

Strategic Improvement Plan 2021-2025

Murwillumbah High School 8129



**INSPIRING EVERY STUDENT
EVERY DAY**

School vision and context

School vision statement

Murwillumbah High School's vision is captured in the school's motto - 'Inspiring every student, every day.' As leaders of learning we aspire to provide students with cognitive, interpersonal and intrapersonal skills with strong capabilities in communication, critical reflection, communication and creativity enabling them to thrive in a dynamically changing world and create a better future for our local community and beyond.

The school has a long and proud history in the community and we still honour and aspire to the foundation motto of 1929 'Pergo, Perago, Periclitor', which translates as, 'I strive, I undertake, I succeed.'

This plan provides a strategic framework to ensure that student growth is supported through school improvement and that access to learning for all remains at the heart of our school.

School context

Murwillumbah High School was established in 1929 and has a long tradition of outstanding academic, cultural, creative, and sporting achievement. Over the past three years the school has won awards for its quality teachers, school improvement and innovation.

We are an innovative school with an adaptive culture and our school community is invested in preparing students for a dynamically changing world. The highly qualified and experienced teachers at Murwillumbah High School are committed to the provision of a secure and caring environment that promotes the learning and development of all students using quality teaching strategies which are contemporary, engaging and challenging.

The school, has approximately 380 students, including 8% Aboriginal and Torres Strait Islander students. All of our Executive team have undertaken the Stronger Smarter Leadership learning and we continue to expand the cultural competency of staff. We offer a wide range of courses which meet the needs of all students. The Special Education Unit provides comprehensive programs for students with special needs.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students, supporting them to become resilient citizens in a dynamic and changing world.

The school is committed to continually improving effective classroom practices and collective efficacy with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

A focus of the Plan is to improve deep learning by building a culture of parents, students and staff as partners of learning. We will also be revising and re-designing curriculum structures in Stage 5 to enable deep learning. One project is to introduce a rigorous professional learning program around assessment as another means of building a culture of supported, deep learning.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Stage based collaboration will be key to improving our collective efficacy.

In 2024 Murwillumbah High School will cease operation and merge with Wollumbin High School as a new school in brand new state of the art learning environments on the current Murwillumbah High School site.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to engage students who are agentic in their learning improvement. We aim to develop student agency through collaboration, effective classroom practice and ultimately collective efficacy. Research informed practice underpins our approach to student growth through individualised learning and effective teacher practice. We aspire to a learning culture that is adaptive, and teachers will be supported with professional learning to evaluate their effectiveness through data informed practice and reflective practice.

Improvement measures

Reading growth

Achieve by year: 2023

The proportion of year 8 and 10 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 7 and 9, 2022 data.

Numeracy growth

Achieve by year: 2023

The proportion of year 8 and 10 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 7 and 9, 2022 data.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the percentage of Aboriginal students attaining the HSC, whilst maintaining their cultural identity to be at or above the lower bound network-negotiated baseline target.

HSC achievement - top 2 bands

Achieve by year: 2023

Increase the percentage of HSC course results in the top two bands by 5% from the system-negotiated target baseline.

Initiatives

Collaborative Learning

Implement strategies to support the further development of teacher, student and parent collaborative learning practices across the school to achieve school improvement through a focus on effective classroom practice and collective efficacy.

- Ongoing Professional Learning (PL) to develop skills for collaboration, including coaching. A shared commitment to developing collaborative practice across MHS and Wollumbin High School building professional learning communities and drive collective improvement to classroom practice underpinned by the WWB principles.
- School-wide focus on the building collective efficacy through professional learning and re-imagining school structures that support collaborative practice. This will involve stage based approach to improvement of classroom practice in literacy, numeracy, attendance and HSC.
- Develop collaborative practice with students, teacher and parents to build a culture where all stakeholders are collators in learning and the capacity of parents to support learning is enhanced.
- All teachers analyse NAPLAN, HSC and minimum standard data to identify common target areas for improvement for Stage teams to focus on. Professional learning and partnership with the literacy, numeracy regional advisor and through teams exploring best practice schools along with the WWB document.

