

Strategic Improvement Plan 2021-2025

Macquarie Fields High School 8553



School vision and context

School vision statement

Our empowered learning community values and fosters inclusivity through a shared aspiration for the collective growth of all. We will continue to achieve this through loyalty, sincerity and generosity as engaged and dynamic citizens.

School context

Macquarie Fields High School is situated on Dharawal land and is a large inclusive secondary school with students in comprehensive, selective stream and Special Education classes. The school is culturally and linguistically diverse with 83% of students having language backgrounds other than English and 21 students of Aboriginal and/or Torres Strait Islander background.

The school is committed to extending all its students within a culture that values high achievement, positive relationships and excellence in teaching and learning. The school's distinctive nature and outstanding achievements in academic, sporting and extra-curricular pursuits mark it as a learning community that offers its students and teachers rich opportunities for leadership, quality learning and enhanced outcomes. This demonstrated commitment to excellence is supported by a broad and differentiated curriculum, progressive wellbeing practices and quality professional learning. Macquarie Fields High School is also a Professional Experience (PEX) Hub that supports other schools to work together with pre-service teachers and their universities to create an environment of professional learning for those who are coming into the teaching profession.

To inform this Strategic Improvement Plan, authentic community consultation with parents, staff, and students has occurred. The school completed a Situational Analysis that had identified three areas of focus for this Strategic Improvement Plan. The school's high-level areas for improvement are aligned to the connecting theme of growth:

- Student growth and attainment (Learning)
- Staff growth and efficacy (Teaching)
- School growth and partnerships (Leading)

The school's motto '*Loyalty, Sincerity, Generosity*' has a powerful message for every student.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to drive growth in student performance by embedding whole school wellbeing and learning processes that improve literacy, numeracy and HSC outcomes. We aim to build teachers' skills and professional judgement to use data by: profiling past and predicted individual performance supporting student IEPs, tracking and monitoring growth, and improving teaching practice. This will in turn allow structured discussion of findings to be shared with and to support parents and carers in monitoring student growth.

Improvement measures

Numeracy growth

Achieve by year: 2023

Numeracy Growth

An increase in Check-in Assessment mean scaled score for numeracy in Years 7, 8 and 9 compared with Year 7, 8 and 9 in 2022.

HSC achievement - top 3 bands

Achieve by year: 2023

High School Certificate (Top 3 Bands)

Increase the percentage of students achieving in the HSC Top 3 Bands by 7.5% from baseline; this represents the school's upper bound system-negotiated target.

Attendance (>90%)

Achieve by year: 2023

Attendance

Uplift of 3.9% of students attending greater than 90% of the time from baseline, using lower bound target of 83.7%.

Achieve by year: 2025

School Identified Targets

All Years 7-12 students will achieve or exceed their co-

Initiatives

Use of data to practice

Continue to build staff capacity and ensure effective strategies and processes for data analysis and reflection are used as evidence to plan effective learning experiences.

- Consistently embed professional learning in data literacy, data analysis and data use in teaching for all staff. This will include elements of the What Works Best 2020 Update - Use of Data to Inform Practice and Effective Feedback.
- Student goals in IEPs are monitored through the collection of quality, valid and reliable internal and external data. All staff will continue to engage in professional learning in understanding, analysing, interpreting the data of external assessment: Best Start, NAPLAN, Check In Assessment, HSC Minimum Standards and HSC.
- Systematic analysis and use of Literacy and Numeracy progressions (PLAN2) to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Establish Instructional Leader positions for each Teaching & Wellbeing team to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Building strong foundations

Embed a whole school approach to the development of Literacy and Numeracy skills that builds teacher capacity through collaborative practice and a coaching model.

- Instructional Leaders for Literacy and Numeracy embed and use professional learning models to build teacher capacity and collective pedagogical practice; coach faculty leaders to review and embed explicit Literacy and Numeracy strategies within KLA teaching and learning programs.
- Professional Learning of staff on the use of the

Success criteria for this strategic direction

Teaching Domain (Data Skills and Use):

Data Literacy - All teachers gave a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Data analysis - 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. Reporting on school performance is based on valid and reliable data and analysis.

Data use in teaching - Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teacher effectiveness.

Data use in planning - Staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop & implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Teaching Domain (Professional Standards):

Literacy and Numeracy focus - 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.

Improvement of practice - The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Strategic Direction 1: Student growth and attainment

Improvement measures

developed learning goals.

All teachers are using data tracking tools to monitor student progress and record changes to teaching and learning programs to cater for explicit areas of achievement.

An improvement in the element

Data Skills and Use

in the themes of data literacy, analysis, use and planning to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2025

Faculties established Faculty Improvement Plans with strategies specific to KLA's

Achieve by year: 2022

Reading

Increase the percentage of students achieving in the Top 2 Bands in NAPLAN Reading by 7.7% from baseline; this represents the school's upper bound system-negotiated target.

Numeracy

Increase the percentage of students achieving in the Top 2 Bands in NAPLAN Numeracy by 6.4% from baseline; this represents the school's upper bound system-negotiated target.

