

# Strategic Improvement Plan 2021-2025

## Mudgee High School 8128



# School vision and context

## School vision statement

At Mudgee High School, we are committed to developing safe, respectful and responsible future citizens in an innovative and inclusive community.

As a part of that commitment, every student and every teacher will be challenged to continue to learn and improve every year.

## School context

Mudgee High School is a comprehensive secondary school that includes a Support Unit of six classes. The student population in 2022 was 794, a slight increase on the previous year, but that population has been in steady decline over the last nine years following the end of the mining boom. 4% of our students speak English as another language or dialect, 12% identify as Aboriginal.

The school's staffing entitlement in 2022 was 64.7 teaching staff and 18.1 non-teaching staff. The school employs a Business Manager five days a week as well as a Head Teacher Teaching and Learning and a Head Teacher Wellbeing from school funds. The senior executive staff has been stable over the past three years. Several beginning teachers are employed. New teaching staff members are supported by teachers and executive teachers with the same teaching backgrounds.

The school has been in existence for 106 years. It enjoys the support of the Mudgee community including its businesses, the school's partner primary schools, and Mudgee TAFE. The school regularly hosts practicum teachers in training from Charles Sturt, New England, Newcastle and Wollongong Universities.

The school has consulted broadly with its community through whole staff meetings, and its P&C and local Aboriginal Education Consultative Group to identify potential ways to advance the school and the outcomes it achieves with its students. The school's three strategic directions are the product of this consultation and an intensive self-assessment process that took place over the course of the final term of 2020. The initiatives that sit beneath each are the product of collective reflection on the journey we have been on since implementing the 2018-2020 School Plan.

Mudgee High's teachers have committed themselves to improving their classroom practice. Professional learning that is focused on specific skill set development identified by the whole staff is seen as key to success in this space. This learning will ensure that literacy and numeracy improvement can be maintained and enhanced through collegiality, shared professional experience and learning.

A renewed focus on Higher School Certificate outcomes has been included as an initiative. This initiative will include professional learning related to deeper analysis and use of data so as to better understand individual and group performance, as well as the support programs needed to improve both. Each faculty will develop ways of deepening the knowledge base of their students and the capacity of those students to respond more effectively in state-wide testing.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

- Increase school attendance by 5% from baseline.

### HSC achievement - top 3 bands

Achieve by year: 2023

- Percentage of results in top 3 HSC bands will see a 5% uplift, from the baseline.

### Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining the HSC to between the lower-bound of 58.9% and the upper-bound of 63.9%, while maintaining their cultural identity (Mudgee Network target).

Achieve by year: 2025

- Increased ability of students to engage with materials encountered in both internal and external assessment measures
- Enhanced writing and reading is evidenced in student work in all curriculum areas
- Whole-school use of effective practices to improve writing for specific purposes and audiences, is evident in all teaching programs
- Effective, whole-school use of formative and summative assessment strategies and improved student performance in external testing, including the HSC.

## Initiatives

### Highly effective teaching practices

Teaching staff will establish consistent practices for assessment that are used school-wide to monitor, plan and report on student learning across the curriculum. Formative assessment will be integrated into teaching practice in every classroom, confirming that students learn what is taught.

Staff will focus on the school-wide use of external data to drive decision making. This focus will promote staff capacity to achieve with students their best results as measured through Check-in assessment, NAPLAN and internal data.

Teaching staff will focus on the development of whole-school effective literacy and numeracy strategies in all subject areas.

Working towards Aboriginal students attaining their final school qualifications at the same rate as non-Aboriginal students is an important part of fostering equality of opportunity for Aboriginal people. There is a clear link between completion of Year 12 and positive future life outcomes. Aboriginal students achieve highly at school when:

- appropriate opportunities are provided to learn and to develop their talent, and
- student growth and achievement are celebrated
- high expectations of student growth and achievement are fostered within schools and the broader community.

