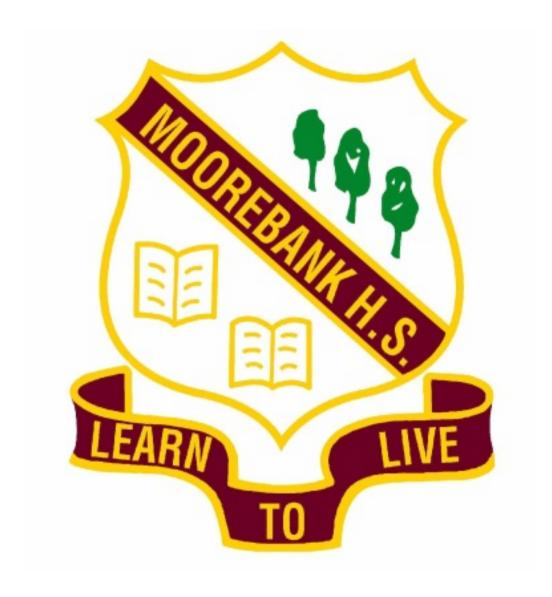# Strategic Improvement Plan 2021-2024

Moorebank High School 8501

School vision and context

School vision statement

Our guiding principle, Positive Relationships Positive Outcomes (PRPO) will lead and support staff to enhance effective, evidence-based practices in teaching and learning. By enabling positive relationships, all students will be provided with opportunities to become empowered, responsible, active and generous citizens. Positive outcomes will be enhanced by establishing a culture of high expectations, explicit teaching and effective feedback to optimise the learning outcomes of all students and develop mindsets that value the pursuit of lifelong learning.

School context

Moorebank High School is a dynamic partially selective and comprehensive high school situated in southwest Sydney. The school has 1046 students with 1.6% of students from an Aboriginal or Torres Straight Islander background and 78% of students from a language background other than English. In 2021 Moorebank High School established a support unit with three autism support classes. The school is committed to extending it's students through excellence in teaching and learning and collaboration with it's partner primary schools, other comprehensive and selective high schools. Moorebank High School offers students and teachers opportunities for leadership and quality learning, and has a proud record of academic, sporting and cultural achievements. The school continues to refine a broad and differentiated curriculum, progressive welfare practices, and quality professional learning to ensure excellence in student learning outcomes in the middle and later years of school. The school's priorities for the next four years include: growth and attainment; effective classroom practice and assessment and feedback, supported through innovation in areas such as; whole school behaviour and merit programs, the arts, quality mentoring, enhanced student leadership and student voice opportunities, and an emerging and deepening focus on building student resilience via the school's guiding principle Positive Relationships Positive Outcomes (PRPO).

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and evidence-based teaching practice. The school will embed quality literacy and numeracy practices informed by data analysis, to improve student outcomes.

Improvement measures

Target year: 2022

System negotiated target: NAPLAN Top 2 bands

To increase the number of students in Year 9 achieving in the top 2 bands of reading in NAPLAN with an uplift of 8.8%.

To increase the number of students in Year 9 achieving in the top 2 bands of numeracy in NAPLAN with an uplift of 8.3%

Target year: 2022

System negotiated target: HSC Measure

To increase the number of students achieving in the top 2 bands in the HSC with an uplift of 2.7%

To increase the number of students achieving in the top 3 bands in the HSC with an uplift of 3%

Target year: 2023

System negotiated target: NAPLAN expected growth

To increase the number of students achieving expected growth in reading in Year 9 NAPLAN with an uplift of 3.5%.

To increase the number of students achieving expected growth in numeracy in Year 9 NAPLAN with an uplift of 3.8%.

Initiatives

Whole School Literacy Focus

- Common staff Professional Development Process goal around reading comprehension as a shared whole school focus. Relief provided for staff with a literacy specialist.

- Reading outcome on reports specific to KLAs.

- HSC minimum standards - faculty analysis of Results Analysis Package data to identify areas for improvement and the development of subject specific strategies to lift students on the cusp of bands 5 and 6

- Identification and catering to the needs of twice exceptional students (gifted students with a disability) through Personalised Learning and Support Plans (PLASPS) and Professional Learning (PL).

- Identification and catering to the needs of underachieving students through the development and implementation of a triage referral system for underperformance, completion of student profiling and PLASPS and teacher PL.