Reading Growth

Increase the number of students achieving expected growth in reading in NAPLAN with an uplift of 8.0% from the school's baseline

Numeracy Growth

Increase the number of students achieving expected growth in numeracy in NAPLAN with an uplift of 7.4% from the school's baseline.

Initiatives

Literacy and Numeracy Progressions to personalise learning for student goals.

- Draw on expert and evidence-based pedagogy to further develop teacher capacity and consistent practice across the school to effectively teach reading comprehension skills and the transfer of these skills to writing.

Evaluation plan for this strategic direction

Question: What has been the demonstrated impact on and improvement of student performance as a result of collating, analysing and using data to inform practice?

Data: External student performance measures (Best Start, Check-in Assessment, NAPLAN, HSC, Minimum Standards)

Internal student performance measures (Literacy and Numeracy Progressions), PLAN2, embedded strategies in teaching and learning programs across KLAs with systematic monitoring and assessment tracking, Learning Support Team & Wellbeing data. Rainbow Team data that evaluates initiatives and progress

Analysis: Ongoing analysis of the available data with Literacy and Numeracy Instructional Leaders to determine the impact measure for each initiative and identify areas for improvement in conjunction with Faculty Leaders.

Implications:

Impact measures and tracking of student progress will inform the future directions and next steps.

Strategic Direction 1: Student growth and attainment

Improvement measures

High School Certificate (Top 3 Bands)

Increase the percentage of students achieving in the HSC Top 3 Bands by 7.5% from baseline; this represents the school's upper bound system-negotiated target.

Achieve by year: 2025

Reading

Improvement in the percentage of students in the top two bands for reading in NAPLAN to be trending upwards from 2023 achievement towards upper bound target of 43.10%.

Numeracy

Improvement in the percentage of students in the top two bands for numeracy in NAPLAN to be trending upwards from 2023 achievement towards upper bound target of 66.2%.

Reading Growth

The percentage of students achieving expected growth in reading in NAPLAN to be trending upwards from 2023 achievement towards upper bound target of 72.5%.

Numeracy Growth

The percentage of students achieving expected growth in numeracy in NAPLAN to be trending upwards from 2023 achievement towards upper bound target of 78.7%.

High School Certificate (Top 3 Bands)

Improvement in the percentage HSC course results in the Top 3 Bands to be trending upwards from 2023 achievement towards upper bound target of 87.0%.

School Identified Targets

All Years 7-12 students will achieve or exceed their co-developed learning goals.

Strategic Direction 1: Student growth and attainment

Improvement measures

All teachers are using data tracking tools to monitor student progress and record changes to teaching and learning programs to cater for explicit areas of achievement.

An improvement in the element

Data Skills and Use

in the themes of data literacy, analysis, use and planning to the level of Excelling as measured by the School Excellence Framework.

Reading growth

Achieve by year: 2023

Reading Growth

An increase in Check-in Assessment mean scaled score for reading in Year 7, 8 and 9 compared with Year 7, 8 and 9 in 2022.

Strategic Direction 2: Staff growth through efficacy

Purpose

As a staff we have a collective belief that we can accomplish great things and positively affect students. Our purpose is to maximise teacher capacity to meet the specific needs of individual students to enhance engagement and improve educational outcomes. Our commitment to the Quality Teaching Model is to amplify the impact of new strategies for all domains of learning: creative, intellectual, physical and social-emotional.

Improvement measures

Achieve by year: 2025

50-60% of teachers engage in professional collaboration through Quality Teaching Rounds (QTR) to build collective efficacy and improve pedagogical practice.

An improvement in the element of **Collaborative and applied professional learning strengthens teaching practice** to the level of Excelling in the themes of **Foster identification and sharing of expert practice** as measured by the High Impact Professional Learning (HIPL) School self-assessment tool.

School leaders demonstrate exceptional skills as Instructional Leaders who drive professional dialogue and collaborative practice, supported by research.

Achieve by year: 2025

All staff will show evidence of quality teaching and learning programs that promote learning excellence and responsiveness in meeting the needs of all students.

An improvement in the element of **Curriculum** in the theme of **Differentiation** to the level of Excelling as measured by the School Excellence Framework.

Achieve *Sustaining and Growing* or above against the seven statements of the HGPE policy.

Achieve by year: 2021

PEX Initiative - Providing high quality professional

Initiatives

Effective classroom practice through collaboration

Implementation of Quality Teaching Rounds to foster collaboration and consistency in teacher practice utilising the evidence-based Quality Teaching Model.

- Embedding QTR focus areas into the annual development of professional development plans (PDP) that align to the strategic directions of the school.
- Establish collaborative QTR teams to support teacher performance and development and the design of evidence based pedagogical practice.
- Teachers engage in professional discussion in collaborative networks to improve teaching and learning, professional knowledge and trial future-focused practice.
- Identify expertise within our staff and draw on this to further develop our learning community.

High potential and gifted education

Embed a culture of collective responsibility for identifying and optimising the growth and achievement of students who are High Potential and Gifted across the HPGE domains of creative, intellectual, physical and social-emotional.

