Strategic Improvement Plan 2021-2024

Muswellbrook High School 8164

School vision and context

School vision statement

Muswellbrook High School, is committed to meeting the needs of all students and developing strong community links to promote a safe and supportive learning environment. Every student and every teacher will be challenged to demonstrate at least a year's improvement each and every year.

To achieve academic, cultural and wellbeing excellence, and to prepare students for post-school pathways, we use research and evidence based practices to drive teaching and learning and build strong foundations in literacy, numeracy and deep content knowledge. Building student voice will develop the confidence of each of them to be confident, creative individuals who enrich our local and global community.

School context

Muswellbrook High School, a collaborative member of the Muswellbrook Learning Community (MLC), is a rural school built on the land of the Traditional owners of the Wanaruah and Kamilaroi people. It enjoys 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.

In 2021, our student population of 869 students consists of approximately 20% of students who identify as Aboriginal or Torres Strait Islander and 4% have a language background other than English.

The school's FTE teaching staff entitlement for 2021 is 65.6 which includes 1 Principal, 2 Deputy Principals and 10 Head Teachers. There is a school funded Instructional Leader position and an additional Head Teacher position. Our Support Unit consists of 5 classes - 1 Ed Class, 1 IM class, and 3 MC classes. Our non-teaching staff entitlement is 16.4.

In administration, there is one School Administration Manager, 9 Administration Officers and one school funded Business Manager position.

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 willingness of the school to pilot a range of initiatives to support student learning has resulted in strong enrolments through effective transition programs. Every student is provided opportunities to develop skills that will carry then beyond their school years.

Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of traditional academic subjects as well as an extensive Vocational Educational and Training program and alternative patterns of study. Our school also offers specialised elective subjects throughout the junior school. 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 fields.

Providing student leadership opportunities are a priority for the school, with students at all levels encouraged to take on leadership roles. We have a strong, active Student Representative Council, with students from all years elected to represent their peers. The development of a Junior AECG is currently underway.

A strong wellbeing ethos is an important character element of our school, promoting meaningful partnerships within and across our Community of Schools (COS). With strong connections to TAFE, educational links K-12, business partnerships and university partnerships, we effectively cater for the diverse learning needs of students. We provide a nurturing and inclusive learning environment, promoting successful pathways into tertiary study and/or employment as well as fostering the talents of our gifted and talented students, providing enrichment opportunities for Aboriginal students, and enhancing the opportunities

School vision and context

School vision statement

School context

of students to experience cultures from different countries, including our sister school relationship with Sayama Seiryo School, Japan. All school programs and initiatives are well supported by an active parent community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student achievement by responding to individual learning needs through consistent, school wide assessment and intervention practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data and feedback to inform teaching.

Improvement measures

Target year: 2022

- Uplift in the proportion of students in the top 2 bands in numeracy from the baseline by 5.5%.
- Uplift in the proportion of students in the top 2 bands in reading from the baseline by 5.8%.

Target year: 2023

- Uplift in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated target lower bound target.

Target year: 2022

- Uplift in the proportion of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy from the baseline by 3%.
- Uplift in the proportion of Aboriginal students achieving in the top 3 NAPLAN bands in reading from the baseline by 3%.

Target year: 2023

- Uplift in the proportion of students achieving expected growth in NAPLAN numeracy from the baseline by 5.8%.
- Uplift in the proportion of students achieving expected growth in NAPLAN reading from the baseline by 7.3%.

Target year: 2022

Initiatives

Highly Effective Teaching Practice: Literacy and Numeracy

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Effective classroom practice will be enhanced through a focus on explicit teaching practice, formative assessment and effective questioning. Consistent formative data collection, collaborative goal setting and sharing of teacher practice will lead to changes to explicit teaching practice.

Highly Effective Teaching Practice: Differentiation

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 will participate in professional learning to develop their knowledge and capacity of all staff to effectively embed the use of evidence based differentiation strategies that target students' specific learning needs.

Success criteria for this strategic direction

Highly Effective Teaching Practice: Literacy and Numeracy

Whole school processes will be embedded to facilitate the systematic collection and analysis of literacy and numeracy data, leading to effective early intervention.

All teachers expertly analyse, interpret and share formative assessment data to inform planning, identify interventions and modify teaching practice.

Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student formative assessment and continuous tracking of student progress and achievement.

Highly Effective Teaching Practice: Differentiation
All teachers use a range of effective evidence-based teaching methods to optimise learning progress for all students across the full range of abilities.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

The school's approach to learning and support is collaborative, building the capabilities of all teachers and form an integral component of whole school approaches to language, literacy and numeracy differentiation strategies.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

- Uplift in the proportion of students achieving in the top two bands in HSC course results from the baseline by 4.8%.
- Uplift in the proportion of students achieving in the top three bands in HSC course results from the baseline by 4.2%.