Growth Mindset

Build a school culture of high expectations that is underpinned by a commitment to strengths based approach which drives improvement for every student.

- Develop a growth mindset for all students through individualised support for learning that focuses on extending students' current strengths and their 'yet to be' strengths. The focus and PL will enhance effective classroom practice. Learning coach

Success criteria for this strategic direction

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Students are aware of - and most are showing - expected growth on internal school progress and achievement data.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

The school's value-add trend is positive.

Strategic Direction 1: Student growth and attainment

Initiatives

program is further developed and led by the Deputy Principals, including professional learning (PL) for all staff. Ongoing professional learning and improved practice for 4Cs classroom strategies will improve effective classroom practice.

- Improved cultural competency across the school through deeper engagement with Aboriginal Elders and the AECG. Continue to engage school leaders (including teachers) with the Stronger Smarter Leadership Program, investigate best practice with other schools.
- Focus on developing authentic, timely and meaningful personalised feedback across the school, but initially focused on literacy, numeracy and HSC subjects.
- Development of shared understanding of the factors that drive individual growth in literacy and numeracy through professional learning, stage based approach and the Covid ILSP to drive the growth mindset of students and to see improved results in NAPLAN upper bands.

Evaluation plan for this strategic direction

Question: In what ways and to what extent can our sustained collaborative efficacy through school wide collaborative practice and development of high expectations growth mindset impact student performance?

Data: External student performance measures (NAPLAN), internal student performance measures (internal assessment, testing and analysis), central behaviour entries, parent, student and staff feedback (survey/forum). TTFM.

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

Implications: Progressive evaluation can be used to inform the pedagogy of the MEC. Where do we go from here? Future directions and next steps.

Strategic Direction 2: Activated Learners

Purpose

To develop and refine a school culture and strategies that support the growth of agentic learners. To build a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Improvement measures

Attendance <80%

Achieve by year: 2023

Decrease the percentage of students attending less than 80% of the time by 7.5%.

Achieve by year: 2023

Curriculum models and teaching programs from Stages 4 through to 6 reflect and are embedded with data informed practice and provide a range of individual pathways for learning.

Increase student Tell Them From Me results in the areas of expectation of success, advocacy and sense of belonging

Achieve by year: 2025

Increase student Tell Them From Me results in the areas of expectation of success, advocacy and sense of belonging by 4.5%.

Initiatives

Deep Learning

Improve the school wide understanding, effective classroom practice and structures that support deep learning through cross-curricular learning embedded into Stage 4 and 5.

- We aim to develop a deep learning across the school initially in Stage 5 through professional learning, re-imagining curriculum structure and school organisation and involving students in curriculum design. Teams of teachers will lead the exploration with the guidance of the Executive team and the 4Cs Transformative Schools team. Continued PL with 4Cs pedagogies will be essential.
- Further develop a culture of collaborative leadership and learning by developing the capacity of staff and students to collaborate and develop collective efficacy in teaching and learning. Develop professional learning sessions within the school and between schools and in particular with Wollumbin High School around professional readings, podcasts, current practices and problem solving.
- We aim to build a culture of high expectations by collaborating with all stakeholder to define our high expectations for learning. This will involve professional learning and collaboration with students, parents and staff.

Personalisation

Improve student engagement and learning growth through supported personalised learning pathways and learning coaches for every student. Improved effective classroom practice through professional learning, collaboration, collective efficacy and personalised learning goals.

- The learning growth of every student is supported and nurtured. We aim to develop a focus and on personalised learning through the development of a sustainable practice to ensure every learner has a learning plan supported by a learning coach. We will Embed Student Directed Learning (SDL) practices across the entire school to provide improved

Success criteria for this strategic direction

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. Teaching staff lead, demonstrate and share their expertise within their school, with other schools and within professional networks.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (7-12) to ensure continued challenge and maximum learning.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

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 range of equity issues in the school.

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

Strategic Direction 2: Activated Learners

Initiatives

- opportunity for personalisation.
 - Develop a systematic, documented procedure for supporting students with less than 80% attendance with a personalised plan for improvement.
 - Co-construct with students, parents and teachers an articulated and individualised approach to identifying, extending and supporting High Potential Students.
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Success criteria for this strategic direction

high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

Evaluation plan for this strategic direction

Question: In what ways and to what extent have collaborative practices, pedagogy and re-imagined structures impacted learning outcomes?

