Moorefield Girls High School
School Strategic Plan 2012 – 2014

School Context

Moorefield Girls High School is a comprehensive girls' high school of 485 students, from Years 7 to 12. The students come from diverse cultural backgrounds (86% of the students are from a language background other than English). The school's focus is to inspire young women to achieve their best through quality teaching, a diverse curriculum and innovative programs that provide experiences to engage and challenge students and by providing a supportive learning environment.

<table>
<thead>
<tr>
<th>School Priority Areas – 3 Year Horizon</th>
<th>Intended Outcomes</th>
</tr>
</thead>
</table>
| Improved Literacy and Numeracy outcomes for all students | 1.1 Increased levels of literacy achievement for every student with a minimum of 80% of students achieving above minimum standard in NAPLAN Literacy  
1.2 Greater representation of students in top three Bands in NAPLAN literacy with a minimum of 53% achieving at this level  
1.3 Increased levels of numeracy achievement for every student with a minimum of 82% of students achieving above minimum standard in NAPLAN Numeracy  
1.4 Greater representation of students in top three Bands in NAPLAN numeracy with a minimum of 40% achieving at this level |
| Improved levels of student engagement and attainment | 2.1 Improved student attendance  
2.2 Greater representation of students in top two bands of HSC courses  
2.3 Authentic Assessment Tasks incorporating QT framework developed for all KLAs  
2.4 Innovative practices and curriculum to engage girls embedded in all KLAs |
| Building capacity and resilience | 3.1 Solutions focussed learners thriving within an inclusive school community  
3.2 Increased school leadership capacity for school improvement  
3.3 Strong community participation and support for student engagement and learning outcomes |

The plan has been approved by

<table>
<thead>
<tr>
<th>Principal: Julianne Beek</th>
<th>Date: 8th April 2013 (updated)</th>
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</thead>
<tbody>
<tr>
<td>R/School Education Director: Ms Anne Ross</td>
<td>Date: 8th April 2013</td>
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### Intended Outcomes

<table>
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<tr>
<th>School Priority Area: Improved Literacy and Numeracy outcomes for all students</th>
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<th>Target 2012</th>
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<tr>
<td><strong>1.1</strong></td>
<td>Increased levels of literacy achievement for all students with a minimum of 80% of students achieving above minimum standard in NAPLAN literacy</td>
<td>5% increase of students achieving above minimum standard in NAPLAN literacy in year 9</td>
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<td><strong>1.2</strong></td>
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<td><strong>2.1</strong></td>
<td>Improved school attendance for all students</td>
<td>5% increase in attendance rate for school population</td>
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<td><strong>2.2</strong></td>
<td>Greater representation of students in top three bands of HSC courses</td>
<td>5% increase in number of students achieving Band 4 or above in HSC</td>
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<td><strong>2.3</strong></td>
<td>Authentic Assessment Tasks incorporating QT framework developed for all KLAs</td>
<td>Stage 4 Teaching and Learning Programs contain Quality Teaching and Assessment elements and practices</td>
<td>Stage 5 Teaching and Learning Programs contain Quality Teaching and Assessment elements and practices</td>
<td>Stage 6 Teaching and Learning Programs contain Quality Teaching and Assessment elements and practices</td>
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<td><strong>2.4</strong></td>
<td>Innovative practices and curriculum to engage girls, embedded in all KLAs</td>
<td>Differentiated programs incorporating cutting edge practice to engage girls as 21st Century Learners</td>
<td>Strengthening Differentiated programs incorporating cutting edge practice to engage girls as 21st Century Learners</td>
<td>Extending Differentiated programs incorporating cutting edge practice to engage girls as 21st Century Learners</td>
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<td><strong>3.1</strong></td>
<td>Solutions focussed learners in a thriving school community</td>
<td>Successful learning evidenced by 10% increase in numbers of students receiving recognition within the school and community.</td>
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<td><strong>3.2</strong></td>
<td>Increased school leadership capacity for school improvement</td>
<td>Members of school community supported to achieve leadership aspirations by increasing the provision of opportunities for leadership roles.</td>
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<td><strong>3.3</strong></td>
<td>Strong community partnerships to support and enhance student engagement and learning outcomes</td>
<td>Measurable improvement in individual learning outcomes for students engaged in transition and community participation projects</td>
<td>Students who participate in community projects progress to whole school leadership roles</td>
<td>Students who participated in community projects represent school in SRC and school / DEC and community opportunities</td>
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</table>
Focus Area: Literacy and Numeracy

Strategies

Analysis of SMART data to:
- Identify students in the lower bands and specific areas of weakness for targeted support.
- Development of individualised learning plans for students who require additional support.
- Implement PL programs that will increase teacher’s capacity to identify and address student learning needs and use of SMART data
- Management and Administration of NAPLAN testing.
- Development of needs-based teaching and learning programs focused on reading. Continuation of 2012 focus of sustained writing, Grammar and Punctuation.

