagement with learning through opportunities created through the establishment of community partnerships.

#### People

**Students:** Commit to community engagement and volunteering opportunities to enhance their learning and leadership.

**Staff:** Utilise communication, engagement and partnership strategies to connect with parents and the broader school community to strengthen student engagement and learning.

**Parents/Carers:** Provide clear opportunities for parents/carers to engage and participate with the school community to support the learning of their student/s.

**Community Partners:** Invite community partners to work together to develop and establish a continuum of learning and leadership for our students.

**Leaders:** Lead and support the implementation of strategies to engage the broad community with our school, providing opportunities for enhanced learning and leadership.

#### Processes

- Support the learning, engagement, leadership and aspirations of our students through the development of a partnership strategy to engage the broader community of businesses, tertiary providers, community groups and local schools in the curriculum initiatives of the school.
- Increase parental involvement in school activities and events to support student learning and engagement.
- Formalise a school communication strategy to support student learning and school programs and initiatives.

#### Products and Practices

- Increased parental satisfaction with and engagement in school initiatives and programs.
- Increased student engagement with learning through opportunities created through the establishment of community partnerships.

**Product:** Increased parent participation and satisfaction with school initiatives and activities.

**Product:** Students are involved in a range of leadership and participation activities through community partnerships.

**Practice:** Clear and concise communication practices support teaching and learning across all school activities.

**Practice:** Community partnerships provide authentic learning opportunities that support student learning and leadership, enhancing a culture of achievement.

#### Evaluation Plan

Improvements toward meeting this strategic direction will be evaluated through:

- Monitoring of meeting milestones and reporting
- Staff, student and community surveys