- COVID Specialist Teacher: Covid intensive learning support program . Employment of a literacy specialist teacher to implement small withdrawal groups of no more than 5 students for intensive reading and writing intervention. Identification of students underachieving (students who have not met 1 year growth for one year of instruction) using NAPLAN data, Best Start, internal assessment grades and profiling.

Whole School Numeracy Focus

- Expert numeracy teachers are delivering explicit numeracy instruction to students who are underachieving through Maths classes. Data is being gathered from both internal and external assessments.

- HSC minimum standards - faculty analysis of RAP data to identify areas for improvement and the

Success criteria for this strategic direction

- Students are achieving higher than expected growth on internal school progress and achievement data, including reading data (SEF: Learning Domain; Student Performance Measures; Student Growth)

- School data shows that student progress and achievement is greater than students in statistically similar schools on external measures (SEF: Learning Domain; Student Performance Measures; Internal and external measures against syllabus standards)

- Increase in percentage of students achieving in the top 2 bands and top 3 bands for HSC.

- All staff are explicitly teaching reading their KLAs demonstrated through teacher observation/rounds

SEF = School Excellence Framework

Evaluation plan for this strategic direction

Question: Are staff able to implement reading strategies in the classroom?

Data: Classroom observation of reading strategies

Question: Is the triage system effective for identifying underachieving students?

Data: Internal data on students identified and the plans developed to support these students

Question: Have improvement measures for external assessments/data been met?

Data: NAPLAN, HSC, Best Start, VALID data

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

School set targets:

Year 9 mainstream reading and numeracy targets. To increase the number of students achieving in the top 2 bands in NAPLAN numeracy and reading with an uplift of 2% each.

Year 9 selective stream reading and numeracy targets. To increase the number of students achieving in the top 2 bands in NAPLAN numeracy and reading with an uplift of 2-3% each.

Initiatives

development of subject specific strategies to lift students on the cusp of bands 5 and 6

- Identification and catering to the needs of twice exceptional students through PLASPS and PL.

- Identification and catering to the needs of underachieving students through the development and implementation of a triage referral system for under performance, completion of student profiling and PLASPS and teacher PL.

- COVID Specialist Teacher: Covid intensive learning support program . Employment of a numeracy specialist teachers to implement small withdrawal groups of no more than 5 students for intensive reading and numeracy intervention. Identification of students underachieving (students who have not met 1 year growth for one year of instruction) using NAPLAN data, Best Start, internal assessment grades and profiling.

Strategic Direction 2: Effective Classroom Practice

Purpose

Our purpose is to foster quality teaching and learning environments. This will be driven by the school's guiding principle of Positive Relationships Positive Outcomes (PRPO) and grounded in evidence-based practices.

Improvement measures

Target year: 2022

Attendance

Improvement in the percentage of students in Years 7 - 10 attending 90% or more of the time with an uplift of 3.3

Target year: 2022

Wellbeing

Improvement in the positive wellbeing of students with an uplift of 3.6%

Target year: 2024

PRPO* through WWB **

All staff demonstrate changes in their pedagogy in direct response to professional learning.

*Positive relationships, positive outcomes - our guiding principle.

**What Works Best - Department Publication

Target year: 2023

System Negotiated Target

Increase the percentage of Aboriginal students attaining the Higher School Certificate whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.

Initiatives

Advanced Programming

Employment of a 0.6 FTE specialist to support the implementation and of the Advanced program with explicit feedback for individual KLAs.

Measure the impact of professional learning via lesson observations, professional discussion at take up of feedback. Embed this as a sustained practice, undertaken on an ongoing basis to evaluate the impact of professional learning.

PRPO through Explicit Teaching

School Excellence Framework (Effective classroom practice and Explicit Teaching), WWB, QTF *

Professional learning upskilling Head Teachers in what Explicit Teaching is in the context of PRPO. Head Teacher's use PL to create faculty PL. Faculty PL will be supported by DPs and experts. Feedback will be provided to faculties on the direction and implementation of their PL by DP/experts.
Explicit teaching PL focus includes learning intentions and success criteria (embed into programs, review programs to ensure sequencing builds towards mastery), questioning, scaffolding, modelling, explicit quality criteria, metalanguage in relation to content and PRPO.
WWB - What Works Best; QTF - Quality Teaching Framework

PRPO through Student Wellbeing in the Classroom

Based on the student profiling, the wellbeing team work with students to developing student motivation, perseverance, resilience

Staff use strength plans and student profiles in the classroom to design Teaching &Learning (T & L) activities based on PL delivered by the T&L team.

