

School plan 2018-2020

Muswellbrook High School 8164



School background 2018–2020

School vision statement

As a future focused school, in partnership with our community, we are committed to enabling students to ***flourish***.

School context

At Muswellbrook High School, our highly qualified and dedicated teaching and non-teaching staff work together to create an environment that truly embodies our school motto, 'Striving for Excellence in a School that Cares'.

The school is built on the land of the Traditional owners of the Wanaruah and Kamilaroi people. It boasts a proud history of educating families of the Upper Hunter; drawing students from the Muswellbrook, Denman and Martindale communities. The economic viability of these communities is based upon; mining, agriculture, viticulture, the equine industry and power generation.

The school is dedicated to developing a culture of academic achievement, success in sport, agriculture and the opportunity to enhance student performance in the cultural and performing arts.

Muswellbrook High School promotes public education by; catering for the diverse learning needs of students in our Support Unit, providing successful pathways into tertiary study or into employment, fostering the talents of our gifted and talented students, providing enrichment opportunities for Aboriginal students via the Graham (Polly) Farmer Foundation and enhancing the opportunities of students to experience cultures from different countries, including our sister school relationship with the Sayama Seiryō School, Japan. All school programs and initiatives are well supported by an active parent community.

School planning process

Self-Assessing the School Excellence Framework

- Collection and triangulation of internal surveys and Tell Them From Me Survey data
- Parent Focus Group feedback from DoE Communications and Engagement
- Ongoing evaluation of the school achievements against the School Excellence Framework
- Appreciative Inquiry held to develop school vision statement and strategic directions with whole staff and student school leaders
- Executive conference to refine strategic directions
- Presentation to staff on the school plan and school achievements to date

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Visible Learning

Purpose:

Teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes to plan for the ongoing learning of each student. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including the observation of one another's practices.

STRATEGIC DIRECTION 2 Visible Wellbeing

Purpose:

To ensure that every student is known, valued and cared for.

Implement '*Pedagogical wellbeing*' to assist the learning process and support the mental health of students so that students are self-motivated learners; confident and creative individuals, with the personal resources for future success and wellbeing.

STRATEGIC DIRECTION 3 Visible Communication

Purpose:

To foster authentic partnerships and develop effective collaboration between students, families, staff and wider community that enhances learning opportunities and outcomes to create responsible, respectful, resilient and global citizens.

Strategic Direction 1: Visible Learning

Purpose

Teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes to plan for the ongoing learning of each student. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including the observation of one another's practices.

Improvement Measures

5% increase in students stating they have high skill/high challenge in the classroom in the Tell it From Me Survey based on 2017 data

Increase in the NAPLAN literacy and numeracy results of Indigenous students by 2% by the end of 2020 as per Premier's priorities

By the end of 2020 Stage 5 NAPLAN data shows improvement that represents an increase in the number of students in the top two bands for writing

Increased student engagement through innovative curriculum, so that our school attendance rates are aligned with the state average and a reduction in suspension rates

Results in Year 9 NAPLAN show an increase in students achieving above Band 8 in reading, writing and numeracy

Progression from *Delivering* to *"Sustaining and Growing"* in the themes of curriculum, assessment and student performance (SEF) by 2020

People

Students

Students will

have a shared understanding of the mind-frames of learning and a common language for visible learning

use focus and success criteria to reflect upon their needs being met and articulate to their teacher if they have concerns

understanding of learning dispositions and consequently embrace experimentation and risk-taking in their learning

take responsibility for their learning and develop independent learning goals

Staff

Staff will:

clearly communicate learning intentions (focus) and success criteria effectively in lessons and programs to assist with visible student learning

work collaboratively across the school and with other high schools, to develop and implement Visible Learning best practices

initiate and embrace feedback from students by consciously giving effective feedback to students at the appropriate level

develop their ability to implement ProBL and STEM and write cross-faculty programs

develop their ability to implement 'Get it

Processes

PD for teachers in Visible Learning that focuses on: a shared understanding of mind frames and learning dispositions; learning intentions and success criteria; explicit teaching as the main practice and providing explicit, specific and timely feedback to students

