

Strategic Improvement Plan 2021-2024

Maclean High School 8362



School vision and context

School vision statement

Proposed Vision Statement

Maclean High School is dedicated to creating opportunities and achieving success for all of our students.

Through inclusive education, incorporating innovative practices and promoting a culture of high expectations with the celebration of success, we will equip students for the demands and opportunities of the 21st Century. Students are supported in a safe learning environment by professional and highly motivated staff that place a high value on partnerships with parents, carers and the community.

Maclean High School's vision ensures an environment founded on respect and responsibility that provides a platform for students to achieve their optimum success.

Maclean High School acknowledges the Traditional Custodians of this Land, the Yaegl people, and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and future. Maclean High School is a school committed to reconciliation.

School context

Maclean High School is located on the South Arm of the Clarence River on the North Coast of N.S.W. The school is a large district, comprehensive, co-educational facility. The grounds including the school's farm occupy 10 hectares of the river flood plain. The school has excellent facilities including expansive grounds, an agricultural farm, two Trade Training Centres, one in Hospitality and the other in Construction, upgraded science laboratories, a modern library, air conditioned class rooms, technology integrated across the school and our Creative and Performing Arts program is acclaimed across the region. The curriculum, class structures and education programs are designed to accommodate these diverse needs of our community and provide pathways extending from academic and tertiary education to vocational pathways including school based apprenticeships and traineeships. There is a considerable amount of extra-curricular activity adding significantly to the learning opportunities. There is a significant major excursion program including trips to Heron Island, Central Australia and Jindabyne. The school has a widely acclaimed transition program for students from the 12 feeder primary schools. The extensive curriculum, especially in the senior school offers access to a broad range of courses including many vocational opportunities. Courses include Hospitality, Primary Industries, Construction, Manufacturing and Engineering and Sports Coaching. There is also a wide variety of TAFE options. Students with special education needs are well catered for with a variety of programs. There is also significant emphasis on literacy development, student welfare, sport, and the creative and performing arts. Academic results are exceptional and consistently above the like schools group and the region. A highly acclaimed school musical is held every 2 years involving a considerable number of staff and students. Students regularly perform at Encore to showcase their talents. Retention rates are exemplary and among the best in the region. Maclean High School undertakes significant programs in literacy, numeracy, Aboriginal education (The school was the recipient of a Nanga Mia Award in 2016 and the Narragunnawali Award in 2019), quality teaching, connected learning and student engagement and retention. These programs benefit all students who have a strong comprehensive education program to follow. Student surveys indicate that the students are happy and feel safe at school and that they have a belonging and ownership of the school's core values:

Fair, Respectful, Effort, Safe, Honest = F.R.E.S.H

Strategic Direction 1: Student growth and attainment

Purpose

Evaluating the impact of teaching is about measuring the growth in students by comparing where they were at an earlier time with where they are now.

To map student development to curriculum achievement standards from entry to the end of their schooling in order to promote strategies to deliver optimal growth.

Optimal growth means growth connected to learning excellence.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands Reading- Proportion of students in the top two bands (or above) in reading

Lift our student's achievement in the top two bands by 5% from the system-negotiated baseline target.

Target year: 2022

NAPLAN Top 2 Bands Numeracy - Proportion of students in the top two bands (or above) in reading

Lift our student's achievement in the top two bands by 5% from the system generated baseline target.

Target year: 2023

Aboriginal student HSC attainment- Proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity

Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity.

Target year: 2022

Aboriginal student achievement- Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy

Initiatives

Improving Literacy and Numeracy to Enhance Student Achievement

Establish and maintain a learning culture that focuses on the explicit teaching and learning of literacy and numeracy skills under the guidance of Literacy and Numeracy Instructional Leaders. Initiatives include, but are not limited to

Numeracy Hub - Students are identified as previously potentially close to the top 2 bands and placed together in small focus groups. They will have their previous performance in Year 7 Naplan data analysed and be provided with targeted tuition on their weaknesses.

With support from the Head Teacher of High Performance, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions (SEF p.9).

All students are Supported to Maximise Academic and Interpersonal Success

Students are provided with quality, structured feedback to enable them to reflect on their achievements and opportunities for improvement. This is directed by evidence based strategies and data analysis using both internal and external assessment processes. Reflection on pedagogical practice and data analysis is used to increase staff competence and confidence in lesson delivery to support students to improve achievement and skills.

The school commits to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. The school values these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.

Year 7 students experience explicit thematic teaching focusing on the ATSI perspective as well as the Yaegl perspective. Work is displayed for the parents and

Success criteria for this strategic direction

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

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

At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Every Aboriginal student has a Personalised Learning Plan (PLP) developed in genuine partnership with Aboriginal students, their parents or carers and teachers. Each PLP will identify strategies for improved learning outcomes and educational aspirations.

Evaluation plan for this strategic direction

Guiding question: In what ways and to what extent have we promoted and delivered strategies to achieve optimal growth in all of our students?

Data sources: Internal assessment, external assessment (e.g. NAPLAN/HSC), surveys (Tell Them From Me), focus groups, Mission Australia Youth Survey, attendance data, RAP/SCOUT, student half yearly and yearly grades

Data analysis: ongoing analysis of a range of data will inform reflection on practice and identify areas for improvement or modification.

Implications: The findings of the analysis will inform future focuses for the school strategic directions, initiatives and the associated budget.

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy by 4% above the system generated baseline target.

