

MARRYATVILLE HIGH SCHOOL SITE LEARNING PLAN 2017 BEYOND

CONTEXT

Marryatville High School is an innovative and exciting school offering a diverse curriculum in a learning environment which promotes academic excellence and supports all students in reaching their potential. The wide range of specialist programs including a Music Program, an International Student Program, a Special Interest Tennis Program and an extensive Co-curricular Program makes Marryatville High School a dynamic educational environment which helps to develop well-rounded and engaged students. It has earned the reputation internationally as a centre of excellence.

The Council Of International Schools Sections A to G provide the framework for the implementation our Guiding Principles. To this end data and recommendations from the CIS Accreditation Process, Mind Matters Survey and other key sources inform our continuous improvement cycle.

Our vision, 'to provide excellence in student centred 21st Century Learning in a global context', is supported by the following values:

- **Achievement**
- **Inclusivity**
- **Diversity**
- **Wellbeing**
- **Collaboration**

Our purpose is to:

- Research and apply strategies that create a positive, challenging and engaging learning culture.
- Provide the means by which our students can develop the pathway to achieve their goals.
- Pursue and create opportunities for students to become actively aware of cultural and international influences in their lives.
- Develop and apply holistic strategies to support student wellbeing.
- Foster productive partnerships of the school with parents, students and the community.

We aim to ensure that our students:

- Have the motivation to learn, think creatively, critically and independently.
- Achieve their personal best.
- Are actively involved in making informed decisions about their own learning and future pathways.
- Have the capacity to form positive and respectful working relationships.
- Avail themselves of the resources that assist in the development of the confidence and capabilities for entry into the broader community.
- Have an understanding and appreciation of diverse cultures throughout the world.
- Are supported in their learning through partnerships with parents and the community – both local and global.

And that our teachers:

