School plan 2015 – 2017

James Meehan High School 8497
School vision statement

The school and its community will develop resilient students who are confident in their own literacy and numeracy skills and who have developed pathways to lifelong careers. This will be achieved through a personalised, innovative and dynamic curriculum in a supportive environment fostering wellbeing, trust and responsibility for all.

School context

James Meehan High School is a community based comprehensive secondary school situated at Macquarie Fields. The school is culturally diverse with 29 cultural groups represented, across 27 language backgrounds. Fifty per cent of students have a language background other than English. Thirty-two per cent of students are from a Pacific Islander background, while another 14% are Indigenous.

The school is currently participating in the National Partnerships on Low-Socio-economic Status Communities initiative. The school provides the opportunity to engage students from low socio-economic status communities through a variety of high quality programs including literacy development, student support, technology and quality teaching. Strong welfare programs and community involvement include proactive links with the Pacific Islander and Indigenous communities. A Special Education Unit serves the needs of students with intellectual and emotional disabilities, and autism.

A broad range of business and community partnerships within the school have contributed to the rising academic success of senior students. There is a high participation rate of students in TAFE during their formal schooling and as a post schooling option. An increasing number of students have taken up offers to university, while others have gained employment or full time training before leaving school.

School planning process

- The school conducted a number of strengths-focused forums with teachers, staff, students and parents, as well as community organisations, local businesses and government agencies.
- The three strategic directions were decided upon after a critical analysis of all the forums. The directions were identified as the most important necessities to meet the learning needs of our students and the support needs of our parents. Wellbeing was seen as an overarching strategic direction for students, parents and staff.
- Project leaders for each of the three directions were appointed and they formed teams to develop the outline for their specific aspect of the plan.
- A combined draft plan of the three strategic directions was posted up for additional input by all staff.
- The project leaders then met with the full school executive team to discuss their drafts and to set major milestones for the life of the plan.
- Project leaders then worked with their teams to develop the annual milestones and evaluation documents.
- The revised document was reviewed by staff and parent representatives.
- The updated plan was endorsed by the senior executive.
- Parents, community organisations and government agencies were informed of the completed plan and invited to participate in its implementation.

The consultative part of the planning process will be further enhanced when parents and students complete the Tell Them From Me surveys during the year. Data gathered will be used to verify and/or amend aspects of the plan.
Purpose:
To improve the literacy and numeracy achievement levels of all students. Research has shown that low literacy and numeracy levels interfere with the student learning process across all areas of school and negatively impact upon future pathways towards work or further education and training. This strategy aims to address the gaps in student learning so that students will be able to engage at an appropriately functional level for their year group, preparing them to take their place as responsible citizens in our community.

Purpose:
To work together to build the positive functioning capacity of students through a comprehensive and inclusive wellbeing framework. Through measurement, interventions and engagement students are supported to be self-aware, confident and motivated in their learning to lead successful lives in the 21st Century.

Purpose:
To develop a whole school approach which builds capacity for all students so that they are involved in and take responsibility for meeting their changing career development needs within a rapidly evolving world of work and further education.
# Strategic Direction 1: Enhanced Literacy and Numeracy

## Purpose
To improve the literacy and numeracy achievement levels of all students. Research has shown that low literacy and numeracy levels interfere with the student learning process across all areas of school and negatively impact upon future pathways towards work or further education and training. This strategy aims to address the gaps in student learning so that students will be able to engage at an appropriately functional level for their year group, preparing them to take their place as responsible citizens in our community.

## Improvement Measures

<table>
<thead>
<tr>
<th>90% of year 9 students achieving at or above the National Minimum Standard in NAPLAN:</th>
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<tr>
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<tr>
<td>- reading (currently at 70.7%);</td>
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<tr>
<td>- writing (currently at 42.5%) and</td>
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<td>- numeracy (currently at 87%)</td>
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</tbody>
</table>

Students in the QuickSmart numeracy program show an improvement with an effect size greater than 0.4.

Effective feedback from staff is provided to all students to enhance student effort and performance at all levels up to the HSC evidenced by improved quality in writing responses across all KLAs.

## People

**Students** are aware of the importance of literacy and numeracy for success in all Key Learning Areas (KLAs) and apply the feedback provided to ensure future improvement.

**All Staff** are upskilled in data collection and analysis techniques to enable them to make effective use of the literacy and numeracy continuums to drive improvement.

**Identified Staff** are trained as QuickSmart numeracy tutors to deliver the QuickSmart numeracy program.

**Parents** are engaged to develop a greater understanding of literacy and numeracy and become more confident in their ability to support and contribute to the school.

**Community partnerships** with external community networks will provide real world learning opportunities and experiences that demonstrate the uses of literacy and numeracy through mutually beneficial programs and initiatives.

**Leaders** actively support and encourage data collection and analysis through teacher professional learning (TPL) opportunities and planning time for embedding literacy and numeracy strategies into units of work.

## Processes

Students actively participate in a range of targeted programs to increase their understanding and achievement in literacy and numeracy.

- Programs integrated throughout the school curriculum with some from external partnerships.

Teacher professional learning time will be allocated to enable staff to develop capabilities in:

- Sourcing, interpreting and analysing a variety of data for whole class and individual students;
- Developing a range of strategies to differentiate the curriculum for the needs of students and embedding the strategies into teaching and learning documents;
- Developing effective feedback strategies and
- Understanding the literacy and numeracy continuums and engaging in future planning.

Parent forums and workshops will be held to facilitate their personal understanding of literacy and numeracy so that they can help support their children.

