Strategic Improvement Plan 2021-2025

Moorefield Girls High School 8241

School vision and context

School vision statement

Moorefield Girls High School inspires our young women to achieve their full potential. We promote high expectations through learning environments which empower students to develop social responsibility and pursue academic excellence underpinned by strong literacy, numeracy and digital skills.

We value and nurture a culture of belonging to our school and the wider community to poise our students for successful futures.

School context

Moorefield Girls High School is a comprehensive school for girls catering for students from years 7-12, including a support unit. We are a growing school located in Kogarah, NSW with strong links to our local primary and high schools as valued members of the Bayside Learning Community and The Kogarah Cluster of High Schools. Our school motto is Inspiring Young Women.

We are a culturally cohesive and inclusive school servicing a diverse multicultural community. Over 80% of our girls have a non-English speaking background with a large proportion accessing English as an Additional Language/Dialect (EAL/D) support. Our strong commitment to supporting the achievements of all our students is underpinned by developing partnerships in learning with parents and carers where the data shows we have the greatest impact.

We offer a personalised approach to learning ensuring our girls are known, valued and cared for through delivering a broad curriculum catering to the full range of academic and vocational pathways. Our school funds are used strategically in the employment of additional teachers to allow for elective subjects and an additional Head Teacher (Welfare). Our teachers are passionate and enthusiastic about girls' education and commit to continual professional growth with the understanding that classroom teachers have the greatest in-school influence on student outcomes. Our staff support students through individualised learning plans as well as our High Potential and Gifted Education program which includes academic, creative and athletic components. We are future focused and develop learning and social skills which support the success of our students beyond school.

Our learning environment allows students to be innovative, think critically and work collaboratively and creates the best conditions for every student to thrive. We provide a variety of leadership opportunities for our students, which develop student voice and our extra-curricular programs aim to enhance each student's schooling experience.

A thorough analysis of school data in the areas of academic performance, enrolment, human resources, wellbeing and finance has provided the basis for this new strategic improvement plan. Data informed teaching and learning, Quality Teaching Rounds and Student Engagement are key focuses to ensure the continual improvement of all students and all staff.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student grows in their learning through challenging, explicit and research informed teaching practice. With strong literacy, numeracy and digital skills our students will be equipped to maximise their learning and achievement.

Improvement measures

Reading growth
Achieve by year: 2023

2023 Year 9 students show growth in Reading as evidenced by increase in Check-in Assessment mean scaled score and increased proportion of students attaining a 'C' or above in English when compared to 2022 Year 8 scores and grades.

Numeracy growth
Achieve by year: 2023

2023 Year 9 students show growth in Numeracy as evidenced by increase in Check-in Assessment mean scaled score and increased proportion of students attaining a 'C' or above in Mathematics when compared to 2022 Year 8 scores and grades.

HSC achievement - top 2 bands
Achieve by year: 2023

A minimum of 31.9% of students achieve in the top 2 bands for HSC course results.

HSC achievement - top 3 bands
Achieve by year: 2023

Continue to uplift the percentage of students achieving in the top 3 bands of HSC courses above the lower bound system-negotiated target of 64.4%.

Initiatives

Data informed teaching and learning

Build teacher capabilities to effectively analyse student data to help identify areas in which students' learning needs require additional attention and development. Teachers will analyse their own impact and use this knowledge to change what does not work and keep what does work.

- Develop high impact professional learning for staff to be able to analyse, interpret and extrapolate data
- Student assessment data is regularly used in order to reflect on teaching effectiveness and inform future school directions
- Systematic analysis of NAPLAN, HSC, minimum standard, Best-Start, Valid and Check-In data to monitor progress and target support.

Writing for purpose

Embed an integrated approach to the explicit teaching of writing across key learning areas by all teachers.

- Deliver professional learning on a selection of teaching strategies in relation to writing for a purpose
- Teachers regularly collect and analyse formal and informal data to determine the impact of implemented writing strategies

Numeracy across the curriculum

Develop the skills and capacity of teachers of Year 7 and Year 8 to identify the numeracy needs of their students and to plan and embed a range of high impact strategies in their teaching and learning programs to improve numeracy outcomes.

- Deliver high impact professional learning for all teachers
- Establish numeracy team and numeracy facilitator roles to design implementation plan, support teachers and monitor and track student growth and achievement towards targets

Success criteria for this strategic direction

- Data and feedback inform teaching practice and direct learners and learning (SEF Data Skills & Use)
- Student assessment data is regularly used school-wide to identify student achievement and progress (SEF Assessment)
- Whole school systematic approach to the teaching of writing
- Improved student ability to write with confidence and precision
- Teachers explicitly teach the numeracy skills required to access KLA curriculum

Evaluation plan for this strategic direction

Question: To what extent have we seen student growth in literacy and numeracy as a result of improved data skills and use, and explicit teaching, to inform teaching practices?

Data: We will use a combination of data sources. These will include: NAPLAN, Best Start, Check In, RAP (HSC), internal assessment data, student work samples, classroom observations and School Excellence Framework assessment (element Data Skills & Use)

Analysis: Relevant teachers, leaders and teams will analyse and triangulate data through planned and regular implementation monitoring. This will include the collection of evidence.