- Have the training and resources to engage student in dynamic and deep learning

Text Colour Code

Red= Not yet underway

Orange = Planning in progress

Green = Ongoing Action

Context & Evidence	Rating	Recommended Action	Strategies	Personnel	Timeline	Targets & Indicators	Resourcing	Completed / Review
What is happening now? Links To Guiding Principles (GP)?	C, IP PF, R	Standard? What needs to change?	How will the change happen?	Who will lead? Responsible?	When will it happen?	Criteria for success? How will we measure? Evidence for Success?		
DOMAIN A - Purpose & Direction								
<ul style="list-style-type: none"> Review process for GP's 	IP		<ul style="list-style-type: none"> Biannual review of GP's – including feedback from Governing Council, Students and Parents Incorporate outcomes of Graduate Qualities Project - Cross Curriculum Priorities and General Capabilities GP's updated and ratified to reflect outcomes Graduate Qualities project 	<ul style="list-style-type: none"> Principal Senior Leaders SRC Whole staff 	June 2017	<ul style="list-style-type: none"> Review outcomes documented and shared with staff Embedded In practice 		
<ul style="list-style-type: none"> Definitions of Student Centred, 21st Century and Global Context exist as part of the GP's. Need for whole school sharing 	IP	<ul style="list-style-type: none"> Identification and adoption of a <u>whole school understanding of Student Centred, 21st Century and Global Context</u> 	<ul style="list-style-type: none"> Develop/ adopt and set whole school benchmarks that define 21st century pedagogy Regular audit of written curriculum to ensure 21st Century benchmarks are achieved in all faculties Targeted training and development at whole staff meetings. Collaborative Performance Development TPAK projects 	<ul style="list-style-type: none"> Principal Senior Leaders Learning Area Leaders Whole staff 	2017 ongoing	<ul style="list-style-type: none"> Shared understanding and measurement of improved practice as evidence Performance Development plans Benchmarks achieved Embedding in curriculum documentation 	<ul style="list-style-type: none"> Release time Dedicated weekly Professional Learning time 	
<ul style="list-style-type: none"> A range of opportunities exist that promote internationalism and global citizenship 		<ul style="list-style-type: none"> Continue to develop the <u>Co-Curricular opportunities for the promotion of local & global citizenship</u> 	<ul style="list-style-type: none"> Inclusion and documentation of increased opportunities 	<ul style="list-style-type: none"> Co-Curricular Leaders 		<ul style="list-style-type: none"> Maintenance of International numbers. Integration of international students across the school. Continued opportunities for (global) international visits 		
<ul style="list-style-type: none"> The GP's have been reviewed and are being widely embedded across the school community 	IP	<ul style="list-style-type: none"> <u>GP to be embedded in the life</u> of the school and inform curriculum development and decision making. 	<ul style="list-style-type: none"> Reflected/ included in curriculum planning and assessment & reporting 	Senior Leaders HIN/KNI Leaders	2016 and ongoing	<ul style="list-style-type: none"> Documentation to provide evidence of action 		
DOMAIN B - Governance, Leadership & Ownership								
<ul style="list-style-type: none"> Governing Council does not evaluate its effectiveness on a regular basis. 	IP	<ul style="list-style-type: none"> GC operation and effectiveness bi-annual evaluation 		<ul style="list-style-type: none"> Principal/ Governing Council Chair. 	2017	<ul style="list-style-type: none"> Evaluation data available. 		
<ul style="list-style-type: none"> Most school policies are updated and in draft form Policies stored in a new format on X drive 	IP	<ul style="list-style-type: none"> Governing Council ratify <u>remaining school policies</u> Teaching & Learning(review), Music, Wellbeing(review), Performance Development, Camps & Excursions, Reporting, Career & Pathway Development, Social Media, Communication 	<ul style="list-style-type: none"> Draft Policies for consultation. Policies endorsed by Staff and Governing Council. Implementation of policies. Promotion of Policies and publication on the Website. 	<ul style="list-style-type: none"> Senior Leadership Team. Principal. Governing Council. 	<ul style="list-style-type: none"> Ongoing 2017 Ongoing 2017 	<ul style="list-style-type: none"> Policies approved by Governing Council. Policies published. 		
<ul style="list-style-type: none"> DECD Social media policy exists and informs draft school policy No school based guidelines 	IP	<ul style="list-style-type: none"> Develop school based Social Media operational guidelines 	<ul style="list-style-type: none"> Consolidate a range of existing policies (ICT, Phone, Other Devices Policy) into a comprehensive Social media Policy Policy ratified by Governing Council 	KNI / FER	<ul style="list-style-type: none"> Term 2 2017 			
<ul style="list-style-type: none"> A range of partnerships exist within DECD networks 		<ul style="list-style-type: none"> Local / DECD / Cluster <u>partnerships are strengthened and maintained</u> 	<ul style="list-style-type: none"> Ongoing membership of : <ul style="list-style-type: none"> East Secondary Principals Forum Eastern Secondary Curriculum Group Partnerships Portfolios 	<ul style="list-style-type: none"> Principal SL 	2017			
<ul style="list-style-type: none"> No formal school based grievance procedures for students 	PF		<ul style="list-style-type: none"> Publication of <u>grievance procedures</u> for staff, students and parents 	FER	2017 Term 2			
<ul style="list-style-type: none"> No formal school based Crisis Management Plan / Processes exist 	IP	<ul style="list-style-type: none"> <u>Crisis Management Plan</u> developed and for managing ,recording and follow up of Critical Incidents 	<ul style="list-style-type: none"> Plan published and circulated to critical incidents 	FER	2017			
<ul style="list-style-type: none"> Leadership model continues and requires ongoing review 	IP	<ul style="list-style-type: none"> <u>Review Senior leader roles</u> for advertisement at end of tenure 	<ul style="list-style-type: none"> Led by Principal / SL Team/Personnel Advisory Committee (PAC). 	PAC / Principal	2017 ongoing	<ul style="list-style-type: none"> Ongoing review 		
DOMAIN C- The Curriculum								
<ul style="list-style-type: none"> A Teaching & Learning Policy exists 	IP	<ul style="list-style-type: none"> Review <u>Teaching and Learning Policy</u> 	<ul style="list-style-type: none"> Shared with all staff Underpins Pedagogy & ICT Plans 	<ul style="list-style-type: none"> HIN Senior leadership Team Learning Area Leaders 	2017	<ul style="list-style-type: none"> Policies approved by Governing Council Faculty Action Plans feature explicit reference to Teaching and Learning Policy & practice 		

