## School vision statement
To develop in students a life – long love of learning in a successful, innovative and positive culture of excellence.

## School context
Macquarie Fields High School is a unique multicultural blended school that is committed to extending its selective and comprehensive students within a culture that values high achievement, strong relationships and excellence in teaching and learning. The school is committed to creating an optimal learning environment based on our vision and goals for our students through shifts in our thinking and a focus on innovative pedagogy. This is underpinned by targeted professional learning. The school’s distinctive nature and outstanding achievements in academic, sporting and cultural pursuits mark it as a learning community that offers its students and teachers rich opportunities for leadership and quality learning. This demonstrated commitment to excellence is supported by a broad, differentiated curriculum and progressive welfare practices.

In 2015, the school has a total enrolment of 1075 students, 7 – 12. 70% of which are from language backgrounds other than English. In addition to selective and comprehensive enrolment steams, the school has a three class support unit catering for students with autism spectrum disorder.

## School planning process
The school has used a wide range of tools and data to evaluate the 2012 – 2014 plan and to determine the school’s strategic directions for 2015 – 2017. These include:
- evaluation of the school’s “pillar” teams which are the main drivers of the school’s strategic directions. In 2014, these were: Literacy and Numeracy; Student Engagement and Attainment; Leadership and Management; Curriculum and Assessment.
- Faculty evaluations
- Tell Them From Me Survey
- HSC, NAPLAN data
- Attendance and Retention data
- Year 12 exit survey
- Consultation with students, staff, parents and community.
- Staff well-being survey

The three strategic directions: Leadership, Learning and Well – being form the basis for school improvement over the next 3 years.

During 2015 – 2017:
- there will be two faculty evaluations each year
- students will undertake the Tell Them From Me survey annually
- Year 12 students will be surveyed as they exit
- Consultation with students, staff, parents and community will continue and feedback sought

Progress towards achieving the improvement measures will be monitored by:
- Milestone tracking at five weekly intervals and progress will be discussed at Executive and Pillar Team meetings and recorded in the minutes.
- Analysis of data from a variety of sources including: HSC, NAPLAN, VALID attendance, retention and completion of HSC, subject choices/pathway data, staff/parent surveys, lesson observations, BYOD, special programs
Purpose:
To lead the development of capacity amongst leaders and aspiring leaders within the school community, creating a coherent developmental leadership framework underpinned by universal, research based best practice to enhance school performance, lifelong learning and well-being.

Purpose:
To develop learning programs that explicitly encourage personal growth, confidence and success through the provision of opportunities for students and staff to learn from other learners, collaborate and share their learning experiences as they develop into creative, deep thinking, lifelong learners.

Purpose:
To create a more engaging, more creative, more disciplined and calmer environment that supports exciting teaching and enthusiastic learning for all students and staff with their well-being critical to our success.
## Strategic Direction 1: Leadership

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To lead the development of capacity amongst leaders and aspiring leaders within the school community, creating a coherent developmental leadership framework underpinned by universal, research based best practice to enhance school performance, lifelong learning and well-being.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students**
Focus on building leadership capacity, academic writing skills, debating and public speaking.

**Staff**
Will undertake differentiated professional learning with a focus on implementing best practice, attaining/maintaining accreditation and enhancing leadership capacity.

### Processes

**How do we do it and how will we know?**

**Leadership**
Leadership capacity amongst staff and students will be enhanced through the development and implementation of quality programs and provision of leadership opportunities.

**Excellence**
Continued focus on excellence in all areas through an enhanced collegial support program, comprehensive and differentiated training in finance and technology for learning.

### Products and Practices

**What is achieved and how do we measure?**

**Products**
- 20% increase in the number of staff and students taking up leadership opportunities.
- Improved HSC results across all areas, with 10% increase in the number of comprehensive students achieving Band 6 in one or more subjects and 5% for selective students.
- 90% of students 7 – 10 bringing devices to school by the end of 2017.
- 75% of staff using technology for learning on a consistent basis.
- All faculties represented on the reconstituted Finance team.

**Practices**
An expanded and enhanced Collegial Support program which is collaborative and inclusive of all staff.

A strengthened academic culture amongst staff and students, with a particular focus on leadership development, capacity building and teaching excellence.

The Australian Professional Standards for Teachers are embedded in school structures and processes and evident in professional practice.

There are strengthened and enhanced links with universities, providing increased opportunities for staff, students and pre-service teachers.

School is well positioned for the introduction of LMBR.

### Improvement Measures

- 20% increase in the number of staff and students taking up leadership opportunities.
- Improved HSC results across all areas, with 10% increase in the number of comprehensive students achieving Band 6 in one or more subjects and 5% for selective students.
- 90% of students 7-10 bringing devices to school by the end of 2017.
- 75% of staff using technology for learning on a consistent basis.
- All faculties represented on the reconstituted Finance team.

Create awareness of ways in which parents can support their child in striving for excellence in all areas.

- **Leadership:**
  - Leadership capacity amongst staff and students will be enhanced through the development and implementation of quality programs and provision of leadership opportunities.

