Consistent application of high expectations and quality teaching practices across all Key Learning Areas

Dynamic leaders building strong learning communities through best practice and professional learning that is in the pursuit of teaching excellence

Aspirational learners who are resilient, creative and thoughtful
School vision statement

At Marrickville High School we provide a positive, supportive and diverse learning environment committed to exceptional learning opportunities. We will continue to develop and inspire thoughtful, creative and resilient students who reach their full potential and contribute positively to society.

School context

Marrickville High School is a co-educational 7-12 community high school providing exceptional learning opportunities for all. Marrickville High School is an inclusive school that values every student equally and has an Intensive English Centre (IEC) and a Support Unit on site. Marrickville High School is part of a diverse community that is 80% Language Background Other Than English (LOBOTE).

Our highly skilled and motivated teachers deliver quality educational programs with a strong focus on literacy, numeracy and ICT. The staff have a range of experience that ensures all aspects of school life are vibrant with a culture of high expectations and excellence of student achievement.

Marrickville High School is a caring and safe place of learning, our wellbeing initiatives focus on proactively supporting all students in improving their learning and ensuring they feel connected to their school community.

We are committed to providing a wide range of opportunities for students to extend their skills across subjects and in extracurricular activities.

School planning process

In 2014 a comprehensive process was undertaken across the school community to collect data and review current practices. This process included a review of the strengths and opportunities as well as areas for development across the school. From this data executive staff drafted the school’s vision statement and the strategic directions.

Through extended consultations with staff, parents and students these draft statements were further refined. As a result the community has committed to the following three strategic directions:

- Consistent application of high expectations and quality teaching practices across all Key Learning Areas.
- Aspirational learners who are resilient, creative and thoughtful.
- Dynamic leaders building strong learning communities through best practice and professional learning that is in the pursuit of teaching excellence.
Purpose:
To ensure continual improvement in student learning outcomes through the application of high expectations and quality teaching practice across all key learning areas.

STRATEGIC DIRECTION 1
Consistent application of high expectations and quality teaching practices across all Key Learning Areas

Purpose:
To build resilience and creativity in all students through a diverse and meaningful curriculum and an inclusive wellbeing program ensuring engagement and successful post school transition.

STRATEGIC DIRECTION 2
Aspirational learners who are resilient, creative and thoughtful

Purpose:
To develop a school culture in which staff members take responsibility for their own ongoing professional learning, to develop and implement best practice in teaching and learning and make strong connections within the school and community.

STRATEGIC DIRECTION 3
Dynamic leaders building strong learning communities through best practice and professional learning that is in the pursuit of teaching excellence.
Strategic Direction 1: Consistent application of high expectations and quality teaching practices across all Key Learning Areas

**Purpose**
To ensure continual improvement in student learning outcomes through the application of high expectations and quality teaching practices across all key learning areas.

**People**

**Students:**
Classroom experiences allow students to increase expectations, capacity and achievement.

**Staff:**
Develop staff knowledge and confidence to implement the Targeted Skills Program.

Develop and implement EAL/D based quality teaching and learning programs and assessments aligned to the directions and priorities of the school that clearly meet the needs of the students.

Develop and expand skills in the delivery of literacy and numeracy strategies to enable students to access information and communicate understanding.

Staff need to further develop knowledge and understanding of providing constructive feedback.

**Parents:**
Engage and support parents/carers to develop their knowledge and confidence to support their child’s learning.

**Processes**

**Staff**

1.1 School to develop Targeted Skills Program
   1.1a Literacy
   1.1b Numeracy
   1.1c Provide Targeted Skills Program professional learning to all staff

**Students**

1.2 Support EAL/D students through the provision of targeted literacy and numeracy programs incorporating individualised assistance.

**Products and Practices**

**Product:** Increase in student learning outcomes as demonstrated by:

1.1A Increasing the number of students achieving level three IEP Curriculum Framework Outcomes.

**Staff**

Design and develop an assessment task bank reflective of the outcomes contained in the IEP Curriculum Framework.

Programs and assessments reflective of adjustments required for identified students with specific EAL/D needs.

**Practice:**
Students achieving excellent value-added results

EAL/D students with low level literacy skills are supported through targeted and individualised assistance by SLSOs.

Design and implement the standardised marking criteria contained in the assessment task bank across all KLA testing in the IEC.

The number of students exiting from level 3 to increase by 5%

**Product:**
90% of students can identify they are receiving teacher feedback through survey

The production of an accredited International Student Orientation Pack.

