

Mitcham Girls High School

Site Improvement Plan 2017

Strategic Direction 1: Council of International Schools Accreditation Preparing for accreditation in 2018

Context

The school received CIS Accreditation in 2010. The Five Year Review took place in 2015 and the next cycle of the Accreditation process will take place in 2020. However, focused planning for the Accreditation process shall begin in 2018.

Intended Outcomes	<ul style="list-style-type: none">• Continue to improve teaching and learning• empower teachers to effectively plan, implement innovative curriculum• constantly evaluate outcomes and processes so that the school remains well positioned to thrive as it moves into the next phase of development• embed global citizenship learning within all areas of curriculum.
Focus areas identified by CIS	<p>In 2017, most of the focus areas identified by CIS will be addressed in Strategic Directions 2, 3 and 4.</p> <p>In 2018 priority must be given to:</p> <ul style="list-style-type: none">• the development of a distinct Senior School Teaching and Learning Plan• identification and documentation of desired dispositions and traits of global citizenship at each year level• development of strong links and partnerships with international organisations and schools. This will support the school's aims of developing skills and traits of global citizenship.

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Strategic Direction 2: Curriculum Development for high achievement

Context

DECD Priorities	<ul style="list-style-type: none"> In 2016 Mitcham Girls High School became a “Specialist School in Gift Education with a Focus on STEM. The school has been supported financially to develop further the gifted and talented program we run at Year 8, 9 and 10. Mitcham Girls High School, as a supported STEM school, also has the responsibility of developing pedagogies that support the integrated teaching of science, technology, engineering and mathematics.
MGHS Priorities External School Review Recommendations	<ul style="list-style-type: none"> The External School review identified three priorities which will support the school to move to the next level of excellence: <ol style="list-style-type: none"> Further increase the expectations of students by building teacher capacity to design learning and use assessment to enhance student achievement. Utilise and enhance existing curriculum leadership structures to develop consistent and agreed understanding and application of contemporary teaching and learning practices. Consistently implement the existing Performance and Development Program to ensure teaching and learning practices are aligned to the Site Improvement Plan.
Partnership Priorities	<ul style="list-style-type: none"> Numeracy Strategy Curriculum Moderation

In 2017 the focus will be on:

1. New initiatives

- The provision of whole school professional learning that will support STEM pedagogies and will increase teacher expectations of students.
- The provision of professional learning for all curriculum leaders to take their faculty to the next level of development.
- Care-group and teaching programs will address resilience and wellbeing.
- Development of Numeracy Improvement Strategy (Working with Mitcham Plains Partnership).

2. Consolidation of programs

- Consolidating the development, documentation and implementation of the Australian Curriculum at Year 8, 9 and 10 in all curriculum areas.
- Fine tune assessment plans and assessment tasks and make these available to students and parents via Daymap.
- Targeted intervention for some learners. (Additional support).
- Intensive specialised support and/or intellectual stretch for a limited number of students.
- Continue to work towards achieving the state attendance target of 95%.

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<p>Intended Outcomes</p>	<ol style="list-style-type: none"> 1. SACE (Stage Two) RESULTS <ol style="list-style-type: none"> a. Students will be expected to achieve state averages in the top bands: <ul style="list-style-type: none"> • Approximately 20-25% of students in each subject will achieve A grades. • Approximately 40-45% of students in each subject will achieve B grades. 2. STANDARD OF EDUCATIONAL ACHIEVEMENT (SEA) <ol style="list-style-type: none"> a. Year 8-10 students will be expected to achieve well above the Standard of Educational Achievement. Consequently, the number of As and Bs will increase and the number of Ds and Es will decrease in each class. 3. NAPLAN RESULTS <ol style="list-style-type: none"> a. Number of students who demonstrate expected achievement (Band 7 or better) in Numeracy will increase from 64% to 70%. b. Number of students who demonstrate expected achievement in Reading (Band 7 or better) will increase from 80% to 85%. c. Number of students who achieve in proficiency bands 9 and 10 in Reading will increase from 31.4% to 34%. d. Number of students who achieve in proficiency bands 9 and 10 in Numeracy will increase from 16.5% to 18%. 4. ATTENDANCE <ol style="list-style-type: none"> a. rate will increase from 93% to 94%.
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal (Curriculum) • Curriculum Leaders 	<ul style="list-style-type: none"> • Allocate funds for professional learning which will enhance STEM pedagogy and innovative teaching. • Monitor student progress at Years 8-12 and employ extra resources to support students where needed. • Better Schools Funding will be used to employ tutors to support students. • Facilitate professional learning on differentiation of curriculum to support and challenge students with their learning. • Drive the STEM strategy. • Continue to drive the implementation of the Australian Curriculum in all curriculum areas. • Ensure all Assessment and Assessment plans, tasks, resources and results are available on Daymap. • Provide opportunities for all student to sit the NAPLAN tests. • Engage in professional learning provided by the school. • Support faculty members to upload Assessment plans, tasks and resources on Daymap. • Support faculty members to implement innovative teaching methods. • Monitor the progress of students in their faculty, identify students at risk of not achieving the minimum standard and seek solutions/assistance on how to support both teachers and students. • Ensure that the literacy and numeracy demands of the subject are met.