Data: External student performance measures, Classroom observations, teaching programs, curriculum model, work samples, tell them from me, attendance data

Analysis: Collaborative analysis of data to determine in what ways and to what extent our purpose has been realised

Implications: How do we harness positive momentum to develop sustainable growth? What areas need further development?

Strategic Direction 3: High Impact Assessment Practices

Purpose

Our purpose is to develop a culture of assessment that is ongoing and supports effective classroom practice and continuous learning. We aim to develop consistent school-wide practices for assessment are used 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.

Improvement measures

Achieve by year: 2023

All teachers use high quality, evidence-based and systematic assessment practices to evaluate student learning over time.

Achieve by year: 2023

Collaborative practice supports teachers' consistent, evidence-based judgements of student attainment.

Achieve by year: 2023

All teachers use the feedback acquired via assessment information, including formative information as well as summative trend data, to implement changes in teaching practice which facilitate measurable growth in learning outcomes, including for high potential students.

Achieve by year: 2023

Students and their caregivers understand Murwillumbah High School's approach to assessment and its benefits for learning.

Initiatives

A school-wide, systematic approach to assessment.

High quality collaboration and communication facilitate a shared understanding for teachers, students and their caregivers of the purpose and nature of assessment at Murwillumbah High School. The PL will support effective classroom practice.

- A school wide focus on high impact assessment practices underpinned by quality professional learning and informed by a common understanding of assessment purpose.
- Professional learning (PL) to refine assessment practices within and across curriculum areas. PL to focus on formative assessment through the work of Dylan Williams.
- Establish and communicate a set of school-wide, high expectations assessment protocols which incorporate the language of the Learning Disposition Wheel.
- Utilise the school's communication processes including the school website and parent portal to inform caregivers of the school's assessment protocols, showcase quality assessment practices and celebrate student achievement.

Quality data and feedback informs teaching practice.

Highly effective classroom practice is facilitated via a focus on high impact assessment and feedback practices, facilitating growth in student learning outcomes.

- Ongoing PL in quality assessment practice - formative and summative -and feedback.
- Collaborative analysis of Best Start, NAPLAN, VALID and HSC data informs planning.
- Professional Learning for all Executive, LaST and one teacher per Faculty in the use of ALAN to access a suite of online tools to support the use of literacy and numeracy learning progressions.
- Faculty programs demonstrate the use of quality assessment tools to inform teaching practice,

Success criteria for this strategic direction

Students and parents understand the purpose and nature of assessment practices at Murwillumbah High School and their benefits for learning.

A culture of High Impact Assessment is embedded whereby assessment is used flexibly and responsively as an integral part of every teacher's regular classroom instruction. Formative assessment is practised expertly by all teachers.

Teachers collaboratively analyse student progress and both formative and summative achievement data and respond to trends in student achievement, at individual, group and whole school levels.

Feedback from students on their learning derived from assessments informs further teaching.

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 processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Evaluation plan for this strategic direction

Question: In what ways and to what extent can a school-wide focus on High Impact Assessment Practices and a high expectations growth mindset facilitate improved teacher efficacy in using assessment to evaluate the impact of their teaching on student learning and developing their practices to better meet the needs of all students?

Data: External student performance measures (Best Start, NAPLAN, VALID and HSC), internal student performance measures (internal assessment, testing and analysis), parent, student and staff feedback (Tell Them From Me, internal surveys/forums).

Initiatives

- including the creation of teaching sprints.
- High potential students in Stage 5 co-construct their learning and how this will be assessed in an identified area of strength.
 - Professional learning with the 4Cs Transformative Team to engage with assessment and reporting of learning dispositions, as well as the 'e-scale' for programming through the Wonder Web.
 - Formal PDP processes reflect a focus on high impact assessment practices.
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Evaluation plan for this strategic direction

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

Implications: Observable, school-wide changes in assessment and teaching practice with student data more consistently reflecting growth.