

Strategic Improvement Plan 2021-2025

Monaro High School 8196



School vision and context

School vision statement

At Monaro High School, we are committed to providing high-quality education in an inclusive environment fostering respect, optimism, acceptance, and responsibility.

We promote a culture of excellence in all learning environments so that all students become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

School context

Monaro High School acknowledges the Ngarigo people, the traditional custodians of the land on which our school stands. We pay respect to our elders both past and present as they hold the knowledge, culture and understandings of this land.

Monaro High School has proudly served the communities of the Monaro since its establishment as a comprehensive High School in 1954. The school's historical significance has been closely linked to the Snowy Mountains Hydro-Electric Scheme a well-documented part of our nation's history and we value this history and the multicultural connections embedded in the Snowy Mountains Scheme and the way it has shaped our community.

Monaro High School currently has a student population of approximately 480, a teaching staffing entitlement of 49 and a non-teaching entitlement of just under 14 staff. The school has a FOEI of 100 and caters for a diverse rural community through:

- strong partnerships with local organisations such as the Cooma Lions Club, the Monaro High School Leo Club, and through the long-standing Cultural exchange with Japanese city of Yamaga.
- an extensive Learning, Support and wellbeing focus for students, highlighted by six supported education classes providing educational opportunities for all students.
- modern learning spaces; a focus on innovative learning practices; and effective and efficient use of technology to shape our students' pathways for the future.

Monaro High School undertook a highly effective and informative External Validation in 2020. This was a tool which formed the basis of our situational analysis identifying Wellbeing, data skills and use, and assessment and feedback as critical opportunities for improvement.

The school's motto: 'In the Ascendant', encapsulates the notion of continually striving to improve and to achieve at the highest levels. We aim to know all our students both as learners and as young people and to develop strong learning partnerships between parents, students and our school.

We believe that all students have the right to an education where all pathways of learning are equally valued.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students grow in their learning through explicit, evidence-based teaching and learning strategies to enhance literacy, and numeracy and further develop growth and attainment in the Higher School Certificate whilst supporting effective transition to post-school options.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

Increase in the percentage of HSC course results in the top 2 bands with an uplift of 6.5% to the lower bound system-negotiated targets being achieved.

HSC achievement - top 3 bands

Achieve by year: 2023

Increase in the percentage of course results in the top 3 bands with an uplift of 7.7% to the lower bound system-negotiated targets being achieved.

Aboriginal student HSC attainment

Achieve by year: 2023

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

HSC Attainment

Achieve by year: 2025

Increase in the % of students attaining HSC by 6% from the schools 2020 baseline data.

Initiatives

Effective Teaching Practice: Literacy & Numeracy.

Teachers ensure all learning opportunities in literacy and numeracy are relevant, engaging and adopt teaching strategies which are explicit, impactful and evidence-based.

- Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills.
- Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to implement explicit data driven interventions in literacy and numeracy that are evidence based and improve student achievement.

HSC/ATAR Growth and Attainment.

A planned, prioritised, and consistent approach to the HSC ensures maximised opportunity and success for all students undertaking an ATAR pathway.

- Develop and embed consistent school-wide structures which build staff and student understanding of the HSC, ATAR, and requirements to succeed.
- Develop teaching practice through professional learning and collaborative practice models to ensure evidence-based strategies are applied in every classroom to support students to develop the necessary skills to attain the HSC/ATAR they are aspiring to achieve.

Successful transition to post school 'pathways'.

Effective and comprehensive transition structures provide all students a successful transition to their desired post school destination.

- Develop and implement whole school programs and frameworks that support students to engage in effective transition to a range of post school pathways that meet individualised student need.
- Develop and implement school structures, curricula,

Success criteria for this strategic direction

Teachers understand, articulate and deploy best practice in the delivery of evidence-based learning to ensure continual improvement in student growth and attainment.

Systematic, whole school approach to ensuring all staff are aware of, and have the necessary skills, to embed agreed school wide structures into teaching practice.

Enhanced student understanding of what it takes to succeed in the HSC and to attain aspirational ATARs.

Students and parents are supported to develop clearer goals and where school fits in the process of developing the necessary skills for students in their post school aspirations.

Evaluation plan for this strategic direction

Question

What has been the impact of this strategic direction on student performance in the areas of literacy, numeracy, HSC growth and attainment and the development of post school planning for students at Monaro High School?

Data

Sources of data will include:

- NAPLAN
- SCOUT
- School Based Assessment
- Post school destination data
- Student work samples
- HSC / ATAR
- School Excellence Framework
- Teaching Programs
- Survey Data from 'Tell Them From Me'

Analysis

Strategic Direction 1: Student growth and attainment

Initiatives

teaching and learning structures that support retention of students to Year 12 and provide opportunities for all students to develop curiosity for life long learning within and beyond the school.