Assessment Plans are not consistent across the school	IP PF	<ul style="list-style-type: none"> High quality curriculum planning occur in a consistent manner across all learning areas vertically and horizontally aligned with Australian Curriculum and SACE Curriculum documentation including Assessment Plans are used consistently across the school 	<ul style="list-style-type: none"> Regulate teachers' use of the school-generated Assessment Plan template in years 8-12. Interdisciplinary curriculum opportunities articulated as part of curriculum mapping Further develop opportunities to work collaboratively with others and across curriculum areas eg. Flipped classroom 	<ul style="list-style-type: none"> SL Team Learning Area Leaders Staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Leadership time Student free days DECD/Partnership & Portfolios/ SACE Board Personnel Faculty Time Staff release time 	<ul style="list-style-type: none"> Provision of collaboration time to facilitate SACE / Australian Curriculum interface 	
<ul style="list-style-type: none"> Internationalism is addressed across the whole school however scope and sequence is limited and no formal map of "international" experiences and opportunities exists Australian Curriculum Cross Curriculum priorities incorporate the cultural and linguistic diversity of the student population 	IP IP	<ul style="list-style-type: none"> Gather data and map internationalism and international experiences across the school Further develop opportunities to promote international and intercultural learning for all Further develop school-wide strategies to incorporate and acknowledge students' cultural backgrounds / experiences 	<ul style="list-style-type: none"> A sub-committee is established to use curriculum mapping and other data to further develop whole school understandings and future plans to promote internationalism Faculties continue to embed Australian Curriculum CCP Extend professional learning opportunities for all staff and students re Internationalism Extend Student Life Program / Co-curricular program to include promotion of intercultural learning. Findings to inform Curriculum review process 	<ul style="list-style-type: none"> HIN/FRI/GOL/T HO Learning Area Leaders Staff FER 	<ul style="list-style-type: none"> 2017 ongoing 	<ul style="list-style-type: none"> Successful implementation of Australian Curriculum and increased scope for international and intercultural understandings. 		
<ul style="list-style-type: none"> Limited STEM initiatives 		<ul style="list-style-type: none"> Develop a series of initiatives to deliver STEM opportunities to students 		<ul style="list-style-type: none"> SL 	<ul style="list-style-type: none"> 2017 ongoing 			
<ul style="list-style-type: none"> Developing understanding or clear agreed school position on the concept of sustainability A range of experiences are offered to students that incorporate sustainability and global citizenship No map of the scope or sequence of these activities exists 	IP PF PF	<ul style="list-style-type: none"> Gather data and map sustainability across the school Respond in a more overt and active way to the concept of Sustainability 	<ul style="list-style-type: none"> Use of curriculum mapping and other data to further develop whole school understandings and future plans to promote sustainability and responsibilities of global citizens Faculties embed Australian Curriculum CCP Sustainability into teaching and learning programs. 	<ul style="list-style-type: none"> THE Learning Area Leaders Staff 	<ul style="list-style-type: none"> 2017 ongoing 	<ul style="list-style-type: none"> Successful implementation of Australian Curriculum A range of sustainability strategies developed and implemented 	<ul style="list-style-type: none"> Faculty release time 	