Provide support and establish opportunities for teachers to collaborate across faculties to share curriculum knowledge, data, feedback about student progress and achievement to meet the needs of all students

Draw on best practice research to develop and implement high quality differentiated cross-curricular lessons with a focus on literacy and numeracy

Teachers will work collaboratively to program cross-curricular units with a ProBL and STEM focus

Middle school Literacy transition meetings are planned to support literacy development across stage 3 to stage 4. Stage 3 and 4 staff collaboratively share work samples of literacy achievement. The focus will be on writing

PD for all staff in 'Get it Write' (writing initiative)

Evaluation Plan

All school initiatives will be evaluated by staff and students through regular discussions at faculty and executive meetings and focus groups every 5 weeks

Common collaborative assessment will be used to gather data for analysis, reflection and reporting on student progress

Practices and Products

Practices

Focus and success criteria are embedded into lessons and programs

all student's abilities (using a pre-test) are identified and assessed so that students have and are supported in a growth mindset

all students participate in an individual IEP to articulate their strengths and learning goals so as to regulate their own learning

cross-curricular units of work are developed in STEM and ProBL

the regular observation of one another's practices

Products

All staff are regularly involved in evaluating programs and providing timely and personalised feedback to students to ensure academic growth and engagement.

Faculty meetings demonstrate more time is allocated to faculty professional learning reliteracy (*Get it Write*) and numeracy teaching and learning intentions and success criteria

The school uses acceleration and alternative pathways to address the needs of all students

ProBL and STEM programs show cross faculty outcomes

Strategic Direction 1: Visible Learning

People

Write (Writing initiative: a school wide program to improve student preparation and performance in writing)

Leaders

Leaders will:

lead and monitor the implementation of Visible Learning, cross-curricular projects (ProBL) and innovative learning experiences across different stages, and consistently evaluate the effectiveness of these strategies

have a coordinated approach to literacy where the teaching of writing is valued and there is an expectation of improvement in writing standards across the school

Parents/Carers

Grow in their understanding of the characteristics of learning dispositions and how to support their child in their learning through. This will be effectively communicated at P & C, utilizing online communication and P/T evenings

Community Partners

Community Partners will:

be invited into our school to bring their expertise and current practices to students, so that they can be enriched, informed and empowered in their learning (via ProBL, Careers, Girls Academy)

Processes

Regular gathering of student samples NAPLAN and HSC data, to be used for analysis, reflection and reporting against the milestones

Year 8 2018 will be used as a focus group to determine the benefits of ProBL. The units will be evaluated and adjusted for 2019, with a plan to introduce STEM into Stage 5

Strategic Direction 2: Visible Wellbeing

Purpose

To ensure that every student is known, valued and cared for.

Implement '*Pedagogical wellbeing*' to assist the learning process and support the mental health of students so that students are self-motivated learners; confident and creative individuals, with the personal resources for future success and wellbeing.

Improvement Measures

Increasing number of staff and students actively involved in and leading wellbeing in the school (participants in VWB committee, AI student leadership, examples of gratitude, resilience and mindfulness)

More positive responses captured in wellbeing surveys i.e. components of the TTFM survey, Wellbeing Profiler, VWB staff survey

Progression from *Delivering* to "*Sustaining and Growing*" in the themes of "individual student learning needs and behaviour (SEF)

Progression from *Delivering and Sustaining* to *Excelling* in the themes of caring for students and a planned approach to wellbeing (SEF)

Student Progression Plans are conducted and wellbeing goals are SMART and achieved

Staff absenteeism reduces and survey results on staff relational trust improves

Number of skill based lessons focused on engagement – SEARCH / PERMA

Student attendance matches state average

People

Students

Students will:

Improve engagement in every class and a safe learning environment that encourages reflection and feedback. This will be achieved through our skills-based focus in every faculty

seek opportunities for leadership in the classroom in the school and in the community

