

Strategic Improvement Plan 2021-2024

Model Farms High School 8499



School vision and context

School vision statement

Our vision is to be partners in learning and to be collaborative, empowering all students to become confident, resilient, self-directed and successful learners.

Model Farms High School is committed to providing best practice quality teaching so that students achieve personal best in all endeavors and to foster a culture of positive, respectful relationships and high expectations.

To achieve excellence and prepare students for tertiary study and employment we build strong foundations in literacy, numeracy and content knowledge underpinned by confidence in each student's ability to critically self-reflect and challenge themselves for further growth.

School context

Model Farms High School is a large co-educational, comprehensive high school in north-western Sydney, with an enrolment of 1130 students, including 1% Aboriginal students and 34% language background other than English students. The school has an established record of excellence in academic and sporting pursuits as well as diverse programs in the area of creative and performing arts.

The school includes a support unit of three classes, with two Autism Spectrum Disorder classes and a Moderate Intellectual Disability class. Model Farms High School enjoys a positive community profile based on its broad curriculum including Agriculture, effective welfare programs and wide range of extra-curricular activities.

The school's staffing entitlement in 2021 was 60.8 classroom teachers and 12.5 non teaching staff. In addition, through equity funding, the school employs four SLSO's. Our executive staff has undergone change within the last 3 years, with seven new appointments.

The school's equity funding will be spent on supporting student's literacy skills through programs including Maclit and small group teaching using Student Learning and Support Officers (SLSO's). Other equity funding will support a mentoring program for new and beginning teachers, EALD students and those significantly impacted by COVID in 2020.

The school is committed to continually improving effective classroom practices with staff professional learning being a highly important driver of this. This learning will focus on literacy, numeracy, student wellbeing and effective classroom practice as the elements that underpin student learning, engagement and achievement.

The school will introduce a wellbeing app (Forge) that will allow key personnel to early identify students with additional wellbeing needs so that tiered interventions can be implemented. This will also enhance our understanding of the wellbeing of all students through regular check ins.

Model Farms High School has partnered with the Australian Catholic University - Institute for Positive Psychology and Education in a project to understand and improve student and teacher wellbeing and drive high expectations using a whole school evidence based research approach.

Model Farms will implement literacy (reading and writing) and numeracy strategies to assist all students understanding and targeted interventions for those needing greater assistance. The school will also work closely with our community to enhance the percentage of students within the school attending more than 90% of the time.

There will also be a focus on Higher School Certificate performance, including staff professional learning around high expectations and strategies to turn Band 5 and 6 potential into performance. Each faculty is developing strategies to achieve individual and group growth through the deep analysis of data.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and to build strong foundations for success the school community will establish a culture of aspirational expectations. Teachers will confidently use data to evaluate their effectiveness and reflectively adapt their teaching to respond to the learning needs of individual students.

Improvement measures

Target year: 2022

Achieve an uplift of 12% from the baseline in the Top Two bands for Reading Years 7-9.

Target year: 2022

Achieve an uplift of 13% from the baseline in the Top Two bands for Numeracy Years 7-9.

Target year: 2022

Achieve an uplift of 12% from the baseline in the percentage of students in the top 2 bands for HSC.

Target year: 2023

Achieve an uplift of 8% from the baseline in the percentage of students achieving expected growth in Reading Years 7-9.

Target year: 2023

Achieve an uplift of 9% from the baseline in the percentage of students achieving expected growth in Numeracy Years 7-9.

Initiatives

Literacy and Numeracy

Student assessment data will be regularly used school-wide to identify student achievements and progress to reflect on teaching effectiveness and inform future school directions.

- High impact professional learning will be implemented to build teachers' capabilities to analyse and interpret school-based assessment data, Naplan and Rap data and utilise the reading progressions to moderate practice to meet the learning needs of students across the full range of abilities.
- Establish an effective collaborative practice that improves teacher quality in reading to be explicitly taught across all learning areas.
- Establish an effective collaborative practice that improves teacher quality in numeracy to be explicitly taught across all learning areas.
- High impact professional learning to support all teachers to use and understand literacy progressions in relation to reading comprehension and vocabulary development in each subject area.
- Use an instructional leadership model to provide shoulder to shoulder support, mentoring, data analysis and lesson design to support teachers to embed literacy and numeracy capabilities across all faculty areas.

High Academic Expectations

Teachers promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions.

- Professionally develop teachers to have the skills to identify and challenge High Potential and Gifted students and provide support to turn potential into performance.
- Develop strong syllabus knowledge and embed explicit teaching practices that promote a culture of

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- 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 identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- 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.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- All faculties embed reading comprehension strategies and explicit teaching of vocabulary in their lesson content.

Evaluation plan for this strategic direction

Questions

- Are teachers confidently using data regularly to inform their teaching practice?
- Are the numeracy, reading and writing programs being implemented across all faculties?
- Are numeracy, reading and writing programs resulting in improved student outcomes?
- What has been the impact of developing and embedding practices to challenge and engage

Strategic Direction 1: Student growth and attainment

Initiatives

- high expectations so that all students are challenged and engaged to develop their full potential.
- Refine and enhance the existing evidenced based writing strategy implemented across all stages to guide and support students towards meeting high expectations.

Evaluation plan for this strategic direction

students?

- Are high expectation practices resulting in improved HSC results?
- Are High Potential and Gifted students identified and provided with support to turn potential into performance?

Data

- Teacher surveys/student surveys
- HSC data analysis
- Learning support team minutes
- Student work samples
- External student performance measures (NAPLAN)
- Internal student performance measures
- Teaching programs
- Classroom observations
- High Performance and Gifted student register
- High Performance and Gifted student performance data and teacher observations

Analysis

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

Implications

Where do we go from here? Future directions and next steps.