DOMAIN D - Teaching & Assessing for Learning

<ul style="list-style-type: none"> An Assessment and Reporting Policy exists however requires review and update in the context of continuous reporting 	C	<ul style="list-style-type: none"> Review of Assessment and Reporting Policy & Guidelines 	<ul style="list-style-type: none"> Assessment and Reporting procedures reflect the use of Daymap Review & develop Operational Guidelines aligned to updated policy 	<ul style="list-style-type: none"> KNI / HIN 	<ul style="list-style-type: none"> Ongoing 2017 		<ul style="list-style-type: none"> Committee / Staff release time 	
<ul style="list-style-type: none"> ICT Plan in place and requires review 	IP	<ul style="list-style-type: none"> Continue to ensure the Guiding Principles underpin planning for the acquisition, implementation and application of new learning technologies. 	<ul style="list-style-type: none"> Review ICT Plan Faculty Action Plans are aligned with the ICT Strategic Plan. Support of teacher leaders for ongoing implementation of 21C learning 	<ul style="list-style-type: none"> KNI ICT Management & Committee Staff Curriculum & Staff Leader 	<ul style="list-style-type: none"> 2017 ongoing 	<ul style="list-style-type: none"> Successful implementation of ICT plan including Professional Learning Program (PL) 	<ul style="list-style-type: none"> Time allocation and funding to support staff PL 	
<ul style="list-style-type: none"> Developing understanding of life long learning and appropriate and contemporary pedagogy. In addition to school reports, informal processes exist to measure and document quality learning, whole school performance and engagement 	IP IP	<ul style="list-style-type: none"> Establish ongoing mechanisms to monitor and evaluate understandings 21Century learning amongst the staff and student population. Professional Learning Program & Performance Development conversations address strategies and develop skills to enable staff to: <ul style="list-style-type: none"> Improve pedagogy in response to feedback and data Develop critical creative thinking / metacognition skills Incorporate Positive Education / Growth mindsets Improve Literacy & Numeracy outcomes Agreed and shared protocols with regard to the use of available data to support student improvement Consistent application of appropriate and contemporary pedagogy and interventions which are responsive to the above Shared reflection to ensure each student maximizes potential beyond the baseline 	<ul style="list-style-type: none"> Use of flipped learning to support student driven learning Staff exploration SASPA 21C Learning Policy Professional Learning Plan devised to address contemporary pedagogy Agreed and consistent use of collection data collection tools and strategies Faculty Action Plans incorporate professional learning and associated strategies Rigorous and consistent analysis and tracking of individual student achievement, improvement and wellbeing data including: <ul style="list-style-type: none"> NAPLAN Literacy & numeracy SACE Completion Other comparative data 	<ul style="list-style-type: none"> HIN Senior Leadership Team Learning Area Leaders Staff 	<ul style="list-style-type: none"> 2017 ongoing 	<ul style="list-style-type: none"> Data collection protocols established and implemented Maintain and improve the individual and aggregated standards with respect to progress and achievement in key data sets Faculty Action and Personal Action Plans are informed by data and reference differentiation and pedagogy improvement strategies 	<ul style="list-style-type: none"> Faculty meeting Time 	
<ul style="list-style-type: none"> Increasing understanding of the resource centre/library facilities and services required to meet the needs of 21st Century Learners. 	IP	<ul style="list-style-type: none"> Develop a plan for the provision of resources, personnel and facilities to support resource based learning across the school. 	<ul style="list-style-type: none"> Clarify the role of teacher librarians and support staff Develop and implement a plan for resource based learning across the curriculum 	<ul style="list-style-type: none"> Senior Leaders HIN /KNI BAS 	<ul style="list-style-type: none"> Term 1 2016 Ongoing 	<ul style="list-style-type: none"> Endorsement of the Plan 		

DOMAIN E- The Students' Learning & Wellbeing

<ul style="list-style-type: none"> New resourcing / staffing and time allocation for Special Needs 	C	<ul style="list-style-type: none"> A review of the level of resourcing required 	<ul style="list-style-type: none"> Review of role statements for Special Needs teacher and SSO etc Review time usage / allocation for Special Needs to ensure it is congruent with entitlements 	<ul style="list-style-type: none"> FER Special needs team PAC 	<ul style="list-style-type: none"> Term 1 2017 ongoing 	<ul style="list-style-type: none"> Special Needs staffing & role statements updated and published. 		
<ul style="list-style-type: none"> Performance Development process require staff to be accountable for accommodating the learning needs of all students has just been implemented 	C	<ul style="list-style-type: none"> Improved staff accountability for students with identified learning needs. 	<ul style="list-style-type: none"> Performance Development process mandates all staff to document and provide evidence of support strategies for Special Needs students Middle Years Literacy & Numeracy intervention strategies – Tier System 	<ul style="list-style-type: none"> FER / FRI 	<ul style="list-style-type: none"> 2017 and annually 	<ul style="list-style-type: none"> All staff have identified Performance Development Partner. All staff have completed electronic copy of Performance Development Plan. 		
<ul style="list-style-type: none"> Attendance at some year levels is below DECD recommended 95% target 	IP	<ul style="list-style-type: none"> Develop a range of strategies to improve attendance 	<ul style="list-style-type: none"> Implementation of Attendance Improvement Plan 	<ul style="list-style-type: none"> SL team SL Wellbeing 	<ul style="list-style-type: none"> Plan implemented Term 3 	<ul style="list-style-type: none"> Improved attendance procedures Attendance target of 95% met 		

