**Model Farms High School 8499**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
| **School vision statement** |  | **School context** |  | **School planning process** |
| MODEL FARMS HIGH SCHOOL aims to provide best practice quality teaching so that students achieve personal best in all endeavours and develop into responsible, active and thoughtful future focused citizens who make positive contributions to society for the betterment of all.  It also aims to further support the strong tradition of excellence in academic achievement, the creative and performing arts, sport and community service and offer a broad co-curricular program while maintaining its high regard within the community. |  | MODEL FARMS HIGH SCHOOL has a tradition of excellence in academic achievement, the creative and performing arts, sport and community service supported by a strong student well-being approach. The school has a broad co-curricular program that is provided to meet the needs of students from diverse backgrounds and cultures. As a local school, it is held in high regard by the community and has built strong partnerships with an extensive range of local businesses, education providers and service organisations. It is also supported by an active and strong P&C as well as a School Council.  Data from evaluations shows that the school provides a wide range of experiences that meet the social, educational and emotional needs of our students and these are highly regarded by the parent body. Academic data indicates that the performance of students meets or exceeds the state average in NAPLAN, and HSC.  Over the next three (3) years Model Farms HS will seek to further enhance the use of technology as a 21st century learning tool and intends to provide professional development for staff that will ensure we meet the future needs of our students. It will also develop curriculum options that offer non-traditional HSC patterns of study for students wishing to enter the workforce before completing the HSC. |  | MODEL FARMS HIGH SCHOOL began the planning process in 2013 when it participated in the NSW Secondary Principal’s Council trial of the new planning tool designed by the High Performance Unit of the DEC. Following this trial period where a team of senior executive received professional development on the planning process, the school consulted with its parent body in 2014 via Survey Monkey to establish those things about the school that were valued by the community and to confirm the direction they would like the school to move in over the coming years.  Staff were involved in assessing the strategic directions that became apparent from the analysis of the parent survey and engaged in several conferences and workshops to finalise them. They then worked collaboratively to define the Purpose, People, Processes, Products and Practices of the new plan. The Executive team determined the milestones and the criteria for evaluating the progress.  Following his the parents were provided with another opportunity to provide feedback on the plan via the P&C and School Council Meetings in March and April. Students were also given an opportunity to provide input via the SRC. |
|  |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Purpose:**  In order for teaching to be effective it should meet the needs of an ever changing body of learners. Quality Teaching is vital to ensure that students achieve their personal best in a range of academic endeavours. Teaching practice across MFHS will be highly responsive to the individual and collective needs of students and will focus relentlessly on maximising achievement and engagement. Teaching will focus on the development of knowledge, skills and attitudes to enable students to lead successful lives within the context of the dynamic 21st century. |  | **Purpose:**  Students are required to develop a future focussed skill set which will contribute positively to their capacity to learn effectively. Staff and students are committed to fostering the collaboration, creativity, critical thinking and innovation skills that will assist in future employment and career paths. Teachers will have high expectations to ensure all students reach their maximum potential. Students will be engaged, motivated and will appreciate learning so that they become productive citizens of society. |  | **Purpose:**  Strong, positive relationships are essential if staff and students are to work together to achieve long term success. It is imperative that we build a learning community committed to the development of an educational environment based on our core values and the maintenance of our school culture where every person is treated with dignity. Every member of the community values respect, resilience and responsibility and contributes to the creation of a quality educational environment. A culture of high expectation, achievement and success in both academic and non-academic areas will serve to intrinsically motivate staff and students. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategic Direction 1: Quality Teaching | | | | | | |
