School Management Plan
2015 – 2017

Macarthur Girls High School 8822
### School background 2015 - 2017

<table>
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<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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| Macarthur Girls High School’s purpose is to encourage young women to achieve their personal best and beyond, empowering them with the necessary skills to be successful citizens in an ever changing world. | Macarthur Girls High School (MGHS) is located in the Parramatta District on the banks of the Parramatta River. The school site is of historical significance as a part of the early settlement of the Parramatta district; the land is part of the second land grant made in the settlement of NSW. Subsequently the land became part of the holdings of Rev. Samuel Marsden. The school’s reputation has created a demand for enrolment. Enrolment for 2013 was 1046 students. Approximately 90.5% of our students are from language backgrounds other than English with 58% of our enrolments from out of area. Student enrolments reflect the school’s very positive reputation in the broader community. New students are drawn from more than 50 primary schools. Student numbers in Stage 6 continue to grow. The largest groups of students representing non-English speaking background families include: Arabic, Tamil, Dari, Hindi, Cantonese and Gujarati speakers. The school NSW FOEI (Family Occupation and Employment Index) for 2014 is 86 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1035 which is slightly higher than the average of 1000. The school's teaching staff is a strong mix of very experienced teachers and new scheme teachers, all of whom are committed to providing continuing excellence in teaching and learning. Our school has a teaching entitlement of 72.8 staff with an additional 13 school assistants. | - Whole school evaluation of previous plan  
- P&C consultation  
- School executive planning day  
- Student surveys  
- External student performance data  
- Internal assessment data  
- Curriculum group meetings  
- Staff evaluation of School Excellence Framework  
- Writing days by School Senior Executive  
- Writing days by School Management Plan Team  
- Consultation with School Executive  
- Consultation at Staff Meeting |
To provide students with learning opportunities which are significant and connected to their lives. Students will be engaged in subject specific and integrated learning experiences which develop resilience, capacities and skills for the 21st Century.

To provide diverse professional learning opportunities for teachers, across all career stages, that encourage creativity and risk taking in all learning environments. The Australian Professional Teaching Standards will underpin all professional learning in the school to ensure quality and leadership development.

To provide a school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. To provide strategic and effective leadership that ensures operational management, resource allocations and accountability requirements to support the identified directions of the school community.
# Strategic Direction 1: Student Learning

## Purpose
Students will be provided with learning opportunities which are significant and connected to their lives. Students will be engaged in subject specific and integrated learning experiences which develop resilience, capacities and skills for the 21st Century.

## People
Students will develop their skills and understanding of collaboration, real world problem solving, critical thinking, creativity and ICT, by learning in environments which promote risk taking and innovation.

Teachers will use knowledge of their students and evidence-based teaching practices to deliver innovative learning programs to cater for individual student learning needs.

## Processes
The design of the school curriculum pattern utilises current research, data and innovative thinking to develop the 21st Century learning capacities of all students. Teachers will engage in professional learning opportunities to extend their evidence-based teaching practice and innovative delivery mechanisms.

## Products and Practices

| Product | Integrated and locally-driven teaching and learning programs in Stages 4, 5 and 6 to develop 21st Century learning skills.
| Product | All students 7-12 are engaged using teaching strategies which develop knowledge, collaboration, problem solving, and critical and creative thinking.
| Practice | Teachers utilise teaching and learning strategies which address the needs of 21st Century learners in all KLAs.
| Product | Enhanced levels of literacy and numeracy across all Stage 4 and 5 students through targeted whole school and KLA strategies.
| Practice | Explicit differentiated teaching of literacy and numeracy is embedded in all KLA teaching and learning cycles leading to increased value added results.
| Practice | All students are engaged in a range of innovative and locally-driven whole school initiatives targeted specifically to enhance literacy and numeracy skills.
| Product | Holistic PRIDE welfare program mapped across all grades which provides students with significant and connected developmental opportunities.
| Practice | Students demonstrate participation, respect, integrity, diversity and excellence (PRIDE) in their learning and maintain positive school and community relationships.

## Improvement Measures
- 50% of Year 9 students achieving 0.8 effect size value added growth in literacy.
- 70% of Year 9 students achieving 0.8 effect size value added growth in numeracy.
- 40% of HSC students achieving in top two bands.
- 95% Year 9 students achieving at/above national min standard in literacy and numeracy.
- 3% increase in proportion of Year 9 students achieving top two bands in NAPLAN.
- Internal performance measures.
- 75% of Years 7-10 students improving by one cluster in the DEC literacy continuum over one year period.
- Wellbeing measures.
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<td>- 90% student attendance in accordance with new DEC attendance policy.</td>
<td>Teachers will collaboratively develop authentic assessment tasks, utilising a range of assessment strategies that ensure consistent and comparable judgment of student learning.</td>
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<td>- Years 7-10 averaging an increase of one scale point increase for engaging in 21st Century skills in self-assessments.</td>
<td>Teachers will know their students and how they learn and provide teaching and learning activities for our diverse students across the full range of abilities.</td>
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| - 100% of teaching and learning programs, assessment tasks and scope and sequences meet BOSTES requirements and can be found in a centralised location. | **Product:** Student assessments will be authentic, for, as and of learning, and meet all BOSTES requirements.  
**Practice:** Teachers develop, select and use a variety of assessment strategies to assess student learning and participate in assessment moderation activities to support consistent and comparable judgements of student learning. |
|  | **Product:** Teacher lessons will use a suite of differentiation strategies that are responsive to the diverse learning strengths and needs of all students.  
**Practice:** Students will be engaged, challenged and successful in their learning with activities to suit their physical, social and intellectual development and characteristics. |
### Strategic Direction 2: Teacher and Leader Learning

#### Purpose
To provide diverse professional learning opportunities for teachers across all career stages that encourage creativity and risk taking in all learning environments.