Target year: 2023

NAPLAN Expected Growth Reading- Increase % of students achieving expected growth in reading

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be 6% above the school's lower bound system-negotiated target.

Target year: 2023

NAPLAN Expected Growth Numeracy - Increase % of students achieving expected growth in numeracy

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be 9% above the school's lower bound system-negotiated target.

Target year: 2022

HSC Achievement - Increase % of HSC course results in top two bands

Increase the percentage of HSC course results in top two bands to to be 7% above the school's lower bound system-negotiated target.or above.

Target year: 2022

HSC Achievement - Increase % of HSC course results in top three bands

Increase the percentage of HSC course results in top two bands to to be 8% above the school's lower bound system-negotiated target.or above.

Initiatives

community during Reconciliation Week.

Strategic Direction 2: High level pedagogical practices and lesson delivery to maximise student engagement

Purpose

To ensure the teaching and learning process is underpinned by quality instruction, effective feedback and assessment. To model and emphasise instructional leadership in deliberate practice and the most effective evidence based teaching strategies. This will be done through a collaborative and innovative approach within faculties and across the school. A whole school emphasis will be placed on literacy and numeracy improvement reflective of the Premier's Priorities and system targets.. A whole school approach to wellbeing will ensure every student connects, succeeds, thrives and learns.

Improvement measures

Target year: 2022

Attendance - Proportion of students attending > 90% of the time

Increased (uplift) percentage of students attending school more than 90% of the time by 7% above the system-negotiated baseline target.

Target year: 2022

Wellbeing - Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School

TTFM Wellbeing data (advocacy, belonging, expectations) improves by 5% above the system-negotiated baseline target.

Initiatives

Quality Pedagogy to Develop Collective Efficacy

Teachers engage in professional reading and dialogue to promote collaborative learning for the implementation of pedagogical practice that maximise student learning outcomes. Teachers are supported to develop deep collective efficacy, through co-teaching opportunities, peer observation and reflective practice. Teachers consistently provide students with explicit learning intentions to track their progress, provide feedback and assess achievement.

Celebrating Students' Achievements to Maximise Student Engagement

Sharing of high level student achievement is displayed through various school media to promote an increased sense of belonging and high expectations. This includes showcasing student successes during school/community events (such as parent/teacher evenings, drama productions).

The school Learning and Support team develops a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Implementation of evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Positive, respectful relationships to promote student wellbeing to ensure optimum conditions for student learning across the whole school. With every student being known, valued and cared for, there will be an increase in student engagement/attendance.

Success criteria for this strategic direction

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students

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.

The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Guiding question: In what ways and to what extent have we ensured the teaching and learning process is underpinned by quality evidence-based instruction, effective feedback and assessment?

Data sources: Internal assessment, external assessment (e.g. NAPLAN/HSC), surveys (Tell Them From Me), focus groups, Mission Australia Youth Survey, subject-specific Course Performance Descriptors, attendance data, Sentral data entries

Data analysis: ongoing analysis of a range of data will inform reflection on practice and identify areas for improvement or modification.

Implications: The findings of the analysis will inform future focuses for the school strategic directions, initiatives and the associated budget. Staff identify personal areas for improvement and engage in peer observations to refine their own process.

Strategic Direction 3: Develop capacity in staff and students to deliver improved outcomes for all students

Purpose

All staff are provided the opportunity and ability to take on leadership positions across the school.. Creating consistency through efficient and innovative systems which ensure a school ethos of high expectation and procedure to support excellence of practice by the Maclean High School community. Building leadership capacity at all levels of the school community to develop a culture of excellence and innovation..

Improvement measures

Target year: 2022

Literacy and Numeracy growth

Staff embed professional learning knowledge and outcomes to inform their unit and lesson planning to reflect the identified areas for growth, as observable on the literacy and numeracy progressions.

Target year: 2024

Innovative systems through high expectations

Staff engage in effective collaboration through professional dialogue, observation, reflection and feedback among colleagues with increased and sustained frequency

Initiatives

Data Informed Teaching

Teachers develop capabilities to access data systems efficiently to inform their teaching.

Teachers construct formative and summative assessment data collection systems and embedding their use across the school.

Assessment tasks and outcomes are explicit.

Develop in all teaching staff a more sophisticated understanding of the use of internal and external assessment data to inform teaching practice and performance development. Achieved through the development of HSC , VALID and NAPLAN data analysis strategies, as well as a review of the use of internal assessment data and feedback to inform teaching practice.

Collaborative Professional Learning Culture

Teachers engage in frequent, ongoing formal and informal conversations about pedagogy as it relates to the Australian Professional Standards for Teachers

Teachers engage in professional dialogue to evaluate and modify teaching strategies and programs

Teachers engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes

Collaboration is prioritised and sufficient time is given to investing in the practice

Success criteria for this strategic direction

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices and are supported to develop a positive growth mindset for both themselves and students.

Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

Evaluation plan for this strategic direction

Guiding question: In what ways and to what extent have we initiated and sustained innovative systems to ensure a school ethos of high expectations, excellence and innovation?

Data sources: Internal assessment, external assessment (e.g. NAPLAN/HSC), surveys (Tell Them From Me), focus groups, Mission Australia Youth Survey

Data analysis: ongoing analysis of a range of data will inform reflection on practice and identify areas for improvement or modification.

Implications: The findings of the analysis will inform future focuses for the school strategic directions, initiatives and the associated budget.