Pre-test students in years 7 and 9 to identify current areas of weakness through Numeracy and Comprehension and Reading Age assessment to identify support needs.

Homework centre staffed and organised to support specific needs of students.

Implementation of the whole school literacy and numeracy plans across all KLA.

Numeracy:
- Implementation of Mathletics program in Years 7 and 8 through mathematics classes.
- Creation of additional class to support numeracy needs of identified students in Years 8 & 10.

Literacy:
- Continue the implementation of whole school strategy to support the development of skills in Grammar and Punctuation for Year 7 and 8 students.
- Implementation of whole school collaborative reading program across all KLA as a part of the literacy plan for the whole school.
- Devise and implement stage3/4 writing project with the Bayside Learning Community.

Continue to develop Moodle resources for explicit teaching of Literacy and Numeracy skills

Implementation of Literacy and Numeracy Mentor to provide teacher PL in explicit teaching of numeracy strategies for each KLA, designing numeracy activities to be embedded into programs, pre-test and post-test. Post-test to identify student achievement and further areas for improvement.

Participation in various activities including National Literacy and Numeracy Week, Competitions and Number Crunches Program.

Indicators

Literacy & numeracy plans implemented and embedded in all faculty programs. Faculty identify students strategically to be accelerated from band to band.

Classroom teachers confident in using SMART data package to inform planning and student learning outcomes.

All students have baseline numeracy, reading and comprehension age at the commencement of Year 7.

Levels of engagement, completion rates and improved results and understanding. Improvement in Literacy and Numeracy components of NAPLAN Year 7 & 9 results.

Systematic approach to teaching of Numeracy.

Systematic, whole school approach to teaching of literacy.

Improved results across the school with reading.

Improved consistency in writing from stage 3 to 4.

Classroom teachers supported to implement a variety of strategies to support literacy and numeracy development.

Promotion of Literacy and Numeracy. Enhanced student understanding of relevance of Literacy and Numeracy within the community.

Timeframe

Ongoing

Term 1 2013 &
Ongoing

Term 1 2013

Term 2 2013

Term 2/3 2013

Ongoing 2013

Ongoing 2013

Responsibility

HT English
HT Mathematics (Literacy / Numeracy Coordinators)
LaST—LST Coord
Homework Centre staff
Literacy / Numeracy Coordinators & all staff
All HTs
Numeracy coordinator, Year 7/8 maths Teachers
Literacy coordinator, All teachers,
Bayside Community staff
Literacy and Numeracy Coordinators
All teachers
Literacy and Numeracy Coordinators

Strategic Plan 2012-2014 Moorefield Girls High School - 2013 Update
### Focus Area: Engagement and Attainment

#### Strategies

- **Implementation of newly devised welfare and discipline policy** which includes processes for monitoring, contact of parents, role of Year Advisers, HT Welfare. Continuation of focus on positive behaviours at class, faculty and whole school level.

- **Evaluate effectiveness of after school detention** re repeat offenders and review process of management of attendance including reviewing monitoring and attendance plans and management of truancy at class, faculty and whole school level.

- **Develop culture of high expectations and celebration of achievement** through showcasing student success by:
  - Implementing Student of Week Award—nominated by each faculty on rotational basis
  - Annual HSC Achievers Assembly and inviting past students as role models
  - Half Yearly Merit Assembly with achievers morning tea
  - Promotion of student achievement in local print media and social networking

- **Support Year 7 Transition by provision of seminar on using school diaries and planners**. And transition into Senior High School for Year 11 through Study Skills Workshops.

- **Engage GAT students through the provision of a differentiated curriculum**.
  - Incorporate Cross KLA project based learning and review Rich Task Years 7 and 8
  - Implement third elective as a part of subject selections process
  - Develop and Promote Public Speaking and Debating.

- **Evaluate assessment policy and practices** to ensure consistency and authentic assessment

- **Ensure provision of inclusive curriculum and appropriate outcomes based assessment strategies for students with additional learning needs including universal program design.**

- **Implement engaging and innovative classroom practice** using DER laptops across all KLAs for stage 5 and year 7 students. Development of e-learning Student Portfolios.