DOMAIN F - Staffing

<ul style="list-style-type: none"> Need for review of SSO roles and Performance Development Process 	PF PF	<ul style="list-style-type: none"> Review of SSO roles & responsibilities Performance Development Process is developed for SSO's and is aligned with the Guiding Principles 	<ul style="list-style-type: none"> SSO review team established and process developed for review Develop equitable procedures for SSO input into Professional Learning SSO Professional learning Needs Analysis Annual SSO Professional Learning calendar produced 	<ul style="list-style-type: none"> Principal / BAS /review team BAS 	<ul style="list-style-type: none"> 2017 2017 	<ul style="list-style-type: none"> Outcome of review to inform new/exiting SSO Roles / HR profile 		
<ul style="list-style-type: none"> An annual Professional Learning calendar exists Faculty professional learning is linked to the Site Learning Plan. Teacher Professional Learning articulates with the above. 	C	<ul style="list-style-type: none"> Ongoing update of Professional Learning planning and documentation 	<ul style="list-style-type: none"> Annual Professional Learning Calendar produced Learning Area Leaders and staff continue to include appropriate professional learning in Personal and Faculty Action Plans. 	<ul style="list-style-type: none"> Senior Leaders Learning Area Leaders Staff 	<ul style="list-style-type: none"> 2017 ongoing 	<ul style="list-style-type: none"> Professional Learning Calendar endorsed by Senior Leaders. Ongoing planning in the context of whole school Professional Learning Calendar. 		

DOMAIN G - Premises & Physical Accommodation

<ul style="list-style-type: none"> Limited whole school sustainable current practice 	PF	<ul style="list-style-type: none"> G3 – Review environmentally sustainable practices utilised by the school with a view to developing an exemplary role model for students. 	<ul style="list-style-type: none"> A Sustainability Policy is developed Review and map sustainable practice across the school. 	<ul style="list-style-type: none"> Principal Staff 	<ul style="list-style-type: none"> 2017 and ongoing 	<ul style="list-style-type: none"> Reduction of utility costs. Reduction in paper/printing costs Increased awareness of whole school usage. 		
<ul style="list-style-type: none"> Move to a BYOD strategy for staff and students 	IP	<ul style="list-style-type: none"> Students will be able to bring their own device for use at school School network plan reviewed. 	<ul style="list-style-type: none"> Annual review Ongoing ICT PD for staff 	<ul style="list-style-type: none"> KNI BAS Principal 	<ul style="list-style-type: none"> 2017 ongoing 			
<ul style="list-style-type: none"> Practical area facilities are stretched as student population increases 		<ul style="list-style-type: none"> Review physical resources in the light of curriculum delivery, learning and wellbeing demand 	<ul style="list-style-type: none"> Annual review of facilities match 	<ul style="list-style-type: none"> THE Principal 	<ul style="list-style-type: none"> 2017 			
<ul style="list-style-type: none"> Improved strategy for management of ICT support has been implemented 	IP	<ul style="list-style-type: none"> Implementation of (FITS) to manage the use of technologies and support 	<ul style="list-style-type: none"> Purchase of KACE appliance to support the FITS Framework. Determine a new help desk structure. Communicate with staff about the direction of technical support. Review new processes 	<ul style="list-style-type: none"> BAS / KNI ICT SSO's 	<ul style="list-style-type: none"> 2017 and ongoing 			

SECTION H - Community & Home Partnerships

		<ul style="list-style-type: none"> Open Daymap Parent Portal for communication and information sharing 	<ul style="list-style-type: none"> Training for students, parents and staff 	<ul style="list-style-type: none"> KNI 	<ul style="list-style-type: none"> 2017 and ongoing 		
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SECTION I - Boarding / Homestay / Residential

		<ul style="list-style-type: none"> Review of strategies to ensure that adequate Homestay places are available 		<ul style="list-style-type: none"> FRI 			