

Strategic Improvement Plan 2021-2024

Moss Vale High School 8388



School vision and context

School vision statement

At Moss Vale High school, we are committed to providing an inclusive educational environment where positive, respectful relationships are evident and fostered among students and staff. Students are supported in achieving personal and academic success through a school wide focus on explicit teaching, high expectations, building staff capacity and student wellbeing programs. The school's Positive Behaviour for Success and Higher Order Ways to Learn initiatives promote a collective responsibility for student learning and improvement. Our positive school culture is built on strong values, promoting awareness of social justice issues and the belief that all our students can become successful global citizens.

School context

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of 733 students as of Term 4, 2020. Our school motto is *Truth and Honour. Positive Behaviour for Success* (PBS) underpins student wellbeing with our expectations for our school community being Safe, Respectful and Responsible behaviour. The PBS initiative has had a significant impact across the school community and has enabled us to build on our positive culture at Moss Vale High School. All staff are involved in explicitly teaching lessons linked to our PBS values.

The school's other key initiative is How2Learn and is focused on building students' capacity to learn. This is achieved by explicitly teaching dispositions and habits within the existing programs and practices at Moss Vale High School to develop a learning culture that enables everyone to be self-aware in their learning, use the language and dispositions of successful learners and share a belief that intelligence is learnable and expandable.

There are 38 Aboriginal students enrolled at the school. The school has a Support Unit containing I.O., Autism and Multi-categorical classes.

Moss Vale High School has an expansive curriculum that supports the learning needs of students across all key learning areas. The school shows great leadership in literacy and numeracy, the creative and performing arts, sport, agriculture and Aboriginal education. The school has a highly functioning Learning and Wellbeing Team.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The Teaching staff FTE = 59 and Non teaching staff FTE = 14.682

The school has three SLSOs funded from Learning Support equity and one SLSO from Aboriginal Background funding.

Learning & Support works with students throughout mainstream prioritising the allocation of SLSO resources, applying for funding and specialist environments as appropriate. Referrals for student support are received from staff, students self-identifying, parents, and from Primary Schools through a comprehensive transition process.

The school's strategic directions focus on Student Attainment and Growth Student Wellbeing and Engagement and Building Teacher Capacity to Improve Student Outcomes.

Moss Vale High School is an important and active member of the Moss Vale Community of Schools.

Moss Vale High School has a highly dedicated and committed staff that is instrumental in providing quality education for all students. With a staff mix of experienced and early career teachers, opportunities for students across a wide range of extracurricular activities are

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offered.

The school experiences strong community support and has highly developed community partnerships. The Parents and Citizens Association is actively involved in the school, and community volunteering is an important component of school culture.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for students to be supported in achieving academic success. In our school, students will continue to develop skills in literacy and numeracy from stage 4 to stage 6. This will be promoted by our focus on explicit teaching, feedback and data analysis.

Improvement measures

Target year: 2022

Improvement in the percentage of Year 9 students achieving in the top two bands of NAPLAN for Reading to be at or above our lower bound target of 20.7%

Improvement in the percentage of Year 9 students achieving in the top two bands of NAPLAN for Numeracy to be at or above our lower bound target of 18%

Target year: 2022

Improvement in the percentage of students achieving in the top two bands in the HSC will be at the lower bound target of 32.1%

Target year: 2024

The domain of Effective Classroom Practice in the School Excellence Framework Self-Assessment will be maintained at excelling.

Target year: 2023

Retention rate of Aboriginal students through to the HSC to move above the upper bound target of 69.1% between Goulburn network schools.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN for Reading to be at or above the lower bound target of 63.6%.

Improvement in the percentage of students achieving expected growth in NAPLAN for numeracy to be at or above the lower bound target of 75%.

Initiatives

Improving Reading and Numeracy

- Implement a whole school approach of evidence based teaching strategies to assess and map current targeted numeracy programs. Effective analysis of student data to help teachers identify areas in which students' learning needs may require additional attention and development.
- Implement a whole school approach of intensive targeted reading program across Stage 4 monitored by Renaissance Reading Program Data.

HSC Student Performance

- Develop faculty specific professional learning for writing, including drawing on HSC marking expertise to value add for all assessments. Feedback that focuses on improving tasks, processes and student self-regulation is the most effective.
- Develop, implement and evaluate mentoring program for Stage 6 students to build productive partnerships to support growth and attainment, based on high expectations.

Success criteria for this strategic direction

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.

The most effective evidence based teaching practices will be used across the school. Student learning will be monitored by every teacher.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Evaluation plan for this strategic direction

Q. How well do teachers use data to inform their practice?

D. Internal and external data: PAT, NAPLAN, Best Start, HSC, Minimum Standards, VALID, TTFM, Literacy/Numeracy Progressions, Accelerated reading program, Stage 6 assessment tasks and samples.

A. Establish reporting processes for data analysis across faculties and recorded in a shared location.

Explicit teaching is informed by continual monitoring of progress and student understanding.

I. Do we expand implemented programs beyond Stage 4? Should we revisit writing scaffolds in Stage 6?

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Internal Progressive Achievement Testing has demonstrated value added year on year growth.