Strategic Direction 2: Highly Effective Teaching Practices

Purpose

The school's Situational Analysis identified the need for establishing effective conditions for learning where classrooms are dynamic, engaging, well managed and have high expectations. Teachers use data to determine where their students are in their learning and to develop future individual curriculum goals to achieve their personal best.

Improvement measures

Target year: 2024

- All teaching programs and classroom observations demonstrate high expectations as evidence through the use of Learning Intentions and Success Criteria.

Target year: 2024

- An uplift of 30% of students will understand and utilise the updated MFHS school values and a culture of positive behaviour is evident in all areas of teaching and learning.

Target year: 2024

- Achieve 10% above the State in areas of intellectual engagement, effort and students who are interested and motivated in their learning as indicated on the Tell Them from Me survey.

Target year: 2024

- All teaching and learning programs are dynamic and show evidence of revisions based on continuous tracking of student progress and achievement.

Initiatives

Positive, respectful relationships

Teachers build quality relationships with students and foster a safe, positive and stimulating learning environment that maximises effective learning time to achieve students' personal best.

- Develop and implement a common language of school values that brings together the students, staff, parents and the community in fostering high expectations, positive and respectful relationships.
- Embed best practice classroom management (What Works Best) to develop high quality student-teacher relationships.

Explicit Quality Teaching

- Teachers work collaboratively to embed Learning Intentions and Success Criteria (LISC) across all faculties that leads to effective feedback, consistent teacher judgement and teacher efficacy.
- Embed the use of formative assessment data collection and outcomes to inform teaching practice and respond to individual student learning needs.
- Provide instructional leadership to support teacher development through collaboration within and across faculty areas.
- High impact professional learning to ensure all teachers understand, cater for and challenge all learners including EALD, learning difficulties, students with disabilities and high potential students.

Success criteria for this strategic direction

- 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.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- 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.
- Teachers consistently use a variety of strategies to engage and challenge all learners.

Evaluation plan for this strategic direction

Questions

- Do all teachers use Learning Intentions and Success Criteria in every lesson that results in improvements for students and can students say they know their learning goals and how to achieve their next step?
- What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance?

Strategic Direction 2: Highly Effective Teaching Practices

Evaluation plan for this strategic direction

- Do teachers collaborate to evaluate, reflect on and adapt practice?
- Are all staff and students aware of the school values?
- Are staff using the common language of school values to discuss expectations and behaviour goals?
- Do all staff demonstrate best practice classroom management?
- Are teachers confidently using data regularly to inform their teaching practice?
- Are positive, respectful relationships evident throughout the school?

Data

- Lesson observations
- Sentral data
- work samples
- student surveys/focus groups
- External student performance measures - NAPLAN data, HSC data
- school based assessment-

Analysis

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

Implications

Where do we go from here? Future directions and next steps.

Strategic Direction 3: Wellbeing and Connectedness

Purpose

Students who are known, valued and cared for are healthy, happy, engaged and successful learners. Research demonstrates a strong correlation between attendance, academic attainment and positive wellbeing. Wellbeing and learning are inextricably linked and at Model Farms we will use effective evidence-based wellbeing initiatives and strategies to enhance student learning outcomes.

Improvement measures

Target year: 2022

- Achieve an uplift of 10% from the baseline in the percentage of students attending school at least 90% of the time.

Target year: 2022

- Achieve an uplift of 8% from the baseline in the percentages of students reporting positive wellbeing across all three measures in the Tell Them From Me survey.

Target year: 2024

- An uplift of 50% of students who regularly set and review learning and wellbeing goals to lead to improved student learning outcomes.

Target year: 2024

- All students will regularly complete FORGE wellbeing surveys to allow staff to early identify students requiring wellbeing interventions.

Initiatives

Students as leaders of their own learning

When student goals are explicit and transparent and reflected upon regularly students are challenged and learning potential is maximised.

- Establish and embed a student goal setting program that provides regular opportunities for student reflection and student/staff collaboration to enable all students to reach their full potential.
- Students are supported and explicitly taught to self assess, reflect on and monitor their own learning and progress.
- Provide support and scaffolding for tasks through scaffolds, self-questioning, students teacher conferences and peer review.

Positive Engagement

Positive student wellbeing is achieved when students, staff and caregivers work effectively in partnership to promote a supportive environment where students can connect, succeed and thrive.

- Refining a whole school and targeted attendance education program, enhancing connectedness and a culture of high expectations, achieved by individual interventions, strengthened partnerships with families and regular explicit communications with the community.
- Implement FORGE as an early intervention strategy designed to identify wellbeing concerns and provide strategies to assist resolution.
- Continued refinement of wellbeing and leadership pathway programs, to improve expectations for success, advocacy and sense of belonging at school.

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.
- 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 fulfil their potential.
- 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.
- Students are motivated and engaged learners who self assess and seek feedback from teachers and peers.

Evaluation plan for this strategic direction

Questions

- Do all students set and review learning and wellbeing goals?
- Is the use of FORGE successfully identifying students requiring wellbeing interventions?
- Has the implementation of positive engagement programs resulted in an uplift in wellbeing?
- Has our attendance education program resulted in

Strategic Direction 3: Wellbeing and Connectedness

Evaluation plan for this strategic direction

an uplift in the percentage of students attending school at least 90% of the time?

Data

- Tell Them From Me data- students and parent surveys
- Attendance data
- FORGE data
- Student surveys
- Sentral Data
- Lesson observations

Analysis

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

Implications

Where do we go from here? Future directions and next steps.