**Practice:** Explicit written teacher feedback given for each assessment task relating to marking guidelines and exemplar responses

**Improvement Measures**

1.A Increase the number of students exiting the IEC from level two to level three by 20%.
1.B Increase the number of students successfully completing all of the IEP curriculum Framework outcomes by 5%.
1.C Produce uniform marking criteria across entire faculty in regards class movements.
1.D Produce an accredited orientation program for newly arrive International Students.
<table>
<thead>
<tr>
<th>Staff:</th>
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<tbody>
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<td>Staff constructively evaluate and reflect upon their teaching and assessment practices</td>
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<tr>
<td>Introduce systems for ongoing evaluation, review and improvement of:</td>
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<td>- teaching and learning programs</td>
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<td>- assessment tasks</td>
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<td>- teaching strategies</td>
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<th>Practice:</th>
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<td>KLA’s implement high quality programs, assessment practices and procedures that conform to the MHS template and reflect and promote high expectations of student performance.</td>
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Strategic Direction 2: Aspirational learners who are resilient, creative and thoughtful

Purpose

To build resilience and creativity in all students through a diverse and meaningful curriculum and an inclusive wellbeing program ensuring engagement and successful post school transition.

People

Students:
Develop skills to work collaboratively to explore learning and communicate ideas.

Staff:
Work collaboratively to develop and implement innovative extra-curricular activities and cross curriculum programs.

Parents:
Parents develop understanding of student learning through attendance at the presentation of student work.

Processes

2.1 Evaluate, refine and implement extra-curricula, cross-curriculum, Primary Transition and engagement programs.

Students:
Develop an understanding of the wellbeing program(s) and actively engage

Staff:
Develop an understanding of the MIEC wellbeing model and programs

Parents:
Develop an understanding of the MIEC wellbeing model and program(s).

2.2 Develop, embed and evaluate proactive student wellbeing programs

Students:
Develop an understanding of senior school requirements.

Staff:
Develop an understanding of the transition processes.

Parents:
Parents develop understanding of student learning by participating in forums, meetings and events.

Products and Practices

Product:
2.A All students involved in active learning through completion of programs and their products

Practice: Students participate in higher order thinking activities that ensure skill development and engagement – logic, imagination and reflection.

Product:
Create resilient and thoughtful students who(se):

2.B So as to ensure attendance rates reach 96%.

Practice: Wellbeing programs embedded into school curriculum across stages with ongoing evaluation of programs by stakeholders

Product:
2.C 100% of students are supported in their transition and have an exit plan with respect their host high school.

Practice: Students participate in high school transition programs which target their needs

Parents and community members to participate in relevant educational programs specifically targeted to the needs of EAL/D learners.
**Strategic Direction 3:** Dynamic leaders building strong learning communities through best practice and professional learning that is in the pursuit of teaching excellence

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| To develop a school culture where all staff members take responsibility for their ongoing learning, to develop and implement best practice in teaching and learning and make strong connections within the school and community. | **Staff:** Develop an understanding of the Action Research-Professional Learning through ongoing research into best practice pedagogy | 3.1 Develop the leadership capacity of staff through Action Research-Professional Learning Teams | **Product:**  
3.A 100% of the Action Research-Professional Learning Teams produce and present action research findings  
3.B 20% of staff to develop leadership skills by leading the Action Research-Professional Learning Teams  
**Practice:** The action research model will provide a permanent and sustainable platform for staff to implement research and develop leadership skills  
**Product:**  
3.C 100% of staff have a Performance and Development Plan which identifies at least one area of professional learning aligned to the school strategic plan  
**Practice:** Staff engaged with professional learning and leadership opportunities provided both internally and externally evident by:  
- Professional learning sessions aligned to strategic plan  
- Staff participation is measured through professional learning records / registers |
| **Staff:** | | 3.2 Staff participate, develop and lead professional learning sessions to support their learning and leadership capabilities including: |  
3.2a Develop protocols for professional learning that is aligned to school strategic plan and Performance and Development Framework  
3.2b Develop a process to measure staff participation in professional learning |
| | **Staff:** Actively engage with other teaching professionals and the wider community to further develop knowledge in curriculum areas  
Working collaboratively with community partners to meet identified needs. | 3.3 Systems in place for staff to engage with CoS to maximise learning opportunities | **Practice:** Formal structures established to facilitate stronger connections and partnerships within a Community of Schools (CoS). |