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

Our students value their learning which is demonstrated through improved attendance, high expectations and uptake of independent learning strategies. Teachers evaluate their effectiveness and reflect on their practice.

Improvement measures

Target year: 2022

- 63.9% of students attending school 90% of the time or more.

Target year: 2022

- 100% of teachers use the H2L (Higher Order Ways to Learn) Common Practices and Stage Based Habits explicitly in the classroom.

Target year: 2022

- By 2022 Tell Them From Me will be above similar school groups in all three domains of the survey.

Target year: 2024

The domain of learning culture in the School Excellence Framework Self-Assessment will be maintained at excelling.

Initiatives

Improving Student Attendance

- Strategic and coordinated student attendance plan to support a cultural shift regarding attendance, fostering students' sense of belonging at the school, including individual & targeted interventions, and universal preventions.
- Implement evidence based changes to whole school practices, in relation to attendance, wellbeing and engagement to support learning
- Ongoing identification and support of students who are attending between 87% and 90% and develop attendance plan. Communication with parents to support school attendance.

High Expectations for Learning

- High expectations for learning are linked with higher achievement and performance for all students and will be a focus to improve student engagement and outcomes.
- A whole school approach in H2L (Higher Order Ways to Learn) ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies.
- High impact targeted Professional Learning to build staff capacity in delivering H2L (Higher Order Ways to Learn) Common Practices and Stage Based Habits.
- H2L (Higher Order Ways to Learn) Common Practices and Stage Based Habits are explicitly embedded into programs to consistently challenge and engage all students

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in attendance, wellbeing and engagement to support learning.

Demonstrated year on year attendance growth.

Staff, students and parents are engaged in strong collaboration to inform, support and improve student attendance to ensure that student absences do not impact on student learning outcomes, as evidenced by Sentral attendance and wellbeing data.

Evaluation plan for this strategic direction

Q: Has the attendance of targeted students improved to 90% or above? Have attendance initiatives improved overall attendance? Are students able to identify and analyse own attendance data and implement strategies for improvement?

Has the introduction of stage based H2L (Higher Order Ways to Learn) habits and common practices increased teacher's knowledge and abilities regarding effective teaching strategies? What has been the impact stage based H2L habits and common practices on High Expectations for Learning? Have all staff and faculties engaged in the program? Have school wide practices been developed to support the implementation of the program?

D: Sentral data (attendance and record of communication), Student Attendance Mapping Activity, TTFM survey data, and HSLO records.

Teaching programs, classroom observations, student work samples, staff PDP records, staff / student surveys.

A: Student attendance initiatives evaluated to identify and implement the most effective strategies to improve student attendance, engagement and learning outcomes.

Analyse the H2L (Higher Order Ways to Learn) evidence

Evaluation plan for this strategic direction

data to determine and measure improvements in staff explicit use of concepts, and improvements in student wellbeing and learning outcomes.

I: Implications: Where do we go from here? Future directions.

- Determine how to further support students, families and staff in supporting student attendance and engagement.
- Are high expectations for learning and the H2L Common Practices & Learning Habits linked to student outcome progress and impact?

Strategic Direction 3: Building Teacher Capacity to Improve Student Outcomes

Purpose

Our teachers will develop a practical understanding of the strategies to improve teaching practice and student outcomes. Our staff will focus on evaluating their practice, engaging in data analysis and targeted professional learning and working collaboratively.

Improvement measures

Target year: 2024

100% of teaching programs/registrations demonstrate evidence that teachers have utilised student assessment data to inform planning, implement learning adjustments and modified teaching practice.

Target year: 2024

All teachers engage in high impact professional learning each year.

Target year: 2024

The domain of Educational Leadership and Professional Standards in the School Excellence Framework Self-Assessment will be maintained at excelling.

Initiatives

Data analysis to inform teaching practice

- High impact Professional Learning in data literacy, analysis and use to inform teaching practice.
- Analysis of student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Collaborative Practices

- The professional learning component of whole staff meetings draw on internal and external expertise to share and model best practice.
- Create a school-wide culture and use of 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.

Success criteria for this strategic direction

Teachers collaborate to share data and other knowledge of student progress and achievement.

Leadership team maintains 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.

Evidence of targeted professional learning in data analysis at whole staff, faculty and executive meetings.

Student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.

Teachers engage in professional discussion and collaborate to improve teaching and learning. Teaching staff demonstrate and share their expertise within their school and with other schools.

A strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Evaluation plan for this strategic direction

Questions: What has been the impact of whole school data analysis? Is professional learning clearly aligned with SIP and PDP goals? Have collegial observations been effective in achieving PDP goals and improving practice?

Data: Minutes from faculty, staff and exec meetings, PDP documents, collegial observation records, PL applications and feedback, SDD documentation, SCOUT, staff surveys

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

Strategic Direction 3: Building Teacher Capacity to Improve Student Outcomes

Evaluation plan for this strategic direction

activities will be evaluated to identify and implement the most effective strategies to improve teaching and learning.

Implications: Where do we go from here? Future directions.

- Determine where staff require further support and professional development to improve learning outcomes.
- How to further support collaborative practices.
- Best practice for sharing professional learning experiences.