The Performance and Development Framework and the Australian Professional Teaching Standards will underpin all professional learning in the school to ensure teacher quality and leadership development.

#### Improvement Measures
- 100% of staff with a Performance and Development Plan (PDP).
- All professional learning opportunities are differentiated.
- 100% of teachers accredited as required by the *Teacher Accreditation Act*.

#### People
Students regularly review their learning with their teacher and how to improve their knowledge and understanding. They will develop their understanding of quality teaching in order to increase their receptiveness to innovative learning opportunities.

Teachers will demonstrate responsibility for the implementation of the Australian Professional Standards for Teachers (APST) relevant to their career stage. Each teacher will create a Performance and Development Plan that will guide their own learning, contribute to the development of colleagues, and assist with the achievement of school milestones.

School community continues to strive to be recognised as expert in:
- Beginning and early career teachers
- Teachers seeking higher-level accreditation

#### Processes
School Leaders will be responsible for the implementation of the Performance and Development Process, which includes the development of structures to support the Plan, Implement and Review Phases.

Development of a professional learning schedule and identification of opportunities to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. These opportunities will be reflective of school priorities, the APST and evidence-based professional learning strategies.

Student surveys and focus groups will be conducted to evaluate teacher practice and teaching and learning programs in the school.

All beginning teachers will participate in a comprehensive school based induction program based on *Strong start, Great teachers*.

#### Products and Practices

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<th><strong>Product</strong></th>
<th><strong>Practice</strong></th>
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<td>Comprehensive Performance and Development Plan (PDP) for each teacher is clearly aligned to relevant levels of the APST and the school plan.</td>
<td>All teachers are provided with differentiated professional learning opportunities in order to satisfy the needs at their career stage, and to develop a skilled, effective and professional teaching workforce.</td>
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<td>Teachers gaining and maintaining accreditation with BOSTES at Lead Teacher, Highly Accomplished Teacher and Proficient Teacher.</td>
<td>The professional learning schedule and opportunities will be developed by Lead Teachers, delivered by Highly Accomplished Teachers and attended by Proficient Teachers.</td>
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<td>Students are provided with targeted feedback based on informed and timely judgment of each student's current needs to progress learning.</td>
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<th><strong>Practice</strong></th>
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<tr>
<td>Teachers incorporate data analysis in their lesson plan and programs for ongoing improvement of teaching practice.</td>
<td>Teachers take responsibility in using data regularly for refining their teaching practice to improve student outcomes</td>
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## Strategic Direction 3: School Learning

### Purpose
To provide a school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. To provide strategic and effective leadership that ensures operational management, resource allocations and accountability requirements to support the identified directions of the school community.

### People
- Staff will engage in management and administrative practices to effectively support school operations and the core activities of the school.
- Staff will be provided with systems to support the development of their capabilities in teaching practice, change management and school leadership.
- The school community will have mechanisms to provide feedback on school programs and future planning.

### Processes
- The school will create an organisational structure that enables management systems and processes to work effectively and in line with legislative, accountability and compliance structures.
- Establish workforce systems to manage, monitor and plan for school change and improvement.
- Staff are knowledgeable about key reforms and are consulted in forming an organisational structure for the successful implementation of relevant key reforms.

### Products and Practices

#### Product
- NSW DEC school planning framework implementation published with evaluation and modifications in response to evidence collected through community consultation.

#### Practice
- Clear processes with accompanying timelines and milestones, direct school activity towards effective implementation of key reforms and the school plan.

#### Product
- Succession planning, leadership development and workforce planning are designed to drive whole school improvement.

#### Practice
- Clearly articulated recruitment and development processes reflective of HR Legislation and addressing locally identified school needs are developed and implemented.

#### Product
- The school has processes and policies to guide workforce planning ensuring all decisions enhance the core business of educating 21st Century students.

#### Practice
- School and personnel roles and responsibilities are designed and clearly communicated to meet the successful implementation of key reforms and reflective of staff expertise and capabilities.

### Improvement Measures
- All staff have a clear understanding of the school vision and direction, and their role in driving school change and improvement.
- A comprehensive school review process is undertaken that leads to clearly articulated Strategic Directions for school growth based on rigorous and valid data analysis.
- Increase the percentage of parents and caregivers engaging purposefully in supporting their daughter’s education and in the life of the school.
- All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21st Century teaching and learning practice.
- Enhanced communication and increased knowledge of school.
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<th>Vision, initiatives and projects.</th>
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<td>❖ School staffing structure reflects and supports the needs of the learning community</td>
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<td>❖ All staff accredited at the required levels</td>
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<td>❖ All DEC mandated and systemic reforms are implemented in accordance with DEC requirements</td>
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<tr>
<td>Staff will be supported with organisational structures and differentiated professional learning to develop self-regulation and efficacy with implementation of key reforms</td>
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<td>Annual collection of data is used to improve and modify the school plan</td>
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<td>Monitoring, evaluation and review processes are embedded and undertaken routinely</td>
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