- Conduct a whole school audit of existing procedures, programs and practices for HPGE across the four domains.
- Embed sustainable whole-school processes to find the potential, develop the talent and maximise learning.
- Build teacher capacity to have expert contemporary content knowledge and skills to identify effective teaching strategies for HPGE students.
- To complement the development of our school policy, student case studies will be developed specific to the MFHS context. This will enable staff to deepen their understanding of the HPGE policy and

Success criteria for this strategic direction

Teaching Domain (Effective Classroom Practice):

Explicit teaching - A whole school approach 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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teaching Domain (Professional Standards):

Improvement of Practice - The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

Learning Domain (Curriculum):

Differentiation - 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 and parents in planning to support learning, and share expected outcomes.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose to promote teacher efficacy which builds collaborative practice, deep understanding of pedagogy and specific learning needs of HPGE students?

Data: Relevant data will be drawn from the following sources:

- External data: RAP, Scout, TTFM
- Internal data: HIPL Tool (DoE), QTR Impact Report, MFHS School Culture Survey, teaching programs, PDP reviews and evidence collection, HPGE Evaluation & Planning Tool (DoE), School HPGE

Strategic Direction 2: Staff growth through efficacy

Improvement measures

experience, expanding our sphere of influence in St Andrews network schools.

Initiatives

its implications for our students.

PEX Initiative

Providing high quality professional experience at MFHS and expanding the sphere of influence in St Andrews network schools.

- Continue opportunity for MFHS staff and St Andrews network staff to engage in structured mentoring training.
- Increase the intake of pre service teachers.
- Building supervising teacher resource packages.
- Promote the benefits of teaching in public schools through the FTC (Future Teacher Club) program

Evaluation plan for this strategic direction

policy and case studies, Student IEPs, Rainbow Team data that evaluates initiatives and progress

Analysis: Ongoing analysis of the available data will measure the success of initiatives and identify areas of improvement or modification including:

- Regular review of data sources to provide clarity and monitor progress to achieve intended improvement measures.
- Regular professional discussion around the impact of QTR on pedagogical practice

Implications:

The findings of the analysis will inform the future directions and identify areas of greater support.

Strategic Direction 3: School growth through partnerships

Purpose

Our purpose is to embed a culture of collective responsibility to ensure student success by building key relationships that are positive and responsive to community needs. We aim to improve our inclusivity and engagement with all families, students and community partners and to contribute positively to our local and global communities through active student voice and leadership.

Improvement measures

Achieve by year: 2025

Improve the coordination of learning and wellbeing systems and processes, reflective of evidence-based change, to effectively support our Aboriginal and Torres Strait Islander students to achieve their best.

Increase the number of partnerships with Aboriginal and Torres Strait Islander community groups and leadership opportunities for students.

Successfully implement our school's RAP in the classroom, around the school and with the community; and promoting relationships, respect and opportunities.

Achieve by year: 2025

Increase the percentage of student and community participation in all school celebration events.

Sustaining in the key dimension of **Build community and identity** in one of more elements in the School Assessment Tool.

Sustaining in the key dimension of **Collaborate beyond the school** in one of more elements in the School Assessment Tool.

Initiatives

Local citizenship

A Reconciliation Action Plan (RAP) will drive initiatives for our Aboriginal and Torres Strait Islander students and families and raise awareness of their rich culture with our whole school community.

- Establish a RAP Working Group to drive initiatives at a classroom, school and community level.
- Conduct an audit of existing programs and partnerships within and beyond the school community.
- Establish new partnerships within and beyond the school community (forums, student voice, local businesses, NGOs and community service).
- Develop systems to regularly inform parents and carers of their child's learning expectations, individual learning goals, progress and success (PLPs).
- Expand leadership opportunities for the development of student advocacy and belonging.
- Deliver key focus areas of DoE and AECG Partnership Agreement 2020-2030

Global citizenship

School programs and practices are developed to build a welcoming culture of inclusion and belonging for all students and develops leadership capabilities in students who are confident, articulate and skilled global citizens.

- Develop a whole learning community blueprint for student leadership to develop opportunities that reflects and respects diversity within our school community.
- Explore further opportunities to connect with our local community and beyond to provide authentic leadership experiences for students.
- Proactively engage with parent and community

Success criteria for this strategic direction

Leading Domain (Educational Leadership):

Community Engagement - The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Leading Domain (Management Practices and Processes):

Community satisfaction - 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 Domain (School Resources):

Community use of facilities - The school collaborates with the local community where appropriate on decisions about − and access to − school assets and resources, delivering benefit to both the school and the community.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of students' leadership capacity and engagement as active citizens in our community?

Data: Relevant data will be drawn from the following sources:

- External data: TTFM (student & parent)
- Internal data: pre and post survey of student leadership, student voice, School Assessment Tool (Family/School), records of parent engagement in school events/groups, Progress of Narragunnawali RAP documented with at least 14/40 required actions achieved, Rainbow Team data that evaluates initiatives and progress

Strategic Direction 3: School growth through partnerships

Initiatives

leaders to strengthen our partnerships and to collaborate on initiatives and programs to support the whole school community.

Evaluation plan for this strategic direction

Analysis: Ongoing analysis of the available data will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform the future directions and next steps.