Year 7 Selective students participate in Mentoring

Success criteria for this strategic direction

- Explicit Teaching: T&L programs meaningful incorporate WWB in the context of the PRPO as part of the T&L

- 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. (SEF: Learning Domain; Curriculum; 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. (teacher registers, faculty programs) (SEF: Learning Domain; Curriculum; Differentiation)

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF: Learning Domain; Wellbeing; A planned approach to wellbeing)(SEF = School Excellence Framework)

Evaluation plan for this strategic direction

Question: Are advanced programs being effectively delivered in the classroom?

Data: lesson observations, professional discussion and take up of feedback.

Question: Is explicit teaching occurring in the classroom?

Data: Student samples, observations, internal assessment data

Question: Has student wellbeing improved across the school?

Data: tell them from me, pre and post student

Strategic Direction 2: Effective Classroom Practice

Initiatives

Program. Teachers use growth mindset language.

Staff implement attendance strategies in their T&L based on PL. New Head Teacher Wellbeing to work with staff to develop the capacity of staff to embed attendance activities as part of T&L in the classroom.

Aboriginal Student Achievement

Each student will have a mentor to guide and support future aspirations and achievement.

Teacher professional learning in turning Aboriginal Policy in into Action.

Community involvement in decision making processes in school - including hosting workshops on career opportunities, academic rigor and consultation on reconciliation and other aboriginal significant days.

Evaluation plan for this strategic direction

surveys, parent surveys, teacher surveys, Sentral data

Moorebank High School (8501) -2021-2024

Strategic Direction 3: Assessment and Feedback

Purpose

Our purpose is to challenge and extend students through quality assessment, whilst empowering staff to flexibly and responsibly use assessment as an integral part of daily classroom practices.

Improvement measures

Target year: 2023

100% of faculties implement the 7-9 Assessment Policy.

Target year: 2024

100% of faculties design and consistently use rich, higher order formative and summative assessment tasks.

Target year: 2024

All teachers will analyse student data to inform their teaching practice.

Initiatives

Embedding a sustainable culture of data informed practice.

- Establish, implement, embed as an ongoing practice and evaluate a data analysis policy.

- Teachers utilise the processes and practices within the data policy to enable teachers to respond to trends in student achievement at an individual, group and whole school level.

- PL will be provided to all staff with explicit feedback.

Authentic and reliable formative and summative assessment

- Design authentic and reliable formative and summative assessment and embed this as an ongoing and sustainable practice in the school

- Focus on 5 elements (Explicit criteria, substantive communication, explicit quality criteria, deep knowledge and understanding). DPs/Expert work with faculties to develop their skills in developing and writing authentic, higher order and reliable assessment tasks using the "Coding of Assessment tasks according to QTF" to guide the assessment writing process and assess the reliability of assessments delivered.

- Assessment PL" will run for 5-6 week with DPs leading a process of Auditing tasks, designing PL, with HT according to the needs of the faculty leading to begins designing/fine tuning assessments according to QTF Elements above.

- As part of the assessment initiative, experts work with the faculties on effective practices regarding feedback both formal and informal.

PRPO through Effective Feedback.

- **PL to revisit feedback bridge / phrasing feedback verbally and in writing and developing marking**

Success criteria for this strategic direction

- Staff have a strong understanding of the nature and purpose of assessment.

- Data Policy Implemented.

- Data analysis evidence that demonstrates that teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF: Learning Domain; Assessment; Summative assessments)

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (SEF: Learning Domain; Assessment; Whole school monitoring of student learning)

- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. Data gained through DP analysis (SEF: Learning Domain; Reporting: Student reports)

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

SEF = School Excellence Framework)

Evaluation plan for this strategic direction

Question: Are staff implementing the data policy consistently?

Data: faculty audits for use of data, program reviews

Question: Are faculties developing rich higher order formative and summative assessment tasks?

Data: formative and summative assessment samples,

Initiatives

criteria both at executive and during "Faculty Assessment PL"

Evaluation plan for this strategic direction

student work samples

Question: are all faculties implementing the 7-9 assessment policy?

Data: document audit - assessment tasks, notifications, student performance in internal assessment data (Data on Sentral)