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<ul style="list-style-type: none">• Teachers	<ul style="list-style-type: none">• Engage in professional learning provided by the school.• Implement some STEM pedagogies.• Continue to develop units of <i>work and Assessment plans consistent with the SACE and Australian Curriculum Frameworks</i>.• Ensure that the majority of students achieve well above the SEA.• Explore ways of supporting students who are not achieving the Standard of Educational Achievement (SEA).• Constantly monitor the attendance of each student and develop strategies which will encourage 95% attendance.
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Strategic Direction 3: Development of Information and Communications Technology to support personalised and independent learning

Context

The use of ICT is an integral part of teaching and learning.

World class education demands that schools support students to:

- become independent learners
- have access to personalised learning.

The ICT Committee has the responsibility of facilitating the provision of technologies and software programs which support staff to fulfil their role effectively. The development of an ICT Plan, developed every three years and reviewed annually should ensure:

- The provision of a robust infrastructure which supports easy and efficient access to on line curriculum and other relevant information from anywhere at any time.
- Staff and students have ready access to peripherals to facilitate teaching and learning.
- Staff and students have access to current software.
- Parents receive timely advice about the latest SRDs chosen by the school each year.
- Students who do not have an SRD will be supported in 2017 (and 2018).
- Administrative functions of the school are supported and software is upgraded regularly so that support staff can deliver efficient and accurate services.

The school has invested heavily in upgrading the ICT infrastructure in order to deliver a fast and efficient ICT service to students, staff and parents.

Since 2015 families have been encouraged to purchase a School Recommended Device (SRD). It is likely that there will be about 300 students who will bring the SRD to school each day in 2017. This number will increase from year to year. It is anticipated that by 2019 all students will own an SRD.

It is critical that all teachers will facilitate the effective use of ICT in the classroom so that students may utilise their SRD to support their learning. The provision of assessment plans, assessment tasks, resources, results and general or personalised notes via Daymap is crucial to the development of independent and personalised learning.

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<p>Intended Outcomes</p>	<ol style="list-style-type: none"> 1. Provision of up to date technology which will enhance and promote independent and personalised learning. 2. All administrative functions are supported to deliver efficient services. 3. Teachers will design learning tasks which incorporate the use of technology. 4. Teachers will embed ICT Capability (AC and SACE). 5. Students and parents will be able to access assessment plans, assessment tasks, resources and results on Daymap.
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Deputy Principal • Leader: ICT • Leader: Network Manager • ICT Support Staff • Curriculum Leaders • Teachers 	<ul style="list-style-type: none"> • Manage all eLearning and will provide relevant professional learning to staff. • Chair ICT Committee. • Lead the staged implementation of the ICT Plan. • Review the SRD program. • Fulfil all duties as set out in job and person’s specification. • Respond to/address requests from staff relating to ICT. • Oversee the maintenance of the school’s curriculum and administrative networks and systems. • Drive, use, encourage and support faculty members to increase the use of ICT in the classroom. • Inform the ICT Committee of their ICT curriculum needs. • Provide support, guidance and timely information to the ICT Committee. • Fulfil all duties as set out in job and person’s specification. • Implement sections of the ICT Plan specific to their role. • Provide an efficient help desk. • Provide support, guidance and timely information to the ICT Committee. • Incorporate effective, relevant and appropriate use of ICT in their teaching, paying particular attention the Australian Curriculum: ICT Capability. • Ensure all assessment plans, assessment tasks, resources and results are made available to students and parents via Daymap. • Incorporate effective, relevant and appropriate use of ICT in their teaching, paying particular attention the Australian Curriculum: ICT Capability.

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Strategic Direction 4: Development of Physical Resources

Intended Outcomes	Improved physical resources: <ul style="list-style-type: none">• STEM Centres (STEM Hub, Resource Centre, Room 33)• School Signage on Belair Road
Responsibilities: <ul style="list-style-type: none">• Deputy principal• Business Manager	Oversee the STEM redevelopment. Manage projects.