Staff

Staff will:

have a deep understanding of SEARCH framework and how positive pedagogy through VWB strategies can impact on student engagement and learning

develop a shared language of wellbeing

work collaboratively across the school and with other high schools, to develop and implement positive pedagogy through Visible Wellbeing (based on SEARCH framework) best practices

be involved in and lead wellbeing in the school

Parents/Carers

Parents/carers will:

develop a shared language of wellbeing

Community Partners

Processes

PD for teachers in Visible Wellbeing that focus on the SEARCH framework to enhance staff and student wellbeing and engagement

Utilise the 4 D model of the Appreciative Inquiry process to enhance wellbeing

Evaluation Plan

all school initiatives will be evaluated by staff and students through regular surveys and focus groups:

Term 1 and Term 3 review the TTFM survey

Term 2 and Term 4 review the Wellbeing Profiler

Student Progression Plans (SPP) conducted in Term 4/1 and reviewed in Term 3

Practices and Products

Practices

all students participate in an individual Student Progression Plans (SPP) to articulate their strengths and wellbeing goals

all staff identify a VWB goal in their PDP

Products

all staff and students demonstrate progress towards achieving their VWB goal identified in their PDP / SPP

student leadership is more visible through mentoring, participation at assemblies and other learning and whole school opportunities

develop and implement the MHS SEARCH framework based on positive education pedagogy

Strategic Direction 2: Visible Wellbeing

People

Community Partners will:

be invited into our school to bring their expertise and current practices to students, so that they can be engaged and empowered in their learning

Leaders

Leaders will:

lead and monitor the implementation of positive pedagogy through VWB strategies for their colleagues and students

Strategic Direction 3: Visible Communication

Purpose	People	Processes	Practices and Products
To foster authentic partnerships and develop effective collaboration between students, families, staff and wider community that enhances learning opportunities and outcomes to create responsible, respectful, resilient and global citizens.	Students Students will: consistently provide a culture of high expectations in the classroom and school using the PBL expectations	teachers regularly use student progress and achievement data such as RAP, NAPLAN, SMART, SCOUT to inform lesson planning executive leaders undertake instruction in Jim Knight's <i>Impact Cycle</i> – an instructional coaching model to support them to foster powerful improvements in teaching gather baseline data for parents and community attending school presentations and information nights induction process for casual and permanent teachers conduct the independent school assessment tool biannually and make recommendations to the school for improvement	Practices every student can identify a staff member to whom they can confidently turn for advice and assistance at school all teachers participate in regular professional learning to ensure understanding of data that support improved student learning
Improvement Measures	Staff Staff will: know all that is expected of them as a teacher at Muswellbrook HS (role statements, flow charts of processes and procedures) consistently provide a culture of high expectations and appropriate responses in the classroom, faculty and school using the PBL actively participate in the staff induction program and be mentored throughout their first year all staff effectively utilise LMBR know the teaching standards and use them in their classrooms follow a pathway of accreditation to HAT and LEAD if desired	Evaluation Plan Role statements published School self assessment tool survey conducted and recommendations implemented	Products Clear and transparent role statements produced for all roles in the school Succession planning is clear for all roles within the school all staff maintain accreditation schools online communication tools are updated and maintained to ensure up-to-date communication between the school and the wider community regular reporting by the community via the independent school assessment tool to form the basis of physical school improvement recommendations
increased engagement of parents and the wider community at school events and extra-curricular activities baseline data from 2018 Improve the effectiveness of school communication (Improved number of responses from the TTFM parent survey, increased number of community members positively engaged in the school's social media forms of communication (FaceBook, school newsletter and website) All school based positions have clear and transparent job descriptions School self assessment tool survey conducted biannually	Leaders Leaders will: mso–pagination:none;mso–layout–grid–align:none;text–autospace:none">text1">Undertake training in the Impact Cycle (Jim Knight) – an instructional coaching model, at assist them to have a		

Strategic Direction 3: Visible Communication

People

positive impact on colleagues and student's learning and wellbeing

Parents/Carers

Parents/carers will:

support a culture of high expectations in the classroom and school using the PBL expectations

actively refer to the school's online calendar and monitor their student's activities and assessments

Community Partners

Community Partners will:

Continue to provide leadership opportunities, tertiary opportunities and increase social justice awareness through sponsorship and scholarships