

Strategic Improvement Plan 2021-2024

Muirfield High School 8498



School vision and context

School vision statement

At Muirfield High School, we are committed to inspiring and empowering our students to succeed across intellectual, creative, social-emotional and physical domains within an engaging and challenging learning environment. All students require access to learning programs that meet their learning needs and that supports them to aspire to, and achieve, personal excellence. Students need to see that learning is meaningful and significant to them and their future goals.

Every student, teacher and leader will be challenged to continue to learn and improve every year. To achieve academic excellence and prepare students for higher education, training and work, our teachers and leaders will work collaboratively to develop explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge.

School context

Muirfield High School is a comprehensive coeducational secondary school, located in Sydney's north western suburbs, with a 2019-2020 average FOEI of 54. The student population of 873 has been increasing steadily over the last four years. While our school has cultural and linguistic diversity, only 30% of students have a non-English speaking background and 6% require some level of EAL/D (English as additional language or dialect) support. Less than 1% of all students identify as having an Aboriginal background. Muirfield has an emotional disturbance support unit of three classes. In 2021, the support unit is extending to Stage 6; the program having previously been for only Stages 4 & 5.

The school's staffing entitlement for 2021 is 63.5 teaching staff and 14.482 non-teaching staff. The school also employs a Business Manager and Deputy Principal Support from school funds. Our executive staff is stable with the majority being here for more than five years. Twenty percent of our staff are in their early career as teachers, that is, fewer than 3 years of teaching. In 2020, twelve teachers were working towards accreditation.

Muirfield has strong sporting and creative and performing arts programs. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. The school has strong collaborative relationships that focus on pedagogy and student wellbeing with our partner primary schools.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan, such as curriculum materials and teaching and learning resources.

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 explicit teaching, the use of feedback and improved data collection, data analysis and data use to inform teaching programs.

Muirfield will introduce and refine its approach to High Potential and Gifted Education (HPGE). There will be focus on differentiation to support students who need additional support and students with disabilities, including Life Skills in Stage 6.

Each faculty will embed practices in literacy, numeracy, HPGE and differentiation into teaching programs, ensuring they know their students and are meeting their needs. A key and ongoing focus will be teaching strategies for HSC success.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy, numeracy and HSC attainment through quality teaching practice. Our teachers will use student assessment data to inform teaching and will evaluate their effectiveness and reflectively adapt their practice through targeted and collaborative professional learning.

Improvement measures

Target year: 2022

NAPLAN Top Two bands

- % of students achieving top two bands in reading increases from 26.5% (baseline) to 32.0%-37.0% (range) by 2022
- % of students achieving top two bands in numeracy increases from 33.4 % (baseline) to 38.8%-43.8% (range) by 2022

Target year: 2022

HSC

- % of students achieving top two bands in HSC increases from 41.1% (baseline) to 45.9%-50.9% (range) by 2022
- % of students achieving top three bands in HSC increases from 77.6% (baseline) to 81.6%-86.6% (range) by 2022

Target year: 2023

NAPLAN Growth

- % of students achieving expected growth in reading increases from 63.8% (baseline) to 68%-73% (range) by 2023
- % of students achieving expected growth in numeracy increases from 58.9% (baseline) to 65.6%-70.6% (range) by 2023

Initiatives

Foundations for Success

Improve effective classroom practice using data to identify student needs and to inform teaching, with a focus on explicit teaching of literacy and numeracy skills.

- Thorough analysis of internal and external measures such as Best Start Year 7 assessment, Check-in assessment, NAPLAN data and school-based data to identify students' current skills and needs.
- TPL on evidence-based practice in reading, numeracy and writing which build teacher capacity and understanding of teaching strategies to build student skills in literacy and numeracy.
- Develop collaborative and collegial approaches to whole school literacy and numeracy improvement, with in-class support for explicit teaching including co-teaching, observation of best practice and opportunities for feedback, reflection and collaboration.
- Provision of targeted support for students identified as at risk of not achieving benchmarks

HSC Success

All teachers regularly use student assessment data to identify student achievements and progress, in order to reflect on teaching effectiveness and inform teaching approaches.

- TPL and development of collaborative and collegial approaches to HSC data analysis, successful HSC teaching strategies, writing for the HSC, and use of feedback to improve student mastery.
- Development of online learning platforms to support student autonomy and direction.
- Intellectual quality, including deep knowledge, embedded in faculty programs and assessment tasks.
- Instructional leader model to coach and guide faculties and individual teachers.
- HSC monitoring and supervision to support best

Success criteria for this strategic direction

Teachers use reliable assessments to capture information about student learning, progress and achievement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. The school analyses student progress and achievement data. Teachers respond to trends in student achievement, at individual, group and whole school levels. [LD Assessment]

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. Most students achieve in top two bands for NAPLAN reading and numeracy. [LD, Student performance measures]

A whole-school approach ensures the most effective evidence-based teaching methods optimise learning for all students. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modeled, and students' learning improvement is monitored, demonstrating growth. [TD, explicit teaching]

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. [TD feedback]

All teachers have a sound understanding of student assessment and data concepts; analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. [TD Data literacy]

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. [TD Literacy & numeracy focus]

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the

Strategic Direction 1: Student growth and attainment

Improvement measures

Initiatives

practice.