### Highly effective assessment practices

**Effective assessment practices are critical in informing high impact strategies for improvement. In order to achieve improvement through evidence informed decision making:**

Teaching staff will focus on the flexible and responsive use of assessment as an integral part of daily classroom

## Success criteria for this strategic direction

Whole-school monitoring of student learning in place.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has explicit expectations and evidenced processes to support teachers' consistent, evidence-based judgement and moderation of assessments.

Collegial teacher analysis of external data found in check-in and NAPLAN results used school-wide to better inform teaching practice.

School-wide collegial teacher analysis of RAP data used to better inform teaching practice in Stage 6.

All staff respond to individual student learning needs of Aboriginal students through effective individualised learning plans that demonstrate:

- a shared responsibility for high student achievement
- differentiated learning approaches, and
- data-informed decision making.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of the literacy and numeracy strategies investigated and implemented?

**Data:** External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, mentoring records.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

### Implications

: Enhanced methods of educational delivery embedded in teacher practice.

**Question:** What has been the impact of our enhanced

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 9 for 2023 compared with Year 7 results from 2021.

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 9 for 2023 compared with Year 7 results from 2021.

## Initiatives

instruction.

Teaching staff will also focus on formative assessment as a whole-school practice implemented expertly by teachers.

Teachers will identify and utilise opportunities to share effective practice and increasingly develop consistent teacher judgment across faculties.

## Evaluation plan for this strategic direction

whole-school assessment practice?

**Data:** External student performance, teaching programs, classroom observations, student work samples.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

### Implications

: What lessons have been learned and how do they impact further refinement of whole-school assessment practice.

The following data sources will be used to determine success in the Mudgee Network Aboriginal HSC attainment target:

- individualised learning plans
- term network audits of student performance
- HSC minimum standard
- faculty assessment tasks
- student work samples
- student voice/feedback
- rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Whole school effective practice

## Purpose

The school situational analysis identified the need for greater teacher collaboration so as to build a shared expectation of performance. Our purpose is to develop a shared, practical understanding of effective practice in action improve teaching practice by working collaboratively within and across faculties.

## Improvement measures

Achieve by year: 2025

- Consistent strategies in the management of classes are established and promoted.
- 100% of teachers using agreed, consistent strategies in the management of their classes.
- Staff TTFM data evidences an improvement in the area of teacher collaboration.
- TTFM data evidences improvement for Year 10 and 11 females with regard to their sense of belonging.
- TTFM data evidences improvement for Year 10 Aboriginal students sense of belonging

Achieve by year: 2025

- All staff members engage in high-quality collaborative practice.
- Staff TTFM data shows improvement in the area of teacher collaboration.
- Stage 4 and 5 teaching programs and classroom observations demonstrate embedded, consistent high impact strategies for student success.

## Initiatives

### Highly effective management practices

To achieve highly effective practices, we will

- Develop effective behaviour management skills that use consistent strategies. This will include the development of a whole-staff, common and consistent approach in the classroom, including the areas of:
- Maintain and develop further explicit communication of learning goals; What constitutes necessary equipment; PB4L; class management; what makes for an effective learning culture.
- Establish and promote clear, whole-school behavioural expectations.
- Establish whole-school consistent systems which ensure appropriate responses to matters related to problematic behaviour.

### Highly effective, collegial teaching practices

Develop whole-staff practice and procedures in the following areas:

- Management of assessment and the monitoring of student learning at the faculty and whole-school level.
- Consistent application of research-informed, evidence-based strategies for Aboriginal education for Aboriginal education.
- Provide opportunities for peer teaching observations. Share best practice so as to build whole-school teaching capacity.

Build staff capacity in:

- Classroom management that positively impacts student improvement
- Get ready"/ "Wrap it up" and continuing PB4L initiatives.

## Success criteria for this strategic direction

All staff members use the most effective, evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well-planned teaching takes place with minimal, avoidable disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement.

All students have high-performing teachers as measured against the Australian Professional Standards. Leadership teams have participated in capacity development programs and implement principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and seeking to improve practice as required.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice, and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Whole-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, utilising the assistance of colleagues with recognised expertise.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of establishing agreed practice in the domain of effective classroom practice?