Implications: The findings of the thorough analysis will guide both ongoing implementation as well as future school planning relating to Writing, Numeracy and Data Use, ensuring a focus on system-negotiated targets.

Strategic Direction 2: Excellence in Practice

Purpose

Our teachers and leaders are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies. There are explicit systems for collaboration and feedback to sustain quality teaching practice and student growth.

Improvement measures

Achieve by year: 2025

All teachers have undertaken professional learning to investigate, discuss, review, and implement innovative and/or evidence-based teaching strategies to enable the delivery of (a differentiated) curriculum (that challenges all students).

Achieve by year: 2025

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. (Quality Teaching Rounds)

Achieve by year: 2022

All teachers use the Microsoft suite to enhance curriculum delivery, support differentiation for low-level learners, EALD learners and gifted and high potential students. All staff use Microsoft Teams to facilitate collaboration and feedback.

Initiatives

High Quality Teaching

Research shows teaching quality is the biggest in-school determinant of students' progress and achievement. Investing in leadership and enhancing teacher capabilities will make a difference to the quality of teaching and therefore the quality of student learning and outcomes at our school. We will continue to enhance teacher capabilities through

- best practice for differentiation (What Works Best)
- professional learning on the High Potential and Gifted Education strategy
- engaging with Microsoft as a partnership school to support innovative practice

Professional Engagement

Our professional learning model will be centred on Quality Teaching Rounds. There will be high level engagement in

- teachers identifying their own learning needs and analysing, evaluating and expanding their professional learning both collegially and individually (PDP process)
- developing instructional leaders
- collaboration both within the school and amongst the Bayside Learning Community and Kogarah Cluster of schools

Success criteria for this strategic direction

- Teachers confidently utilise Microsoft technologies for innovative teaching practice, collaboration and feedback.
- School excellence teams are collaborative, build capacities of all teachers and are an integral component of whole school approaches. (SEF Collaborative Practice)
- Staff PDPs explicitly demonstrate a focus on improvement in teacher practice and skills
- Our teaching and learning programs show evidence that teaching and learning activities address student need and challenge all students. (SEF Effective Classroom Practice)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate the implementation of evidence based teaching practices to improve teaching quality?

Data: We will use a combination of data sources. These will include: NAPLAN, student work samples, student focus groups, technology insights, staff surveys and staff focus groups, lesson observations, assessment tasks, and School Excellence Framework assessment (element Learning and Development)

Analysis: Relevant teachers, leaders and teams will analyse and triangulate data through planned and regular implementation monitoring. This will include the collection of evidence.

Implications: The findings of the thorough analysis will guide both ongoing implementation as well as future school planning around teaching practice and teacher engagement, ensuring our decisions are guided by the School Excellence Framework.

Strategic Direction 3: Engagement for success

Purpose

Our purpose is to ensure that our whole school community is engaged in improvement. Through creating a supportive culture of high expectations, our school community will thrive.

Improvement measures

Achieve by year: 2025

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.

Achieve by year: 2023

Increased student engagement in all aspects of school life supported by established wellbeing programs and student led initiatives.

Attendance (>90%)
Achieve by year: 2023

A minimum of 70.3% of students attend school 90% or more of the time.

Achieve by year: 2023

Improvement in student outcomes across all years as a result of the Learning to Learn program where students are explicitly taught skills to become self regulated learners and have developed the skill set to enhance their own learning.

Initiatives

Building educational aspirations

Grow a school culture strongly focused on high expectations for the whole school community (student, staff, community).

- Ensure a shared understanding that high expectations have been found to be connected to positive behaviour, improved motivation, enhanced self-esteem, higher levels of attendance, academic success and improved rates of school completion (What works best).
- Develop self regulated learners (Learning to Learn program)

Student Wellbeing

A strategic and planned approach allows for effective whole school wellbeing processes to support the wellbeing of all students so they can connect, succeed, thrive and learn. This includes

- attendance management
- successful transitions
- a collective responsibility for student learning and success shared by staff, students and parents
- furthering our highly effective community partner program

Success criteria for this strategic direction

- Developed a school culture that is strongly focused on learning
- Moorefield Girls HS has established effective partnerships in learning with parents/carers/students and wider community. (SEF Learning Culture)
- Teachers parents and the community work together to support consistent processes that ensure students engage in learning resulting in improved attendance.
- Students report and feel a sense of belonging to the school community.

Evaluation plan for this strategic direction

Question: To what extent have we seen growth in the engagement for success of our students, parents and community partners?

Data: We will use a combination of data sources. These will include: Tell Them From Me, student focus groups and surveys, parent attendance at school events, parent focus groups and surveys, attendance data, teacher surveys, and School Excellence Framework assessment (element Learning Culture and Wellbeing)

Analysis: Relevant teachers, leaders and teams will analyse and triangulate data through planned and regular implementation monitoring. This will include the collection of evidence.

Implications: The findings of the thorough analysis will guide both ongoing implementation as well as future school planning, with a focus on the School Excellence and Wellbeing frameworks.