Target year: 2024

- Uplift in the proportion of students in the top 3 NAPLAN bands in numeracy from the baseline by 6.9%.
- Uplift in the proportion of students in the top 3 NAPLAN bands in reading from the baseline by 5.8%.

Target year: 2022

- Uplift in the proportion of Aboriginal students achieving in the top 3 bands of the HSC from the baseline by 3%.

Evaluation plan for this strategic direction

Highly Effective Teaching Practice: Literacy and Numeracy

Questions: Have the literacy and numeracy strategies demonstrated improvement and growth in student understanding?

Have classroom teachers embedded formative assessment strategies into their teaching practice on a daily basis?

Have classroom teachers used formative assessment to inform teaching practice?

Have classroom teachers revised teaching programs based on formative assessment data to inform teaching practice?

What has been the impact of Learning Walks to inform teaching practice?

Data: System report - How many staff are effectively using the following data to inform literacy and numeracy practice? Where is it documented? What type of training has been undertaken and who was involved?

NAPLAN - Years 7 & 9

National Minimum Standards - Years 10 - 12

HSC/RAP

Learning Progressions

Formative Assessment

Best Start Year 7

Check-in Assessment - Years 7 - 9

Learning Walks

Teaching and Learning programs

MultiLit and MacqLit

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis: What does the individual student and whole school data show us? Have we seen student growth occur across year groups and stages?

Implications: Where do we go from here? What progress have the students made? Implications for: staff professional learning, consistency of practice, accountability measures and qualitative assessment.

Highly Effective Teaching Practice: Differentiation

Question:

Do all staff members know how to use PLAN2 to inform the Learning Progressions data?

Are staff monitoring student growth using PLAN2 and the Learning Progressions?

Are parents and students involved in the planning process to support student learning?

Have teachers completed professional learning in relation to evidence-based teaching pedagogy to inform practice?

Have evidence-based teaching practices been embedded into teaching practice and shown in units of work?

Have classroom teachers participated in collaborative discussions to share knowledge and data and receive feedback from other teachers?

Data:

System report - How many staff are effectively using PLAN2 and the Learning Progressions to inform literacy and numeracy practice? Where is it documented? What type of training has been undertaken and who was involved?

NAPLAN - Years 7 & 9

National Minimum Standards

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

HSC/RAP

Learning Progressions - Years 10 - 12

Best Start Year 7

Check-in Assessment - Years 7 - 9

PLASP, IEP, Meeting Minutes, TTFM

Teaching programs

Analysis:

What does the individual student and whole school data show us? Have PLAN2 and the Learning Progressions been embedded into teacher practice? Have parents and students been given a voice in the learning process to ensure students are supported?

Implications:

What are the next steps we need to take in relation to the Learning Progressions? What areas show student growth? Were these the areas that we were hoping would improve? Implications for: staff professional learning, consistency of practice, accountability measures and qualitative assessment.

Strategic Direction 2: Belonging, wellbeing and culture

Purpose

Our purpose is to drive continuous improvement and a strong sense of belonging by creating a safe and inclusive environment. Our staff will have a deep understanding and knowledge of their role and responsibility to improve student engagement, achievement and wellbeing through the provision of culturally inclusive and rich learning connections.

Improvement measures

Target year: 2022

- Increase the percentage of students attending school more than 90% from the baseline by 7.2% .

Target year: 2022

- Increase student wellbeing as shown through Wellbeing data (TTFM, SRC survey, WTAW Melbourne University Study) from the baseline by 4.5%.

Target year: 2024

- Increase the level of engagement of key stakeholders accessing programs and initiatives through each transitional phase (orientation days, Year 7, 9, 10, 11 and 12 information evenings etc.) from baseline data by 50%.

Target year: 2024

- Increase in the percentage of students from Year 10 to Year 12 completing their HSC from the baseline by 50%

Target year: 2024

- Decrease the days lost to learning from either absence or suspension by 10% per year.

Target year: 2024

- Increase the percentage of students and staff

Initiatives

Student attendance and engagement

Transition programs and initiatives across the school show that there is evidence of strong connections and collaboration between parents, students and the community to inform and support continuity of learning and wellbeing for all students.

The implementation of evidence-based change to whole school practices results in positive relationships with students, staff and the school community to support belonging, engagement, agency and attendance.

Whole school systems and practices

Teachers will participate in specific, structured, and evidence-based professional learning to ensure all members of the school community engage with strength based school-wide behaviour and wellbeing processes and practices.

Sound holistic information about each student's learning needs and potential is informed by effective partnerships with parents and students to meet their learning needs and support them to aspire to, and achieve, personal excellence.