- **Undertake review of existing programs and commence scope and sequence and programming for the Australian Curriculum. Develop staff capacity through PL.**

- **Embed a School to Work Program in curriculum**—involvement with Universities and TAFE; transition pathways; timetabled careers lessons; Moore Prepared Business Week

#### Indicators

- **Improved whole school attendance data. Implement positive behaviour for learning model in school.**

- **Improved tracking and management of truancy at classroom, faculty and whole school level leading to lowered incidents.**

- **Improved student application and achievement. The value of student achievement has impacted positively. Positive role models for students to aspire to.**

- **Smooth transition to high school & senior school - Homework and assignments completed. Students well prepared and appropriately equipped.**

- **GAT students engagement evidenced through the completion of high quality projects and high success.**

- **Assessment policy and practices for all years consistent & incorporating QT Assessment principles.**

- **Classroom and assessment strategies meeting the needs of students with identified learning disabilities are implemented. Improved Student learning outcomes through improved engagement as evidence in attendance and referrals for negative behaviour. New programs and scope and sequence ready for implementation in 2014**

- **Appropriate subject selection; increased involvement and participation in learning.**

#### Timeframe

<table>
<thead>
<tr>
<th>Term 1 2013</th>
<th>Term 2 2013</th>
<th>Ongoing</th>
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<tr>
<td>Ongoing</td>
<td>Term 2 2013</td>
<td>Ongoing</td>
<td>January 2014</td>
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#### Responsibility

- **DP Welfare team**
- **DP, HTs / HT Welfare**
- **HT Welfare, School Promotions co-ordinator**
- **HT Welfare, Yr 7 YA Yr 11 YA**
- **GAT Coord, HTs, Teachers**
- **Evaluation Panel (DP, Teacher, Parent)**
- **HT Special Ed, HTs, Teachers**
- **DP, DER Laptop Mentor, HTs, Teachers**
- **All Staff**
- **DP, HT Welfare, Careers Advisor**
Focus Area: Building Capacity and Resilience

Strategies

Implement welfare and discipline policy to develop resilience, strengths and solutions focus to student behaviour management and connectedness to learning (includes strategies from Michael Durant). Extend by implementing accommodations and reasonable adjustments for students with higher support needs.

Cyber-safety and cyber-citizenship through Year meetings, Police Liaison Workshops for students and Parents. Integration strategies into curriculum to develop understanding.

Community initiatives to increase student capacity and reduce incidents of ‘at risk’ behaviour. Links to Learning Year 9 Program; Youth Pathways; Program to support students from NESB background eg. Pacific Island, Arabic students to raise self-confidence.

Engage students and improve student learning outcomes through provision of support in after School HSC Coaching and school Homework Centre

Promotion of Wellbeing and Mental Health through incorporation of Mind Matters strategies PL for whole staff holistic Development of projects Years 7-12: Friendship/connectedness (Yr7), Leadership (Yr8), Managing Stress (Yr9), Depression (Yr10), Grief and loss (Yr11) and Mental Health Week and International Women’s Week activities.

Develop Student Leadership: Community link programs LEAPS, Senior Student Business Mentors and Partnerships with local businesses, Café

Targeted Professional Learning for Head Teachers, Teachers — Exec conf, Exec PL afternoons, Welfare Conference to develop leadership capabilities and enhance opportunities.

Enhance Bayside Learning Learning Community activities through provision of joint professional learning; extension of Primary links program—GAT digital stories Year 4/5 students and continued delivery of Primary Links Tasters Programs; and Develop partnership with Sister school in China.

Develop capacity of staff through development of professional learning plans, providing access to PL activities to enhance student learning and school development priorities.

Indicators

Implementation of programs for identified students; reduction in Sentral notifications for negative incidents; fewer referrals to HTS

Reduction in Sentral incidents for referrals for inappropriate behaviour and students report feeling safe and secure at school.

Improved engagement, participation and successful credentialing.

Students access HSC Coaching / support through homework centre

Enhanced student well being and understanding of issues related to mental health measured by referrals to counsellor.

Student participation in leadership opportunities enhances personal growth and educational outcomes.

Staff leadership capabilities developed through planned opportunities

Productive partnerships with local primary schools developed and measured by participation in planned activities.

Leaderships roles within the school filled through expressions of interest. Participation in wide range of PL activities.

Timeframe

Indicators

Strategic Plan 2012-2014 Moorefield Girls High School - 2013 Update

Responsibility

Ongoing

DP HT Welfare

HT Welfare

LST

Coord Teacher, DP

HT Welfare, Welfare Team, HTs, Teachers

DP, Careers Advisor, SRC Coord

P, DP, HTs

P, DP, HTs

DP

HTs