

Strategic Improvement Plan 2021-2024

Mount Annan High School 8286



School vision and context

School vision statement

Mount Annan High School promotes high expectations to enable students and staff to be the best they can be.

School context

Mount Annan High School is a comprehensive co-educational school offering an extensive curriculum for 958 students, including a support unit of four classes and Aboriginal cohort of 5%. Our school motto is 'Be the best you can be' and our core values are: Co-operate, Respect and Strive. Student leadership is constantly supported through the SRC and our students have a very high positive profile in the community. Our school is situated on a beautiful treed site and was established in 2003. We are very well supported in our community by our parents and local organisations, our P&C continue to work tirelessly to support our students and staff. Over 40% of our staff are new to the school in the past three years including most of the Senior Executive and Executive teams. Whilst we constantly strive for excellence, we test ourselves against our annual school targets and communicate via evaluation and feedback with our community on a regular basis. We aim to build a curriculum path that is as individualised as a student needs, striving to set attainable goals such as Literacy and Numeracy, HSC results, Wellbeing and Attendance, and moving all students forward to achieve these goals. Our thorough situational analysis which involved deep consultation with all stakeholders outlined our need to focus on:

- Student growth and attainment in reading and numeracy through high impact professional learning focusing on whole school programs to support development.
- Staff growth and attainment through building quality learning environments and embedding collaborative practice within the school.
- High expectations and creating an aspirational culture within the entire learning community ensuring students connect, succeed, thrive and learn.

Our school is committed to providing rich programs to develop higher order skills in analysing, critical thinking, problem solving and technology enabling all students to 'Be the best they can be'.

Strategic Direction 1: Student growth and attainment

Purpose

To create a culture of high expectation through quality learning experiences that support the development of contemporary learning skills, which enhance achievement and growth in numeracy and reading.

Improvement measures

Target year: 2022

- Increase the proportion of students achieving in the top 2 bands in NAPLAN numeracy by 6.4%.

Target year: 2023

- Increase the proportion of students achieving expected growth in NAPLAN numeracy by 4.5% from the system-negotiated target baseline.

Target year: 2022

- Increase the proportion of students achieving in the top 2 bands in NAPLAN reading by 5.9%.

Target year: 2023

- Increase the proportion of students achieving expected growth in NAPLAN reading by 6.4% from the system-negotiated target baseline.

Initiatives

Whole School Approach to Improving Reading

Develop a school based reading program to improve reading standards for students through:

- Developing Professional Learning through a mentoring and collaboration program.
- Establishing a whole school reading program.
- Ensuring that teachers have a robust understanding of the components of reading and how they work together to achieve the ultimate goal of understanding texts.

A Whole School Approach to Improving Numeracy

Develop a school based numeracy program to improve numeracy standards for students through:

- Establishing a whole school program that builds upon the numeracy programs of our partner schools.
- Ensuring that teachers have a robust understanding of the components of numeracy and how they work together to achieve the ultimate goal of understanding numerical concepts.

Success criteria for this strategic direction

1. An upward trend in both growth and achievement in reading is observed within classrooms by teachers.
2. An upward trend in both growth and achievement in numeracy is observed within classrooms by teachers.
3. 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
4. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.
5. Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: NAPLAN, SCOUT, Best Start, Check-In Assessment, lesson observation and staff survey.

Analysis: Analysis will be embedded in the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

- future directions
- annual reporting on school progress measures.

Strategic Direction 2: Staff growth and attainment

Purpose

To develop high performing staff through the quality teaching framework, high impact professional learning, collegial networks, and professional standards for teachers to continue to build capacity and improve practices

Improvement measures

Target year: 2022

- Increase the proportion of student results in the top 3 HSC bands by 5.6% from the system-negotiated target baseline.

Target year: 2024

- Improvement as measured by the School Excellence Framework in the Teaching Domain - Effective Classroom Practice - Explicit Teaching and Feedback themes - "Sustaining and Growing".

Target year: 2024

- Improvement as measured by the School Excellence Framework in the Teaching Domain - Data Skills and Use - Data Analysis and Data Use in Teaching themes - "Sustaining and Growing".

Initiatives

Building a Quality Learning Environment

Through High Impact Professional Learning develop the capacity of all staff to build a quality learning environment that fosters student engagement including:

- A specific focus on data analysis and data use in teaching for all staff
- Explicit Teaching Practice
- Feedback

Collaborative Practice

Embed explicit systems and practices that facilitate professional dialogue, collaboration, teaching observations, modelling of effective practice and the provision of specific and timely feedback between teachers through:

- "What Works Best?" update
- Performance and Development Framework
- KLA networks

Success criteria for this strategic direction

1. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
2. Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determine teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
3. KLA Networks established to ensure current best practice employed by staff.
4. 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.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose in developing the capacity of staff?

Data: SCOUT, RAP - HSC Data Analysis, PDP process, classroom observations, staff surveys, SEF S-aS, TTFM data and People Matter survey

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

Implications: The findings of the analysis will inform:

- future directions
- annual reporting on school progress measures

Strategic Direction 3: High expectations and a culture of continuous improvement

Purpose

To create a culture of continuous improvement where staff will hold high expectations of themselves, their colleagues and students through challenge and engagement.

Improvement measures

Target year: 2022

- Increase the percentage of students attending school equal to or over 90% of the time by 5.8% from the system-negotiated target baseline.

Target year: 2022

- Increase the percentage of students experiencing positive wellbeing outcomes at school (as determined by the TTFM indicators) by 4.5% from the system-negotiated target baseline.

Initiatives

Creating an aspirational culture

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge and engagement. Most students can articulate their learning and understand what they need to learn to enable continuous improvement. This will be achieved through:

- Enrichment
- Student ownership of learning

Connect, Succeed, Thrive and Learn

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students who are encouraged to be the best they can be through:

- Building a positive sense of belonging and connectedness to the school and school community
- The Wellbeing Framework
- Behavioural Strategies

Success criteria for this strategic direction

1. Positive and respectful relationships are evident and widespread among students and staff and promote student and staff wellbeing to optimum conditions for student learning across the whole school.
2. All students are challenged and engaged to fully develop their potential through student ownership.
3. All students are provided with diverse opportunities to enhance their connectedness to the school environment.
4. 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.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student challenge and engagement through the development of a culture of high expectations and continuous improvement?

Data: NAPLAN, SCOUT, RAP- HSC data analysis, Check-In Assessment, classroom observation, staff survey, TTFM and other student surveys, attendance and Sentral.

Analysis: Analysis will be embedded in the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

- future directions
- annual reporting on school progress measures