

# School plan 2018-2020

## Moorebank High School 8501



# School background 2018–2020

## School vision statement

Instructional leadership will guide and support staff to enhance effective, evidence-based practices in teaching and wellbeing, in order to provide all students with the opportunities to become empowered, responsible, active and generous citizens. Through a culture of high expectations, explicit teaching and effective feedback our school will optimise the learning progress of all students and develop mindsets that value the pursuit of life-long learning.

## School context

Moorebank High School is a dynamic part selective and part comprehensive high school situated in southwest Sydney. The school has 1072 students with 71% of students from a language background other than English. The school is committed to extending its students through excellence in teaching and learning and collaboration with its partner primary schools and other comprehensive and selective high schools. Moorebank High School offers students and teachers rich opportunities for leadership and quality learning and has a proud record of academic, sporting and cultural achievements. The school continues to refine a broad and differentiated curriculum, progressive welfare practices and quality professional learning to ensure excellence in student learning outcomes in the middle and later years of school. Current school priorities include literacy, numeracy, engagement and achievement supported through innovation in areas such as whole school behaviour and merit programs, the arts, quality mentoring and study skills initiatives, enhanced student leadership and student voice opportunities, and an emerging and deepening focus on building student resilience.

## School planning process

In 2016 the school underwent external validation which is an important component of a system-wide approach to school excellence. In 2017 the school conducted a similar internal process to further evaluate the school's performance in the domains of learning, teaching and leadership, in order to inform our planning for 2018 – 2020. Staff consultation occurred throughout 2017 in line with the Domains and Elements of the School Excellence Framework.

These processes identified that in the domain of learning the school needs to refine wellbeing policies and practices to further build student resilience and that processes needed to be established for the identification, preparation and support of students in meeting minimum literacy and numeracy standards for the HSC. In the domain of teaching the school needs to update reporting and assessment policies in order to further embed explicit instruction practices across all classrooms. In the domain of leading the school needs to refine the key administrative platforms and to develop a coordinated approach to instructional leadership.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Proactive Learners

### Purpose:

Student success is driven by high standards in educational and wellbeing practices, with the support of families, to develop proactive learners. Student learning is further enhanced by active participation in setting and monitoring personal learning goals. When a planned whole school approach to wellbeing, dynamic teaching and learning programs, school wide practices for quality assessment and school reporting practices align, measurable improvement in student achievement will occur.

## STRATEGIC DIRECTION 2 Effective Teachers

### Purpose:

Teachers take personal responsibility for improving teaching practice, based on the utilising of effective evidence – based teaching methods, to optimise the learning progress of all students. When effective teaching methods are identified, promoted and modelled, and teachers explicitly teach literacy and numeracy to students at all levels of achievement, student learning outcomes improve.

## STRATEGIC DIRECTION 3 Instructional Leaders

### Purpose:

A clear and explicit focus on instructional leadership will support a culture of high expectations and make sure that every student receives the highest quality instruction each day. Efficient and clear administration systems, structures and processes will enable teachers to devote more time to effective classroom practice and enable school leaders to support continuous improvement in teaching and learning.

# Strategic Direction 1: Proactive Learners

## Purpose

Student success is driven by high standards in educational and wellbeing practices, with the support of families, to develop proactive learners. Student learning is further enhanced by active participation in setting and monitoring personal learning goals. When a planned whole school approach to wellbeing, dynamic teaching and learning programs, school wide practices for quality assessment and school reporting practices align, measurable improvement in student achievement will occur.

## Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

Increase the percentage of students demonstrating growth in literacy and numeracy.

Increase in the implementation of evidence-based whole school wellbeing practices so all students can connect, succeed, thrive and learn.

## People

### Students

Students develop the necessary skills to set and monitor learning goals and how to use these goals to be proactive learners.

### Parents/Carers

Parents to have increased understanding of their child's education through the joint monitoring of their child's learning goals.

### Staff

Teachers build skills to effectively report on student learning growth and improvement measures.

### Staff

LaST to work with targeted groups of students in their development of individual learning plans

### Staff

Teachers develop an understanding of, and value the theories underpinning, the whole school wellbeing program.

### Leaders

Head teachers facilitate and coordinate the development of the explicit literacy requirements for their subject areas.

## Processes

Revise and implement the school's reporting policy in line with school practices regarding explicit teaching and effective feedback.

Implement an evidence based change to whole school practices as part of a planned approach to student wellbeing.

Development of a school wide process to enable students to set, monitor and achieve their own learning goals.

Development of a structure to address literacy and numeracy needs for students at all levels.

## Evaluation Plan

Progress towards improvement measures will be evaluated through; parent and community satisfaction surveys including TTFM; evaluation of the effectiveness of individual student learning plans; student behaviour data analysis; analysis of Naplan data; evaluation of the impact of wellbeing practices; internal validation processes against the relevant elements of the school excellence framework.

## Practices and Products

### Practices

All teachers will implement the school reporting policy to more effectively provide feedback to students to assist in their monitoring of learning goals.

All teachers will effectively implement the whole school wellbeing program so all students can connect, succeed and thrive.

All students will set, monitor and work towards individual learning goals in order to be proactive learners.

Literacy and numeracy teaching across all levels will be purposeful, targeted and explicit.