## Products and Practices

**Products**

- 90% of year 9 students achieving at or above the National Minimum Standard in NAPLAN:
  - reading (currently at 70.7%);
  - writing (currently at 42.5%) and
  - numeracy (currently at 87%)

Students in the QuickSmart program show an improvement with an effect size greater than 0.4.

Effective feedback from staff is provided to all students to enhance student effort and performance at all levels up to the HSC.

**Practices**

All teaching and learning programs have effective literacy and numeracy strategies embedded in them to guide the explicit teaching of identified skills and to enable teachers to effectively differentiate the curriculum.

Staff are displaying greater self confidence in their own literacy and numeracy skills and their ability to effectively incorporate them into their teaching.

Students are applying their increasing skill ability in numeracy and literacy to all their learning areas across the school.

Parents becoming more aware of the curriculum and the needs of their child. Parents continually developing their own literacy and numeracy skills so that they can support and help their child through school.

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Strategic Direction 2: Wellbeing

**Purpose**

To work together to build the positive functioning capacity of students through a comprehensive and inclusive wellbeing framework. Through measurement, interventions and engagement students are supported to be self-aware, confident and motivated in their learning to lead successful lives in the 21st Century.

**People**

**Students, staff and parents/carers**

Develop the capabilities and mindsets to be resilient.

Develop the knowledge, skills and practices in regulatory capacity through learning and implementing the 5 areas of positive functioning:

- Attention & Awareness;
- Comprehension & Coping;
- Emotions;
- Goals & Habits and
- Virtues & Relationships.

Develop the ability to make informed decisions in assisting with students’ learning and development goals.

**Processes**

**Direct interventions in positive functioning**

Develop a School Wellbeing Policy.

School behaviour management plans reflect 5 domains of positive functioning and specific skills are articulated in these plans.

Individual student behaviour management plans reflect 5 areas of positive wellbeing and specific skills are articulated in these plans.

**Professional Development of Staff:**

Staff up skilled in the 5 areas of positive functioning and wellbeing -programmed into TPL sessions mapped to the BOSTES Australian Professional Standards for Teachers.

Staff up skilled in the evidence based knowledge and supported to improve their wellbeing and to embed this into KLAS through specific faculty based learning sessions.

**Parent/carer resilience acumen:**

Parents/carers are upskilled through parent skills sessions on the 5 areas of positive functioning and wellbeing run throughout the school year. These sessions will be run inside and outside school hours.

**Evaluation**

Internal – Wellbeing team review;

Sentral data; survey of students, parents & staff.

External – Engage the services of an external wellbeing measurement tool.

**Products and Practices**

**Products**

- 6% increase in student attendance to achieve state level.
- 15% increase in confidence to contribute to their own wellbeing (resilience) by:
  - Students;
  - Staff and
  - Parents
- 15% decrease in student suspensions.

**Practices**

Students demonstrate positive learning behaviours and are confident and motivated learners who are able to map their wellbeing progress against personal goals and school values.

Staff demonstrate knowledge, skills and practices that build their own resilience/wellbeing and integrate these skills into their classroom practice to impact student resilience/wellbeing.

Parents/Carers demonstrate increased engagement with school wellbeing programs and an increase in knowledge, skills and practices in positive functioning for resilience/wellbeing.
## Strategic Direction 3: Connections to work and Further Education

### Purpose
To develop a whole school approach which builds capacity for all students so that they are involved in and take responsibility for meeting their changing career development needs within a rapidly evolving world of work and further education.

### People
- **Students**: Actively engage in the development of 21st century skills through developmental tasks of planning, exploring, information gathering, and learning decision-making skills.
- **Students**: Explore personal awareness of their interests, abilities, values and beliefs.
- **Staff**: Develop opportunities for interactions with businesses to gain understanding of business expectations of young employees.
- **Staff**: Support students to make informed choices.
- **Parents**: Build awareness and understanding amongst parents of the focus on career development. This will include parent forums with outside agencies.

### Processes
- **Building Capacity**
  - Students are introduced to general employability competencies with a focus on identifying their skills, strengths, and areas for development.
  - Students are introduced to career development concepts and the importance of understanding the need for the development of technical skills as well as general employability skills and adaptive capacity.
  - Students are introduced to further education pathways such as university and TAFE and encouraged to explore possibilities.

- **Building Productive Partnerships**
  - Staff work with students, families, and relevant agencies to monitor and support the transition needs of all students, and particularly those at-risk of dropping out of school.
  - Build productive partnerships with industry and education providers, to create structured pathways to further education, training or employment.

### Products and Practices
- **Products**
  - All students in Years 10-12 have been supported in developing career pathway plans.
  - Students display an understanding of the skills required to transition successfully from school to work, further education, or training.
  - Students understand the need for the development of technical skills as well as general employability skills and adaptive capacity.

- **Practices**
  - Students developing personal values and 21st century skills through career development related workshops and activities, regularly evaluating their own progress and adjusting their plan as their needs change.
  - Students developing aspirations and expectations through involvement in career development programs such as LEAPS and ASPIRE.
  - Parents building awareness through the Parents as Career and Transition helpers program.

### Improvement Measures
- 100% of students in Years 10 – 12 have been supported in developing career pathway plans.
- Students display an understanding of the skills required to transition successfully from school to work, further education, or training.
- Students understand the need for the development of technical skills as well as general employability skills and adaptive capacity.
- Qualitative surveys demonstrate satisfaction with connections to work and further education.

### Evaluation
Internal - development of pathway plans; staff, student & parent surveys.
External - collect destination data annually and monitor post-school student outcomes; participation data with partnerships; HSC and ROSA information.