

# Strategic Improvement Plan 2021-2024

## Murray High School 8505



# School vision and context

## School vision statement

Murray High School aims to uphold and preserve our shared beliefs and what we all agree to be important. We value the expertise of our staff (professional integrity), how we conduct ourselves (character), our school environment (work spaces) and how we treat one another (our people). Integral to this is our ongoing focus on student growth and attainment, aligned teaching practices and purposeful leadership.

## School context

Murray High School is in the Albury suburb of Lavington, which sits proudly within Wiradjuri country. The school provides education for students drawn mainly from Lavington but also has significant enrolments from the surrounding villages and rural areas. Murray High School has a commitment to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a variety of needs, interests and abilities from Year 7 through to Year 12. Strong, fair and supportive welfare structures provide a safe and happy school in a caring environment.

The school draws from a diverse community, with 10% of the student population being Aboriginal and a further 10% of students from refugee backgrounds. Our welfare and student conduct practices are built on the Positive Behaviour for Learning (PB4L) framework and the school adopts Curiosity and Powerful Learning (CPL) as the basis for our learning strategies. Murray High School enjoys strong connections with the local community, including Charles Sturt and La Trobe Universities, and schools in our network are highly and mutually supportive. The school is well known for its staff collegiality across all sectors of teaching, non-teaching and support personnel.

A comprehensive situational analysis has been conducted, leading to the development of the 2021-2014 Strategic Improvement Plan. This has involved genuine consultation with students, staff, parents and the broader school community. Through our situational analysis we have identified the need to use most the school's equity funding to support a range of school-developed initiatives.

Improvement in student outcomes will come about through the effective alignment of *Curiosity and Powerful Learning* and the CESE research into *What Works Best*. The deployment of specialised teaching expertise and modelling will ensure ongoing skill building in the areas of literacy and numeracy. Connecting leadership decisions to agreed values and shared beliefs will ensure predictability and trust.

# Strategic Direction 1: Student growth and attainment

## Purpose

With an intent focus on student data we will systematically identify the learning needs of individuals and groups. The deployment of an appropriately skilled workforce will enable the design of effective teaching practices that can influence approaches to learning. Integral to this is the nurturing of student advocacy, expectations for success and belonging.

## Improvement measures

### Target year: 2022

The proportion of students in the top 2 NAPLAN bands in reading and numeracy will increase by 7%.

### Target year: 2022

The proportion of students in the top 3 HSC bands will increase by 7%.

### Target year: 2024

Student attendance will show an increase of 7%.

### Target year: 2024

Student wellbeing will show an increase of 7%.

## Initiatives

### Literacy and Numeracy Skills

Develop staff skills, knowledge and expertise in the explicit teaching of reading, writing and numeracy.

- Implementation of Literacy and Numeracy Hub
- Evaluate student performance data to address personalised learning needs
- In-school professional learning at the point of need
- Evaluating school and staff learning requirements
- Lesson observation of best practice
- Team teaching and feedback

### Belonging, Expectations of Success and Advocacy

Develop and implement evidence-based change to whole school practices to support engagement with learning.

- Tracking of successful strategies through student case studies
- Adopt and implement strategies as determined by case study evidence
- Refinement of the Engagement and Transition Centre
- Development of the Murray High School Academy

## Success criteria for this strategic direction

The Literacy and Numeracy Hub will be operating as an integrated teaching and learning resource. This will mean that L/N specialist staff will be working collaboratively with subject teachers to adopt evidence based teaching practices in literacy and numeracy.

All teachers understand and explicitly teach literacy and numeracy skills to all students and at all levels of achievement.

The school's curriculum provision supports high expectations for student learning.

Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

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.

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

## Evaluation plan for this strategic direction

### Questions

- How has the development of staff skills, knowledge and expertise contributed to improvements in literacy and numeracy?
- How have changes in whole-school practices supported engagement with learning?

### Data

- NAPLAN and HSC results
- Check-In-Assessment
- Best Start and PLAN data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Internal school assessment
- TTFM
- People Matter
- Suspension and attendance information
- ETC reports
- SENTRAL data
- PB/L information

### Analysis

Analysis will be embedded within each initiative through progress and implementation monitoring. The school will review progress toward the improvement measures.

### Implications

The findings of the analysis will inform future actions and areas for support and change will be identified and acted upon.

## Strategic Direction 2: Aligned teaching practices

### Purpose

By aligning our practices, based on trusted research, we will create common and reliable points of professional reference. A consistent educational philosophy will allow for and encourage individual flair, creativity and character, thus enhancing ongoing engagement with learning.

### Improvement measures

#### Target year: 2024

Under the SEF element of *Effective Classroom Practice* the school will progress from 'Sustaining and Growing' to 'Excelling.'

#### Target year: 2024

Under the *Curiosity and Powerful Learning* Improvement Pathway, the school will progress from 'Adequate to Good' to 'Great to Excellent.'