|  | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **In order for teaching to be effective it should meet the needs of an ever changing body of learners. Quality Teaching is vital to ensure that students achieve their personal best in a range of academic endeavours. Teaching practice across MFHS will be highly responsive to the individual and collective needs of students and will focus relentlessly on maximising achievement and engagement. Teaching will focus on the development of knowledge, skills and attitudes to enable students to lead successful lives within the context of the dynamic 21st century.** |  | **Students:**   * Students will positively engage in learning opportunities that better equip them for the life beyond school.   **Staff:**   * Teachers will provide increased learning opportunities that better equip students for 21st century life. * Teachers will use teaching strategies that allow students to develop and use sophisticated literacy and numeracy techniques. * Staff will expand the delivery of the curriculum through the use of electronic platforms and ICT tools. * Staff will undertake professional learning in the effective analysis and use of NAPLAN and HSC data. * Staff will demonstrate capacity to design and implement teaching and learning experiences that encompasses collaboration, deep thinking, innovation and creativity. * Teachers will build capabilities to recognise and respond to students with disability and additional learning and support needs. * Staff uses BlueSky to demonstrate the requirements of the performance and development plan.   **Leaders:**   * Members of the Executive will confidently use Coaching and Mentoring techniques to ensure teachers engage in appropriate professional development that enhances their teaching skills. |  | * The school offers increased curriculum options. * The future focused skills of Collaboration, Creativity, Critical thinking and Communication are embedded in T&L programs and are evident in the classroom, in homework and assessment tasks. * Development of effective teaching strategies that support student’s numeracy and literacy needs and integrate ICT in a relevant and authentic manner. * Every teacher has developed a professional learning plan that includes data analysis to drive lesson delivery, reflects on current practices and contains meaningful, professional goals for improvement and growth   **Evaluation Plan**  Classroom observations will be conducted and the data collected will be analysed to help determine progress.  Management Plan team will meet twice a term to assess the progress and achievement of the milestones.  . |  | **Product:**   * The school will offer a responsive curriculum that meets the needs of a wider spectrum of students as indicated by   + The increase in the number of VET courses offered.   + The offer of additional 1 & 2 unit courses in the timetable.   **Product:**   * Teachers skilled to meet demands of the 21st Century learner as evidenced by   + Increased number of teachers confident in utilising learning technologies to maximise 21c learning opportunities for students.   + Teachers actively using PBL practices to authentically engage learners.   + Increase in blended learning opportunities for students.   **Practice:**   * All teachers are engaged in the reflective of formal and informal feedback to develop deeper insights in the effectiveness of their own teaching practices.   **Practice:**   * Students engage as quality learners in the classroom and home environment as a result of quality teaching as indicated by * Increase in students who achieve learning outcomes. |
| **Improvement Measures** |  |
| * Offer the Business Services course in 2016. * Offer additional 1 & 2 unit courses that will suit our student learning needs. * All faculties have active Moodle pages. * 25% increase in teachers completing impact statements on BlueSky. * Reduction in Letters of Concern and N Award warning letters issued. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategic Direction 2: Quality Learning | | | | | | |
|  | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Students are required to develop a future focussed skill set which will contribute positively to their capacity to learn effectively. Staff and students are committed to fostering the collaboration, creativity, critical thinking and innovation skills that will assist in future employment and career paths. Teachers will have high expectations to ensure all students reach their maximum potential. Students will be engaged, motivated and will appreciate learning so that they become productive citizens of society.** |  | **Students:**   * Students use a greater variety of methods to demonstrate achievements of outcomes. * Students will develop an understanding of the importance of good attendance patterns. * Students will be more engaged in their learning and know how they are assessed. * Students will understand the expectations for assessment tasks and meet these expectations. * Students will demonstrate a lifelong learning attitude at school.   **Staff:**   * All staff will take ownership for improving whole school attendance. * Head Teacher Admin will ensure that student attendance is effectively monitored. * Staff will ensure that there is differentiation within programs. * Staff will continue to ensure that GAT student needs are met in every classroom every day.   **Parents/Carers:**   * Parents will understand the contribution regular school attendance, completion of homework and successful completion of assessment tasks makes to student success.   **Leaders:**   * The Executive will maintain a focus on the elements of Quality Teaching when assisting teachers to further develop their teaching practices. |  | * Systematically monitoring attendance * Create learning practices that equip students to engage with the curriculum via ICT and higher order thinking skills. * Develop innovative and creative classroom and assessment practices that give student’s choice in how they demonstrate achievement of outcomes. * Rejuvenate the gifted and talented program years 7 to 10 to reflect current educational theories of giftedness. * Ensure the learning support program facilitates individualised learning through a more visible profile within the school. * Embed differentiation practices to further student achievement and engagement in a mixed ability setting, including ESL, ATSI and Learning & Support needs students.   **Evaluation Plan**  Regular Classroom observations will be conducted.  Attendance data will be analysed termly.  Management Plan team will meet twice a term to assess the progress and achievement of the milestones. |  | **Product:**   * Students demonstrate self-regulation and high expectations in their attitude and attendance at school.   **Practice:**   * Students demonstrate confidence as future focused learners and map their progress against personal goals and school values.   **Practice:**   * Pedagogy is directed at improving learning outcomes for a wide range of students.   **Practice:**   * Students demonstrate greater engagement, understanding and level of satisfaction with learning. |
| **Improvement Measures** |  |
| * Reduction in the number of students with significant attendance issues. * Reduction in whole day truancy. * BYOD policy implemented across the school. * Increase in the variety of assessment practices and classroom teaching practices. * GAT policy and program written for implementation in 2016. * Staff have a greater awareness of how disabilities impact on student learning and confidently provide adjustments to overcome these disabilities. |  |
| Strategic Direction 3: Values and Culture | | | | | | |
|  | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Strong, positive relationships are essential if staff and students are to work together to achieve long term success. It is imperative that we build a learning community committed to the development of an educational environment based on our core values and the maintenance of our school culture where every person is treated with dignity. Every member of the community values respect, resilience and responsibility and contributes to the creation of a quality educational environment. A culture of high expectation, achievement and success in both academic and non-academic areas will serve to intrinsically motivate staff and students.** |  | **Students:**   * Students will learn how to demonstrate an increased sense of resilience when dealing with difficult situations. * Students will develop and demonstrate increased leadership skills. * Targeted students will actively participate in a community mentor program. * Students will develop skills to become more engaged in public forums. * SRC students will be supported to continue to raise awareness of global and local issues with the whole school. * Students will appreciate and demonstrate a greater sense of pride in their school   **Staff:**   * Staff and students will demonstrate an increased level of respect in all dealings.   **Parents/Carers:**   * Staff, students and parents will ensure that communication between all parties is improved and is respectful at all times.   **Leaders:**   * School leadership will model and support the development of a positive school climate and actively reinforce the core value of Respect. |  | * Establish a community based mentor program for targeted year 11 students. * Develop a school based school leadership program that sees a progressive development of leadership skills for both mainstream and support unit students * Comprehensive wellbeing program that caters for the developmental stages of all students * Develop a ‘flowchart/document’ detailing discipline hierarchy including language to be used in difficult circumstances * Recognise student success by show casing talents and creative works and re-establish a house system to promote good leadership skills and acknowledge student achievement.   **Evaluation Plan**  Observations in classrooms, playgrounds, assemblies etc. will be conducted once a term and the data collected will be analysed to help determine progress.  Management Plan team will meet twice a term to assess the progress and achievement of the milestones. |  | **Product:**   * A school that promotes the wellbeing of all students including building resilience and social skills.   **Product:**   * Harmonious interpersonal relationships between staff and students are based on mutual respect and use a common language to convey core values.   **Product:**   * Active school leadership, engaged in fundraising, social awareness, and community service and inclusive of the entire student body.   **Product:**   * A school that promotes student success   **Practice:**   * Increase community involvement in the support and development of resilient young people |
| **Improvement Measures** |  |
| * Implementation of the school’s Mentoring Program (Men’s shed) * Core values are used within formal and informal communications with students, including assemblies, classrooms, mentoring and leadership programs |  |