

# Strategic Improvement Plan 2021-2024

## Macksville High School 8162



# School vision and context

## School vision statement

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Macksville High School aspires to be a respectful, safe, positive and inclusive learning community. We will build resilience, strength and success for life-long learning outcomes in a changing world. Through refining our quality teaching practices, we will provide a diverse range of learning opportunities for all learners by means of a wide range of supported curriculum pathways. Macksville High School promotes the core values of respect, honesty, pride and teamwork. We will strive to develop new skills and confidence in our student's ability to problem solve and collaborate. We will foster strong connections in our community to build and create pathways for student success.

## School context

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Macksville High School is a co-educational comprehensive high school, situated in the picturesque Nambucca Valley on the Mid North Coast. It opened in 1950 and has a tradition of high academic, sporting, cultural and civic achievements. The current school enrolment is 512 students including a significant number of Aboriginal and Torres Strait Islander students (15%). The FOEI two year average of 118 and ICSEA of 954 indicate socioeconomic disadvantage.

Our students enjoy extensive curriculum selections utilising outstanding facilities including a school farm, 1000 seat capacity indoor stadium, performance theatre, two large sporting ovals, Vocational Education facilities, bush tucker garden, Gaagal room and Breakfast Club. Students have access to technology including computer rooms, laptops, Chromebooks, laser cutter and 3D printers.

We have a Learning Centre, Tutorial Centre and Multi-categorical Class which provide direct specialist assistance for students and staff through developing personalised learning and social skill programs within a supportive environment. Our library is an attractive space and includes a senior study and specialist provision for Distance Education. The teaching staff is made up of both experienced and early career teachers who are supported and assisted by our administrative and support staff. The whole school community is dedicated to offering students every opportunity to reach their potential in a holistic learning environment.

Considerations drawn from the Situational Analysis indicate that the school needs to focus on student performance in years 7 to 10 with an emphasis on literacy and numeracy skills. There is a need for professional learning and whole school focus on using data to inform practice and assessment. A stronger focus on developing learning tasks specific to student learning needs coupled with on-going wellbeing initiatives should lead to an increase in attendance. Cross faculty collaboration and lesson observations of innovative practice should develop the capacity of lesson delivery and increase engagement in class.

The school actively collaborates and has developed strong links with the local community and businesses, the AECG (Aboriginal Education Consultative Group) and Southern Cross and Newcastle Universities. The school continues to expand professional educational connections with the local Primary schools to build educational aspiration and develop ongoing pathways for student success.

School Wellbeing is an on-going focus for the school. Working together, we aim to create a happy, caring and inclusive environment where all students feel safe, respected and valued. Our collaboratively developed core values of respect, honesty, pride and teamwork continue to be embedded within the school culture. Our Macksville Way Rewards program is based on positive behaviour in the areas of academic effort and achievement, attendance, school representation and citizenship.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student achievement, growth and attainment we will engage in targeted professional learning and data analysis to inform effective teaching practices responsive to the learning needs of students.

## Improvement measures

### Target year: 2022

#### NAPLAN - Top 2 bands (system negotiated target)

*Reading* - improve to at least 24% of cohort achieving the top 2 NAPLAN bands.

*Numeracy* - improve to at least 18% of cohort achieving the top 2 NAPLAN bands.

### Target year: 2023

#### NAPLAN - Expected Growth (system negotiated target)

*Reading* - improve to at least 63% of cohort achieving or exceeding expected growth.

*Numeracy* - improve to at least 58% of cohort achieving or exceeding expected growth.

### Target year: 2024

#### School Excellence Framework (SEF)

*Learning Domain:* In the element of curriculum we demonstrate excelling in the theme of teaching and learning programs and differentiation.

*Teaching domain:* In the element of data skills and use we demonstrate excelling in all themes. In the element of effective classroom practice we demonstrate excelling in the themes of lesson planning and explicit teaching.

## Initiatives

### Data Skills and Use

Teachers and support staff have highly developed skills in the analysis, interpretation and use of internal and external student progress and achievement data.