#### Target year: 2024

- The percentage of students achieving expected growth in numeracy and reading will increase by 6%.

### Initiatives

#### Explicit Teaching

Developing and embedding a whole-school approach to explicit teaching practices.

- The main points of teaching reference are *Curiosity and Powerful Learning* and *What Works Best*
- Teaching practices are monitored against the CPL Improvement Pathway
- In-school professional learning at point of need
- Lesson observations and feedback
- Student data is used to inform practice
- Development of practices in feedback, including assessment and student reporting

#### Engagement with Learning

Developing a culture that is strongly focused on engagement with learning, the building of educational aspiration and ongoing improvement.

- Positive Behaviour for Learning
- Inquiry-based learning
- Building a shared understanding of high expectations
- Curriculum differentiation to meet the learning needs of students

### Success criteria for this strategic direction

All lessons are systematically planned as part of a coherent program that has been collaboratively designed, with accommodations and adjustments being made to suit needs as they arise.

A whole-school approach ensures that the most effective evidence-based teaching methods optimise learning progress for all students. Effective methods are identified, promoted and modelled.

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.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

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.

Mentoring and coaching support ensures the ongoing development and improvement of all teachers.

All teachers have expert contemporary knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

The school community demonstrates aspirational expectations for all students.

The school has developed a shared understanding of high expectations.

Students have a shared belief in the expectations that the school has of them.

### Evaluation plan for this strategic direction

## Strategic Direction 2: Aligned teaching practices

### Evaluation plan for this strategic direction

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#### Questions

- How has the development of explicit teaching practices contributed to common and reliable points of professional reference?
- How has a focus on engagement encouraged educational aspiration and ongoing improvement?

#### Data

- NAPLAN and HSC results
- Check-In-Assessment
- Best Start and PLAN data
- Internal school assessment
- TTFM
- People Matter
- Suspension and attendance information
- ETC reports
- SENTRAL data
- PB/L information

#### Analysis

Analysis will be embedded within each initiative through progress and implementation monitoring. The school will review progress toward the improvement measures.

#### Implications

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# Strategic Direction 3: Purposeful leadership

## Purpose

By connecting leadership decisions to specific purposes we will maintain a secure and lasting platform for change management. Our model of leadership will engender a sense of predictability and trust, endeavouring to ensure that every staff member, as well as every student, is known, valued and cared for. At the same time, we will authentically engage with our community to ensure genuine relationships and community satisfaction.

## Improvement measures

### Target year: 2024

Under the SEF domain of *Educational Leadership* the school will progress from 'Sustaining and Growing' to 'Excelling.'

### Target year: 2024

Under the SEF domain of *School Planning, Implementation and Reporting* the school will progress from 'Sustaining and Growing' to 'Excelling.'

### Target year: 2024

Under the SEF domain of *Management Practices and Processes* the school will progress from 'Delivering' to 'Excelling.'

## Initiatives

### Distributed Leadership

Developing a focus on distributed instructional leadership, management skills and leadership attributes.

- The main points of reference are *Choice Theory, Reality Therapy and Lead Management*
- Leadership decisions are made in alignment with the *Window of Certainty*
- Engagement with coaching and mentoring to support collaborative performance development
- In-school professional learning at point of need

### Administrative Systems and Processes

Developing thorough and efficient systems and processes that deliver anticipated benefits to the whole school community.

- Review and refinement of practices in alignment with Departmental policy, NESA requirements and State legislation
- Direct response to school community consultation and feedback
- Refinement of access to information across the school
- Building community satisfaction and engagement

## Success criteria for this strategic direction

Leadership decisions are made across all levels of the executive, based on consultation and established common beliefs.

School improvement efforts are focused on reducing the differences between optimal and actual, while being mindful of practicable rates of change.

Professional dialogue and meetings adhere to established standards, where vigorous dialogue and the sharing of ideas and differences are encouraged.

All staff share a common understanding of their professional roles, accountabilities and supervision structures.

Policy-based, compliance-based and legislation-based practices are accounted for and are represented by clear documentation and reference material.

Management practices and processes are responsive to community feedback, with a whole-school approach to improving service delivery and customer experience.

## Evaluation plan for this strategic direction

### Questions

- How has a focus on distributed instructional leadership, management skills and leadership attributes contributed to a lasting platform for change management?
- How has the development of thorough and efficient systems and processes benefitted the whole school community?

### Data

- Internal survey data
- Meeting minutes
- Exit slips
- Dot ballots

## Strategic Direction 3: Purposeful leadership

### Evaluation plan for this strategic direction

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- Affinity digraphs
- *Implemento / Impacto* documents
- TTFM
- People Matter

#### Analysis

Analysis will be embedded within each initiative through progress and implementation monitoring. The school will review progress towards the improvement measures.

#### Implications

The findings of the analysis will inform future actions and areas for support and change will be identified and acted upon.