Success criteria for this strategic direction

Student attendance and engagement

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing, engagement and attendance.

The school engages in strong collaboration 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.

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 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.

Whole school systems and practices

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.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Classrooms and learning environments are well managed within a consistent, school-wide strengths based approach. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Whole school systems and processes are underpinned by the use of wellbeing data to identify and support student needs and allow for timely and effective communication to the whole school community.

Strategic Direction 2: Belonging, wellbeing and culture

Improvement measures

reporting confidence in the whole school wellbeing systems from the baseline by 80%.

Target year: 2024

- An increase in the proportion of students reporting that they are involved in activities which promote leadership and student voice opportunities from the baseline by 66%.

Target year: 2024

- Increase the proportion of Aboriginal students reporting a strong cultural connection at school from the baseline by 60%.

Evaluation plan for this strategic direction

Student attendance and engagement

Question: Has the school community collaborated to effectively improve the transition points for students? Has the school implemented stronger collaborative practices with parents and students in relation to transition? Has this had a positive impact on student continuity of learning?

Has the school community worked together to incorporate evidence-based research to inform whole school procedures and practices in relation to attendance? Do the processes involve ways in which to support students who are absent so that the absence does not impact on them reaching their learning outcomes? Have these initiatives been communicated to the community?

Are high expectation philosophies at the core of our teaching practice? Do staff cater for the range of equity issues that are seen at MHS? Have students become more motivated and resilient learners?

Data: Has specific data been collected throughout the year to effectively inform practice, processes, professional learning and student wellbeing?

TTFM

Millennium

Attendance data and associated initiatives

School based student surveys (voice, agency, learning, initiatives/program evaluations, etc.)

Rites of Passage Institute reflections, evaluations

Analysis:

What do the staff, student, parent and community survey's show us about student engagement, community links, transition programs, wellbeing, engagement and attendance?

Has the data shown an increase in student wellbeing,

Evaluation plan for this strategic direction

engagement and attendance since the implementation of a particular transition program or initiative?

Implications: What are the next steps that we need to take to ensure that we attain our goals? What progress has been made in relation to student wellbeing, engagement and attendance? Has the school been able to build strong relations with partner schools and the community? Implications for: staff professional learning, consistency of practice across the school, accountability measures, and consistent data collection.

Whole school systems and practices

Questions: Have all staff had strategic and ongoing training for the effective implementation of Wellbeing and Trauma Informed Practice? Has this training been embedded into the staff induction process? Has strategic data been used to drive processes and practices?

Are there connections between MHS and the Muswellbrook community evident through the partnership with Where There's A Will and the Rites of Passage Institute?

Has the school community developed a whole school approach to strength based behaviour management and wellbeing practices? Have we seen an upward trend in the percentage of staff who are implementing the school wide practices?

Data:

TIC, SAS, SET, BOQ

Millennium (Incident - Minor/Major)

Where There's a Will survey, reflections, evaluations

Rites of Passage Institute survey, reflections, evaluations

Staff professional learning - MAPA (Management of Actual or Potential Aggression), Mental Health First Aid, Positive Behaviour for Learning (Tier 1 and 2)

Strategic Direction 2: Belonging, wellbeing and culture

Evaluation plan for this strategic direction

Analysis: What do the staff, student, parent and community surveys show us about student engagement, voice, agency and wellbeing?

Have Positive Behaviour for Learning systems and processes been embedded into whole-school practices? Does the SAS/SET/BOQ show that consistent systems and practices are being used by staff and students each day?

Do classroom observations and checklists show the processes that are used in each classroom and how often they are shown?

Does Wellbeing data show that students feel supported when they are at school?

Implications: In what way can we strengthen the systems and processes that we have already put in place? What do we have to do next to make sure that the goals we have set are met in the coming year? What progress has been made in relation to consistent behaviour management and what is the impact in the classroom? Implications for: staff professional learning, consistency of practice across the school, accountability measures, and consistent data collection.

Strategic Direction 3: Innovative teaching and learning

Purpose

Our purpose is to build high expectations in all areas of the school, developing the skills for students to become independent life-long learners and to equip them in their life after school. Our staff will engage collaboratively with pedagogies and technology to equip them in delivering an engaging curriculum to support increased teacher and student agency.

Improvement measures

Target year: 2024

- Upward trend in the percentage of students who report that teachers are implementing strategies which are innovative, well-sequenced and coherent.

Target year: 2024

- Upward trend in the percentage of teachers undertaking regular, formal and informal, diagnostic summative assessment approaches to assess student learning.

Target year: 2024

- Upward trend in the percentage of staff utilising innovative technological platforms to expand database knowledge, curriculum opportunities, value add and enhance learning to deepen engagement in their practice across the school.