- On-going PL on data skills and use and evaluative practices.
- Embedded time allocation for collaborative data analysis.
- Review and refine teaching and learning programs to include student progress data in planning.
- Develop a whole school data tracking and monitoring system that collates student progress in literacy and numeracy.

### Effective Classroom Practice

All lesson planning references student information including progress and achievement data, curriculum requirements and provides a focus on continuous improvement for all students. All teachers employ evidence based teaching strategies that are identified, promoted and modelled and student learning progress is monitored demonstrating growth in reading and numeracy.

- Ongoing PL on evidence based teaching strategies in reading and numeracy.
- Embed time for collaborative planning and programming.
- Through regular classroom observations all teachers demonstrate links to evidence based teaching strategies and use of data.

## Success criteria for this strategic direction

Staff are committed to identifying, understanding and implementing the most effective explicit teaching methods to improve reading and numeracy, with the highest priority given to data informed and evidence based teaching strategies.

Staff work with colleagues to use data from internal and external student assessment in reading and numeracy, for evaluating learning and teaching identifying interventions, program and modified teaching practice.

## Evaluation plan for this strategic direction

### Question

How and in what ways can we demonstrate that improved data skills and use and collaborative planning and programming for explicit teaching has positively impacted student growth and achievement?

### Data

- Tracking and monitoring internal data
- NAPLAN
- HSC
- Teaching and learning programs
- Classroom observation and feedback notes
- Meeting minutes from data meetings

### Analysis

Data and planning meetings at least once per term to allow for ongoing analysis of student progress.

### Implication

As a result of the above analysis, do we need to make any adjustments?

# Strategic Direction 2: Assessment for Learning

## Purpose

To build strong foundations of academic success, we will develop consistent school-wide procedures and practices for high quality formative assessment to meet the diverse learning needs of students.

## Improvement measures

**Target year: 2022**

### HSC Top 3 bands (system negotiated target)

At least maintain 54% of cohort, or improve to 58% of cohort achieving top 3 bands in the HSC.

**Target year: 2023**

### ATSI Students

At least 10% increase compared to the baseline in the proportion of ATSI students attaining the HSC whilst maintaining cultural identity.

**Target year: 2024**

### School Excellence Framework

*Learning Domain:* In the element of assessment we demonstrate excelling in the themes of student engagement and formative assessment.

*Teaching Domain:* In the element of effective classroom practice we demonstrate excelling in the themes of lesson planning and feedback.

**Target year: 2024**

### Tell Them From Me (TTFM) surveys

The *staff survey* improves by 20% from 2021 baseline in the areas of quality feedback for students and the use of data to inform practice.

The *student survey* improves by 20% from 2021 baseline in the areas of teaching relevance and rigour and effective

## Initiatives

### Systems and Processes for 7 - 10 assessment

Development of processes to collect, analyse and use systematic and reliable assessment information to evaluate student learning over time that leads to measurable improvement.

- Whole school assessment strategy in place to ensure that learning progress of individual students and cohorts is monitored and evaluated.
- Embed time for collaborative planning and professional learning to develop reliable assessment tasks and consistent teacher judgement.
- Consistent monitoring and tracking systems are developed for each faculty in line with whole school procedures.
- Policy and process development for whole school expectations of formative assessment in all locations.
- Utilise staff expertise in senior assessment strategies and tasks to mentor staff for 7 - 10 assessment strategies and tasks.

### Learning and Development

Assessment is used flexibly and responsively as a daily part of classroom instruction. Formative assessment is used expertly by teachers and feedback from students on their learning informs further teaching. Teachers collaborate to embed formative data collection.

- Professional learning on formative assessment, learning intentions and success criteria.
- Formative assessment is embedded in year 7 - 12 programs.
- All teachers and students engage in learning intentions and success criteria with feedback from students regularly sought.
- Ongoing professional learning for coding to Quality Teaching Framework and use Quality Teaching

## Success criteria for this strategic direction

Students and parents understand all assessment processes and procedures to ensure a clear understanding of how students can further improve.

Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

All senior students have an individualised learning plan that has clear learning goals to demonstrate improvement, sets high expectations and articulates post school pathways.