Success criteria for this strategic direction

provision of specific and timely feedback between teachers to drive ongoing improvement. [TD collaborative practice and feedback]

The 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 and gaps in student achievement decrease. [Leading Instructional leadership]

Technology that supports learning is available and expertly integrated into lessons by teachers. [Leading, technology]

Evaluation plan for this strategic direction

Each term, the Senior Exec leader will lead the evaluation of progress at Exec meeting.

Question: What has been the impact of using consistent, explicit teaching strategies and data informed practice?

Data: External student performance measures, internal student performance measures, teaching programs, student work samples, coaching records, classroom observations.

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

Implication: What will we do next in light of the analysis?

Strategic Direction 2: Individualised learning through quality teaching

Purpose

The school situational analysis identified the need for greater understanding of, and consistency in application of, differentiation to positively impact on student engagement. Teaching programs and class strategies will be responsive to the learning needs of individual students and will impact positively on student engagement.

Improvement measures

Target year: 2022

- % of students attending >90% of the time increases from 76.6% (baseline) to 81.4%-86.4% (range) by 2022

Target year: 2024

- Teaching programs, classroom observations and assessments demonstrate embedded strategies of HPGE and disability provisions.

Initiatives

Learning & Engagement

Teaching, curriculum planning and delivery, and assessment will promote learning excellence and responsiveness to meet the needs of all students.

Teachers will take a shared responsibility for student improvement and contribute to a transparent learning culture, including through observation of each other's practices.

Leaders will foster school-wide culture of high expectations and a shared sense of responsibility for student engagement and learning. Leaders will develop systems to ensure consistency in implementation of differentiation of curriculum delivery in:

- High Potential and Gifted Education (HPGE)
- Supporting students with a disability
- Students in emotional disturbance unit who are progressing to Stage 6
- Life Skills implementation

Success criteria for this strategic direction

The whole school community demonstrates aspiration expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. [LD, High expectations]

Attendance data is regularly analysed and is used to inform planning. Consistent and systematic whole school and personalised attendance approaches increase the percentage of students attending more than 90% of the time. [LD Attendance]

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. [LD Individual learning needs]

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. [LD Teaching and learning programs]

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 & parents in planning to support learning, and share expected outcomes. [LD Differentiation]

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. [LD monitoring of student learning]

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and

Strategic Direction 2: Individualised learning through quality teaching

Success criteria for this strategic direction

provides continuous improvement for all students, across the full range of abilities. [TD Lesson planning]

The learning goals for students are informed by analysis of internal and external student process and achievement data. Progress towards goals is monitored collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data analysis. [TD Data analysis]

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. This drives ongoing, school-wide improvement in teaching practice and student results. [TD Collaborative practice and feedback]

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers. [TD Coaching and mentoring]

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. [TD Professional learning]

Teaching staff demonstrate and share their expertise. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. [TD Expertise and innovation]

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning [Leading, High expectations culture]

The leadership deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. [Leading, staff deployment]

Technology that supports learning is available and

Strategic Direction 2: Individualised learning through quality teaching

Success criteria for this strategic direction

expertly integrated into lessons by teachers. [Leading, technology]

Evaluation plan for this strategic direction

Each term, the Senior Exec leader will lead the evaluation of progress at Exec meeting.

Question: What has been the impact of an integrated personalised approach to quality teaching, curriculum planning & delivery, and assessment? Do teachers collaborate to implement the individualised approach to teaching and learning? Do all faculties have evidence of learning adjustments?

Data: Attendance data; records of class observations, scope & sequences, teaching and learning programs, assessment tasks, student work samples, Tell Them from Me survey, evidence of teacher professional learning.

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

Implication: What will we do next in light of the analysis?

Strategic Direction 3: Connecting for wellbeing & learning

Purpose

Parents and carers indicated a need for greater communication so we can work in active partnerships to improve student engagement, wellbeing and attainment. By enhancing our strategic and planned approach to whole school wellbeing we will support all students so they can connect, succeed and learn.

Improvement measures

Target year: 2024

- All students can identify three staff members who they trust can provide advice and support.
- Every student is **known** by at least one member of staff.

Target year: 2024

- Increase in % of parents, via survey, feel the school supports learning and positive behaviour and promotes a safe and inclusive environment increases by 5% by 2024

Initiatives

Building Resilient Learners

To create teaching and learning environments that enable students to be healthy, happy, engaged and successful, there will be a planned approach which includes proactive and preventative classroom and school-wide strategies. The current social and emotional learning programs will be reviewed and enhanced to build holistic student wellbeing program. Student voice will be evidence in the classroom and school settings as every student will be recognised as a leader of their own learning.

Parents as Learning Partners

By sharing information about learning development, teachers will work in partnership with parents as active participants in their children's education. A planned and proactive engagement with parents and the community will include administrative systems and communication channels will underpin effectiveness of teacher work and student learning.

Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. [LD, High expectations]

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. [LD Caring for students]

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. [LD A planned approach to wellbeing]

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. [LD Behaviour]

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. [LD Parent engagement]

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. [Leading Service delivery]

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. [Leading Community satisfaction]

Evaluation plan for this strategic direction

Each term, the Senior Exec leader will lead the evaluation of progress at Exec meeting.

Question: What has been the impact of changes in the whole school wellbeing practices? Have practices been developed and implemented on a school-wide basis that ensure parents are aware of what is happening in the

Strategic Direction 3: Connecting for wellbeing & learning

Evaluation plan for this strategic direction

school, what their children are learning and what they can do to support their children's next steps?

Data: Observations of social emotional learning, Guess Who - knowing students, Tell Them from Me survey.

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

Implication: What will we do next in light of the analysis?