

Strategic Improvement Plan 2021-2025

Murrumburrah High School 8328



School vision and context

School vision statement

At Murrumburrah High School we strongly believe in the need to provide a well rounded educational journey for all our students in an environment that is supportive, inclusive and equitable to all. This will then enable all students to have high achievement and growth within their own education and be able to have the necessary skills and experiences to be a valuable contributing member of our society. The school and its wider community have a shared vision that reflects our own situational analysis assessment of the school.

The school leadership team will maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and close the gaps in student achievement.

School context

Murrumburrah High School is a small rural high school located in a small rural town. Enrolments have dropped in recent years to 115 this year due to smaller cohort size from local primary schools. This is expected to change in coming years. Geographically, the nearest towns are all within 50 kms, with the nearest major city of influence over 150 km away. Students generally attend university, enrol in a TAFE course, or take up work opportunities either through general employment or apprenticeship options. Many families have lived in the town for many generations and have a close connection with the school. The school is seen as a vital connection with work and preparation for life after school that supplements the needs of the local community. Many students participate in school based and community-based sporting events and travel a lot to participate, this has impacted attendance for some students.

Through development of the situational analysis, the school will focus on encouraging students high achievement and increased retention into year 12. The school has been able to improve infrastructure and facilities over the last 2 years and continues to provide the best educational environment for the students and staff.

Students who identify as Aboriginal are being provided much stronger cultural identity opportunities from 2021 with an increase in support and guidance towards their educational outcomes growth.

The schools Strategic Improvement Plan will be supported by Department funding from :

Integration Funding Support

Socio-economic background

Aboriginal background

Low Level adjustment for Disability

Location allowance

Professional Learning

Beginning Teacher support

Covid Support funding

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic and pathways success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An Increase in Check-in Assessment mean scaled score for reading in year 7,8 and 9 for 2024 when compared with the same groups in 2022.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An Increase in Check-in Assessment mean scaled score for numeracy in year 7,8 and 9 for 2024 when compared with the same groups in 2022.

Initiatives

Effective Classroom Practice

Ensure effective processes for data analysis and reflection on evidence-based strategies are used for responsive curriculum delivery.

- Embed and use professional learning models
- PL in data literacy, data analysis and data use in teaching and planning to analyse and address gaps in student learning.
- Expertly use student formative and summative assessment data to reflect on teacher effectiveness and provide differentiated and responsive learning.
- PL on the use of literacy and numeracy progressions to embed a culture that enables students to achieve their learning goals.

Targeted Literacy/numeracy small group support

Assess students in year 7 and 8 to identify those that require further support in areas of literacy and/or numeracy. This program utilises the QuickSmart program developed by University of New England. This program operates 3DPW.

Pre-testing is undertaken, and results uploaded to PLAN2.

Post testing is then completed mid and end of year, also uploaded to PLAN2.

This program is in addition to the DoE small group program which operates 1 DPW.

Success criteria for this strategic direction

- Data and feedback inform teaching practice and direct learners and learning.
- Effective teaching methods are identified, promoted and modelled with students' learning improvement monitored, demonstrating growth. (SEF)
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Students (including Indigenous and non-indigenous) have a documented improvement in literacy and numeracy progression levels as linked to PLAN2 for Year 7,8, 9 and 10 students, that meet Departmental expectations.

Evaluation plan for this strategic direction

Q (Question): What has been the impact on teacher effectiveness and student outcomes of delivering differentiated and responsive learning.

D (Data): NAPLAN, Best Start Year 7 and Check-in assessments and internal student performance measures (Literacy and Numeracy Progressions).

A (Analysis): Analyse the What Works Best Toolkit data to determine the extent to which we have improved effective classroom practice.

I (Implications): Where do we go from here? Future directions and next steps.

Strategic Direction 2: High expectations culture

Purpose

To establish a strong and well understood educational high expectations culture so that all staff and students work together to achieve their potential or beyond. 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.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 80.1% in 2023 to 80.8% in 2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Increase the proportion of students entering university, training or work.

Initiatives

Student Engagement

Promote school wide engagement through strong communication and support structures and engagement activities, informed by student needs and aspirations. Use these to strengthen student engagement and positive wellbeing.

- Refine and evaluate whole school and community communication and feedback mechanisms.
- PL and data analysis in supporting students to set goals and identify areas of strength and improvement.
- Collaborative and inclusive development of whole school and individualised wellbeing structures.
- Resourcing of physical and emotional environment to improve positive outcomes and continuity of learning at all transition points.

Success criteria for this strategic direction

Student Wellbeing Framework documents (via the wellbeing assessment tool), student mental health professional learning for staff completed for all staff, What works Best assessment and Tell Them From Me feedback show improved connection with education and attendance.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

ATSI students have improved engagement with education as measured by an increase in retention and attendance rates.

The school community will be involved throughout the whole process of improvement and be shown progress at key stages.

Evaluation plan for this strategic direction

Q (Question): To what extent has improved educational high expectations culture led to increased student attendance?

D (Data): Attendance data from SCOUT

A (Analysis): Analyse data to determine the extent to which we have improved student attendance.

I (Implications): Where do we go from here? Future directions and next steps.

Strategic Direction 3: Educational leadership

Purpose

To enable all aspects of school leadership to have the skills and training required to provide the most nurturing and relevant environment for those in their area of influence, utilising the best available resources. The school will use 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. This will drive ongoing, school-wide improvement in teaching practice and student results.

Initiatives

Middle Years Strategy

Murrumburrah High School and its partner primary schools will jointly plan, deliver and evaluate combined professional learning activities to enhance the educational experience for students from year 6 to 7. All staff will undertake necessary in depth data analysis to build capacity, develop appropriate resources and implement teaching programs that enable a continuity of learning at key transition points for all students.

Success criteria for this strategic direction

The school will develop and embed a collaborative procedure for both schools to operate under as part of an integrated curriculum.

Learning communities incorporate a middle years focus to optimise learning outcomes and achievements for all students.

Consistent middle years pedagogy enables ongoing high levels of student engagements and attainment.

Enhance delivery and use of literacy and numeracy progressions to enable PLAN2 to be more effectively recorded across both sites.

Evaluation plan for this strategic direction

Q (Question): What has been the impact of the Middle Years Strategy on the continuity of learning for all students?

D (Data): Best Start data, NAPLAN results, Attendance data, QUICKSMART growth data and Tell Them From Me survey responses., feedback from combined exec. meetings with primary school.

A (Analysis): Analyse data to determine the extent to which we have improved student wellbeing and transition

I (Implications): Where do we go from here? Future directions and next steps.