The PLPs for ATSI students have high cultural and educational priorities and goals collaboratively developed with students and families.

## Evaluation plan for this strategic direction

### Question

Has the improvement in high quality assessment practices, including formative assessment and feedback, impacted positively on student learning outcomes?

### Data

- Assessment schedules and procedures.
- Teaching and learning programs demonstrate embedded formative assessment.
- Internal and external data sources including HSC retention and exit data and TTFM surveys.
- Quality Teaching Rounds feedback.

### Analysis

Regular and ongoing observation of practice and reflection takes place which is linked to improved student outcomes.

### Implication

## Strategic Direction 2: Assessment for Learning

### Improvement measures

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learning time.

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### Initiatives

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Rounds to allow teachers to share expertise in formative assessment.

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### Evaluation plan for this strategic direction

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As a result of the above analysis, do we need to make any adjustments?

# Strategic Direction 3: Partnerships and Pathways

## Purpose

To build educational aspiration and ongoing pathways for student success, we will develop stronger collaborations and partnerships between staff, students, parents and the wider community.

## Improvement measures

**Target year: 2022**

**Attendance >90% (system negotiated target)**

Improve to at least 57% of students attending greater than 90% of the time.

**Target year: 2024**

**Tell Them From Me (TTFM) surveys**

Student survey improves by 20% from 2021 baseline in the areas of attendance (reduction in truancy) and aspirations in finishing Year 12.

**Target year: 2024**

**School Excellence Framework**

*Learning Domain:* In the element of Learning Culture we are demonstrating excelling in all themes.

*Teaching Domain:* In the element of Learning and Development we are excelling in the themes of coaching and mentoring and expertise and innovation.

*Leading Domain:* In the element of Educational Leadership we are demonstrating excelling in the themes of instructional leadership and high expectations culture.

## Initiatives

### Expertise and Innovation

Identified staff expertise is used to develop a professional learning community supporting innovative, future-focused teaching practices.

- Develop processes to evaluate innovative practices, including the Foundation Hub model, and their impact on student learning outcomes and attendance.
- Embed time to allow Foundation Hub teachers to collaboratively program, engage in observations of classroom practice and reflect on impact of learning over time through assessment data.
- Embed time to allow stage 3 and 4 teachers to share expertise across the Gamang Learning Community (Macksville High School and Partner Primary Schools).

### Leadership

Distributed instructional leadership will be developed across the school to facilitate a culture of effective evidence-based teaching and ongoing measurable improvement in student learning outcomes.

- Develop and strengthen formal mentoring/coaching processes to ensure the ongoing development, support, and improvement of teachers, including Beginning Teachers.
- Aspiring leaders are mentored and supported in their leadership development utilising the Leadership Identification Framework.
- Formal and Informal networking is facilitated between Faculty Head Teachers to demonstrate and share expertise and good practice both within and between schools.

### Attendance

The school engages in strong collaborations between students, parents and the community to support continuity

## Success criteria for this strategic direction

Teachers demonstrate their expertise of evidence based innovative teaching practice within their school and with other schools to drive ongoing improvement of student learning and engagement.

All staff contribute to professional networks and associations and build productive links with the wider community to improve teaching, learning and student engagement.

Teachers provide appropriate and contextually relevant opportunities for parents and carers to be involved in their child's learning.

## Evaluation plan for this strategic direction

### Question

How can we demonstrate the building of innovative collaborations and partnerships has impacted on student engagement, attendance and learning pathways?

### Data

- Attendance data and plans
- TTFM surveys
- Focus groups - student and parents
- Mentoring/coaching processes - staff and students
- PLPs

### Analysis

Regular and on-going review of data takes place to determine improvement in engagement and attendance.

### Implication

As a result of the above analysis, do we need to make any adjustments?

## Initiatives

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of learning and attendance for all students.

- Refinement of whole school systems and processes for attendance to further develop targeted personalised attendance improvement plans and strategies.
  - Mid Coast Valleys Secondary schools will work collaboratively with the Home School Liaison Officer to share practice and improve overall attendance.
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