### Products

A revised school reporting policy.

A structured and sequenced whole school wellbeing program.

A documented process of how and when students will monitor learning goals.

A structured and sequenced literacy and numeracy plan.

# Strategic Direction 2: Effective Teachers

## Purpose

Teachers take personal responsibility for improving teaching practice, based on the utilising of effective evidence – based teaching methods, to optimise the learning progress of all students. When effective teaching methods are identified, promoted and modelled, and teachers explicitly teach literacy and numeracy to students at all levels of achievement, student learning outcomes improve.

## Improvement Measures

Increase the percentage of students consistently performing at high levels on external and internal student performance measures..

Increase the use of effective evidence–based teaching methods to optimise learning progress for all students.

## People

### Students

Students will have an increased understanding of the specific literacy requirements of each subject in the HSC.

### Parents/Carers

Parents to be engaged in consultative decision making with the school's wellbeing policy and program development.

### Staff

Teachers build skills to design effective assessment tasks; to responsively analyse student progress and achievement; to respond accordingly for improved student learning outcomes.

### Leaders

Head teachers mathematics and English lead whole school processes and initiatives regarding the HSC literacy and numeracy minimum standards.

### Leaders

School executive adopt a coordinated approach to monitoring and refining effective teaching and learning across all classrooms.

## Processes

Develop and implement a school–wide teacher assessment policy in line with evidence–based best assessment practices.

Develop an efficient and effective process for the monitoring, evaluation and improvement of all teaching and learning programs.

Development of a structure to address literacy and numeracy needs for students at all levels.

## Evaluation Plan

Progress towards improvement measures will be evaluated through; analysis of external and internal student performance including HSC value added, tracking of report and Rosa grades, assessment tasks; supervision and evaluation of teaching and learning programs; tracking of the percentage of students achieving minimum literacy and numeracy standards for the HSC; supervision and evaluation of faculty plans and processes; internal validation processes against the relevant elements of the school excellence framework.

## Practices and Products

### Practices

All teachers will follow the school teacher assessment policy to more effectively increase student engagement in their learning and lead to enhanced student outcomes.

All executive teachers will actively engage in monitoring and refining teaching and learning programs in line with school priorities and evidenced–based best practices.

All stage 6 teachers explicitly teach the literacy requirements for their subject to students at all levels of achievement.

### Products

A whole school teacher assessment policy.

A structured process to monitor and refine teaching and learning programs.

Faculty documents that address the specific literacy needs of their subject(s) in order for students to attain higher levels of achievement in the HSC.

Strategy established for the identification, intervention and required support for students to achieve the HSC minimum standards in literacy and numeracy.

# Strategic Direction 3: Instructional Leaders

## Purpose

A clear and explicit focus on instructional leadership will support a culture of high expectations and make sure that every student receives the highest quality instruction each day. Efficient and clear administration systems, structures and processes will enable teachers to devote more time to effective classroom practice and enable school leaders to support continuous improvement in teaching and learning.

## Improvement Measures

The principal and school leadership team demonstrate increased instructional leadership to support a culture of high expectations.

Increase in the school's evaluation of its administrative systems, policies and processes, to ensure we are delivering anticipated benefits to the school community.

## People

### Students

Students continue to receive enriched and engaging lessons through quality teaching, taking responsibility for their own learning.

### Parents/Carers

Parents will value and support school policies and procedures and cooperate with parent code for communication with the school.

### Staff

Teachers will understand the value of, and consistently comply with, school policies and procedures.

### Staff

Teachers will develop the skills and knowledge to effectively utilise SENTRAL and LMBR

### Leaders

The school executive will adopt a coordinated approach in the writing, implementation and evaluation of school policies and procedures.

### Leaders

Teaching and learning team develops and implements professional learning packages to address key aspects of explicit teaching.

## Processes

The establishment of a whole school approach to ensure the most effective evidence-based teaching methods in optimising learning progress for all students, across a full range of abilities.

Develop a coordinated approach in the provision of instructional leadership, for the improvement of the quality of teaching and the associated improvement of student learning.

Develop coordinated approach in implementing and providing professional learning to staff in the use of SENTRAL and LMBR to support the efficient management of school processes.

Develop a coordinated approach in the writing, implementation and evaluation of school policies and procedures.

## Evaluation Plan

Progress toward improvement measures will be calculated through; evaluation of the impact of teacher professional learning, especially regarding explicit teaching, on student learning outcomes; parent and community satisfaction surveys; evaluation of the effectiveness and impact of school policies and procedures; monitoring the aspirational expectations of learning progress and achievement across the school community; internal validation processes against the relevant elements of the school excellence framework.

## Practices and Products

### Practices

All teachers will embed explicit teaching in their everyday teaching.

Professional conversations and associated practices involving the improvement in the quality of teaching will be the dominant voice in the school.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

All stakeholders actively engaged in consultative decision making when reviewing school policies and implementation procedures.

### Products

A scope and sequence of the professional learning packages to be developed that will assist teachers to more effectively deliver explicit teaching.

Discussion papers on best practices in teaching and learning to be produced by members of the executive team.

SENTRAL and LMBR running smoothly and efficiently throughout the school.

Updated school policies and implementation procedures.