Target year: 2024

- Upward trend in the percentage of staff undertaking professional learning to develop their leadership capacity as mentors within the school community.

Target year: 2024

- Upward trend in the percentage of teachers engaging in Quality Teaching Rounds and 4Cs pedagogies, including reflection tasks led by a member of the leadership team.

Initiatives

Collaborative Practice

Teachers engage in professional discussion, collaboration and mentorship to improve teaching and learning in their classes through negotiated classroom observations with structured feedback to improve professional knowledge and practice.

Teachers will collaborate and engage with 4Cs pedagogies to enable the delivery of a 21st century curriculum, increasing student and teacher agency, enriching learning progress and achievement through a culture of ongoing development and improvement.

High Expectations Learning Culture

Increase the capabilities of staff to analyse student performance data through summative assessment practices to improve teacher effectiveness, achieve system-negotiated targets and improve student outcomes.

All teachers will develop their capacity to effectively integrate a continuum of technological practices into classroom activities that will add value and meaning to student learning through targeted professional learning.

Success criteria for this strategic direction

Collaborative Practice

The school's curriculum provisions will support high expectations for student learning. A whole school approach will ensure that evidence based teaching methods optimise learning progress for students. Effective methods are identified, promoted and modelled, and teacher and student learning are monitored, demonstrating growth.

The leadership team establishes a professional learning community which is focused on leading the professional learning of staff using research and evidence based practices to drive continuous improvement of teaching and learning.

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 to drive ongoing school-wide improvement.

4Cs pedagogies will be sustained through teaching and learning programs, assessment tasks, and continual feedback. Assessments will be developed, utilising 21st Century skills such as the 4Cs and an interdisciplinary approach.

High Expectations Learning Culture

Technology that supports learning is available and expertly integrated into lessons, programs and cross-curricular activities by teaching staff.

All teaching and learning programs show evidence of revisions based on student and peer feedback, incorporating the systematic use of reliable assessment information to drive the teaching and learning cycle.

The school analyses student progress and achievement data, using internal and external measures, in order to identify and respond to trends in student achievement at individual, group and whole school levels.

A targeted and embedded strategy of student

Strategic Direction 3: Innovative teaching and learning

Improvement measures

Target year: 2024

- Upward trend in the percentage of teachers reporting confidence in giving, receiving and implementing feedback to improve classroom practice.

Success criteria for this strategic direction

performance data analysis is used to provide support and clear pathways for individual students to achieve an HSC (including ATAR options) and/or access to further study or work.

Evaluation plan for this strategic direction

Collaborative Practice

Question: What has been the impact of using innovative teaching practices such as: Quality Teaching Rounds (QTR), and 4Cs pedagogies on students and teachers?

Has student voice allowed for student agency to occur within the school community?

Have the coaching and mentoring structures been effectively utilised?

What impact has occurred through the development of a professional learning community?

Have the 4Cs pedagogies been embedded into teaching and learning practices?

Data: Annual data collected from QTR on teaching, learning, staff reflection, class observations, teaching programs.

TTFM

Student survey (agency and student voice)

Teaching programs

Data Wall

4Cs pedagogy

PDPs

Analysis: What do the different data sources show in regards to the embedded strategies and there impact on

Evaluation plan for this strategic direction

student learning?

What has been the impact of the professional learning community?

Implications: What are the next steps that we need to take to continue to improve student learning outcomes? How do we ensure that student voice and agency continue to grow? Which areas have shown growth? Implications for: staff professional learning, consistency of practice, accountability measures and qualitative assessment.

High Expectations Learning Culture

Question: Are students and teachers more confident and innovative in their use of ICT relevant to their KLA? Have teaching staff been able to incorporate feedback from students, peers and assessment data to inform teaching practice? Has internal and external achievement data been used effectively to identify and respond to student trends? Have students and parents been involved in discussions that are data driven to assess and evaluate individual student academic pathways?

Data:

Student performance data

Summative assessment

Learning Progressions

Check-in Assessment - Years 7 - 9

NAPLAN - Years 7 and 9

HSC/RAP

ICT integration

Classroom observations

Program evaluation

Strategic Direction 3: Innovative teaching and learning

Evaluation plan for this strategic direction

Analysis:

What does summative assessment data show us? Have teaching staff completed targeted ICT professional learning? Has professional learning allowed staff to add meaning and value to student learning through the integration of ICT activities? Has performance data been used to inform teaching and learning practices?

Implications: What are the next steps we need to take in relation to ICT practices? Do staff understand how to analyse data effectively? Implications for: staff professional learning, consistency of practice, accountability measures and qualitative assessment.