Evaluation plan for this strategic direction

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Regular review of data sources.
- Collegial discussion around the School Excellence Framework.
- Leadership team and whole staff reflective practices.
- At least once per term key staff will engage in reflective sessions to draw meaningful conclusions and collaboratively determine future directions.

Implications

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: High Impact Teaching

Purpose

To ensure our focus as teachers is targeted towards data informed, evidenced based teaching practices which make the biggest difference for our students.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 8 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 8 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Effective data skills and use.

Ensure effective whole school strategies and processes are embedded for data analysis and reflection, and used to inform high impact teaching.

- Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.
- Planning for teaching and learning is informed by data analysis, knowledge of how students learn and an understanding of high-impact teaching strategies.

Highly effective teaching practices.

A whole school approach is developed to identify, understand and implement high impact teaching strategies that are evidence based to maximise student growth.

- Improve effective classroom practice through a focus on explicit teaching practice, high impact assessment and effective feedback as pillars to the development of a culture of high expectations.
- All staff are supported to develop teacher capabilities to maximise student learning and school improvement.

Enhancing our culture of high expectations.

A whole school approach is developed to build a high expectations culture to improve student outcomes.

- Embed a whole school learning culture that enables and encourages every student to engage in effective evidenced based teaching and learning programs that are targeted towards student aspiration in the HSC and post school.
- Develop teacher responsibility and evaluative processes of teaching and learning programs to monitor continued effectiveness of HSC course delivery.

Success criteria for this strategic direction

Systematic, whole school approach to assessment, analysis of data, tracking and monitoring of student progress, which informs personalised teaching and learning within the classroom.

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Teachers have access to continued professional learning to foster confidence, provide support and equip teachers to regularly use student data to identify achievements and progress.

Teachers understand and articulate best practice in content delivery and high impact teaching strategies to ensure continual improvement in student growth.

Teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

The whole school community demonstrates inspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Evaluation plan for this strategic direction

Question

What has been the impact on student performance of the refined focus of High Impact Teaching at Monaro High School?

Data

Sources of data will include:

- NAPLAN
- SCOUT
- School Based Assessment

Strategic Direction 2: High Impact Teaching

Evaluation plan for this strategic direction

- Post school destination data
- Student work samples
- HSC / ATAR
- School Excellence Framework
- Teaching Programs
- Survey Data from 'Tell Them From Me'

Analysis

Ongoing analysis will measure the success of initiatives and identify area for improvement or modification through:

- Regular review of data sources.
- Collegial discussion around the School Excellence Framework.
- Leadership team and whole staff reflective practices.
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Implications

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Wellbeing

Purpose

To develop a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students and staff to ensure optimum conditions for teaching and learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase in the percentage of students attending school 90% of the time or more with an uplift of 4.6% to the school's lower bound system-negotiated target being achieved.

Wellbeing

Achieve by year: 2023

Increase in the percentage of students demonstrating positive wellbeing as measured through the 'Tell Them From Me' survey with an uplift of 4.5% to the school's lower bound system-negotiated target being achieved.

Initiatives

Building a whole school structure to focus on belonging.

A focus is placed on implementing effective whole school practices that use the school's new resources to improve sense of belonging, engagement and attendance.

- Structurally embed, monitor and refine a whole school approach to whole school wellbeing to support a change in resources available to the Monaro High School community.
- Develop and embed structures that support student sense of belonging, engagement and attendance.

Whole school approach to wellbeing.

A whole school approach to support the development of strategies to promote and protect positive mental health within our whole school community.

- Positive and proactive wellbeing practices are implemented across the school, informed by evidence-based strategies aligned to the Wellbeing Framework, in partnership with the school community.
- Build staff capacity to apply evidence-based proactive wellbeing structures and tiered interventions of individualised support.

Success criteria for this strategic direction

All members of the school community can clearly articulate and demonstrate school values and expectations for behaviour in all settings.

A positive social and emotional school climate is evident, supporting students' social and emotional competence and positive teacher-student relationships.

Students and staff demonstrate strategies to promote and protect their personal wellbeing.

Students are supported in understanding and developing skills in resilience and positive mental health to support higher levels of engagement at Monaro High School.

Evaluation plan for this strategic direction

Question

What has been the impact on the school community of the enhanced focus on wellbeing and connection.

Data

Sources of data will include:

- NAPLAN
- SCOUT
- Tell Them From Me
- Sentral
- School Based Assessment
- School Excellence Framework
- Teaching Programs
- Survey Data from 'Tell Them From Me'

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Regular review of data sources.

Evaluation plan for this strategic direction

- Collegial discussion around the School Excellence Framework.
- Leadership team and whole staff reflective practices.
- At least once per term key staff will engage in reflective sessions to draw meaningful conclusions and collaboratively determine future directions.

Implications

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.