- **Excellence:**
  - Continued focus on excellence in all areas through an enhanced collegial support program, comprehensive and differentiated training in finance and technology for learning.

- **Evaluation Plan:**
  - Feedback from students, staff and community through consultation at twice yearly intervals.
  - Analysis of data from HSC, NAPLAN, VALID, attendance, subject selection and Year 12 exit surveys.
Strategic Direction 2: Learning

Purpose
To develop learning and refine programs that explicitly encourage personal growth and recognise success through the provision of opportunities for students and staff to learn from other learners, collaborate and share their learning experiences as they develop into creative, deep thinking, lifelong learners.

People

Students
Students will be explicitly educated in adopting a growth mindset. Students will be:
- taught with explicit formative assessment strategies.
- actively involved in the process of faculty evaluation.
- able to access a curriculum that is relevant to their learning needs.

Staff
Staff will be engaged in professional learning experiences and dialogue in:
- teaching a growth mindset.
- embedding formative assessment.
- understanding and implementing the School Excellence Framework.
- evaluating the School Excellence Framework.
- strategies for personalising the curriculum.

Processes

Recognition and learning mindsets
There will be a variety of strategies that focus on developing a Growth mindset (signage, lessons). There will also be an important focus on the recognition of all students and staff to positive contributions to learning.

Assessment and reporting for learning
All faculties are to be represented on whole school assessment teams with a focus on formative assessment. A Formative Assessment resource that all staff receives and use in their teaching practice will be issued. Best practice in Quality Assessment: Design and Implementation will be shared.

Teaching for Learning
Team leader to train the members using the selected faculty evaluation tool. The current tool will be modified to reflect the Excellence in Teaching Framework.

Curriculum Frameworks
A Whole School Curriculum audit is completed and reviewed. Faculties to deliver taster courses to year 10 students.

Evaluation Plan
Analysis of data from HSC, NAPLAN, VALID, TTFM surveys, attendance data, subject selection data and Year 12 exit surveys. Curriculum Audit surveys and PCG Year surveys of related learning strategies will be used in the evaluation process.

Products and Practices

Products
- Improved attendance. Decrease in students with less than 90% attendance.
- Average increase of 5% for Bands 6,5,4 (HSC)
- Average decrease of 5% for Bands 3,2,1 (HSC)
- All students achieving above the minimum standard by Year 9 for NAPLAN
- 5% increase in students achieving or exceeding state average growth in NAPLAN
- 10% increase in the number of students valuing school outcomes.
- 20% increase of students are interested and motivated in their learning.
- 10% increase of students trying hard to succeed in their learning. (Tell Them From Me surveys).

Practices
All students and staff are working on developing a growth mindset.

Macquarie Fields 8553
Page 5
## Strategic Direction 3: Well-being

### Purpose
To create a more engaging, more creative, more disciplined and calmer environment that supports exciting teaching and enthusiastic learning for all students and staff with their well-being critical to our success.

### Improvement Measures
- 10% increase in student resilience (Tell Them from Me).
- 10% reduction in incidents of Bullying.
- 20% reduction in accidents over the next three years.
- 25% of students engaged in a significant values project.
- Student involvement in Social Justice initiatives increased by 20%.
- Six new programs reflect student initiatives leading to an improved and safer environment 2015-2017.
- 15% increase in community attendance at school events.
- Alumni membership at 50 by end of 2015; 150 by end of 2017.
- Attendance rates for Years 9, 10 and 11 students at 95%.
- Staff Well-Being Survey indicates improvement in staff well-being.

### People
#### Students
Will develop a shared understanding of the role they play in creating a safe and calm school environment where they understand the value and responsibilities of good citizenship and ways they can contribute to an exciting learning environment providing them with leadership opportunities.

#### Staff
Will engage in relevant professional learning to explicitly teach consistent and proactive strategies, using a common language, to reduce bullying, enhance student safety and communicate more effectively with parents in our multicultural context.

Will engage in activities where relevant professional learning, supports identified needs for targeted groups.

### Processes
#### Student Welfare
Revision of Anti-Bullying Plan with implementation supported by staff and student training and revitalisation of current welfare practices. Revision of all processes to enhance student safety in class, in the playground and at sport. Student-centred project based investigation developing citizenship.

#### Staff Welfare
School-based staff well-being programs/workshops developed to meet the well-being needs of staff with varying degrees of experience. Systems developed for supporting staff welfare needs and celebrating staff achievement.

#### Physical and Psychological Environment
Workshops, designed focusing on creating innovation learning spaces; community interaction and improving the psychological environment.

Creation of Student and Teacher Alumni Association.

#### Community Engagement
Enhance the community participation and involvement in the life of the school.

### Evaluation Plan
Analysis of attendance, retention, PBL and TTFM data

### Products and Practices
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### Practices
Staff and students consistently use proactive strategies to reduce bullying and increase reporting engaging with school based support such as the revitalised Yellow Ribbon Program.

Culture of support and ongoing mentoring, for staff responding to defined needs as they change from time to time.

Students respond positively to the recognition of student achievement. Productive communication between teachers and parents. Parents more actively informed members of the school community.