**Data:** TTFM satisfaction. Teacher satisfaction surveys.

## Strategic Direction 2: Whole school effective practice

### Evaluation plan for this strategic direction

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**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications**

: Do we have 100% buy-in to these agreed practices and if not, where do we go from here? Future directions and next steps.

**Question:** Has there been an uplift of teacher expertise and practice in these domains?

**Data:** Reduction in Sentral Wellbeing entries and reduction in Tier 2 outcomes for students. Improved satisfaction of students, teachers and parents/ carers as gauged through TTFM.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications**

: Where do we go from here? Future directions and next steps.

## Strategic Direction 3: Enhanced community engagement

### Purpose

Promote further the effective systems, structures and processes that make up our school's effectiveness. Mudgee High possesses a culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. The school leadership team supports a culture of high expectations and community engagement.

### Improvement measures

Achieve by year: 2022

- Deeper community knowledge of the school's aspirational expectations of learning progress and student achievement, and its collective commitment to the pursuit of excellence.
- Increased collaboration between the school and its community, measured through community involvement in school open events, as well as the school's P&C and AEC.
- Mudgee High is recognised as both excellent and responsive by the community because it possesses a culture of high expectations, and effectively and unambiguously caters for the full range of equity issues in the school.
- The school leadership team measures school community satisfaction, and shares with its community the analysis and actions in response to those findings.

Achieve by year: 2023

- Broad evidence of the wider community's knowledge of the school's aspirational expectations of learning progress and student achievement, and its collective commitment to the pursuit of excellence.
- Broad evidence collaboration between the school and its community, measured through community involvement in school open events, as well as the school's P&C and AEC.
- Mudgee High is recognised as both excellent and responsive by the community because it possesses a culture of high expectations, and effectively caters

### Initiatives

#### Highly effective learning culture shared, promoted and valued

Develop and enhance practices that promote greater communication with the wider school community.

Enhance communication through greater promotion and communication team engagement with, the wider community.

Enhance parent/ carer access to Mudgee High School communication streams.

#### Highly effective school community educational leadership shared, promoted and valued

Enhance school open nights (active involvement and information sharing), *Mirri* (the annual school magazine) promotion, academic, cultural and sporting opportunities and their outcomes, and wellbeing support promotion.

Promote actively, student achievement and the positive activities of the school community.

### Success criteria for this strategic direction

Broader community knowledge of the school community's aspirational expectations of learning progress and achievement for all students, and its collective commitment to the pursuit of excellence.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the full range of equity issues in the school.

The school's leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

### Evaluation plan for this strategic direction

**Question:** What has been the impact of our enhanced practices in the area of communication?

**Data:** Uptake of and indications of satisfaction with enhanced/ changed means of communication.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

#### Implications

: Where do we go from here? Future directions and next steps.

## Strategic Direction 3: Enhanced community engagement

### Improvement measures

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for the full range of equity issues in the school.

- Comprehensive evidence that the school's leadership team measures school community satisfaction, and shares with its community the analysis and actions in response to those findings.

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Achieve by year: 2025

- The broader community is aware of and acknowledges, Mudgee High school's aspirational expectations of learning progress and student achievement, and its collective commitment to the pursuit of excellence.
  - Comprehensive collaboration between the school and its community, measured through community involvement in school open events, as well as the school's P&C and AEC.
  - The school is recognised as both excellent and responsive by the broader Mudgee community because of its well-known and celebrated culture of high expectations, as well as the ways in which it effectively caters for the full range of equity issues in the school.
  - Thorough evidence that the school's leadership teams are known for the effective ways in which they measure school community satisfaction, then shares with its community the analysis and actions in response to those findings.
  - TTFM positive shift in student sense of advocacy and high expectations from 2017-2019 average of 50% (51% at most recent survey).
  - TTFM positive shift in student sense of belonging from 2017-2019 average of 49% (48% at most recent survey).
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