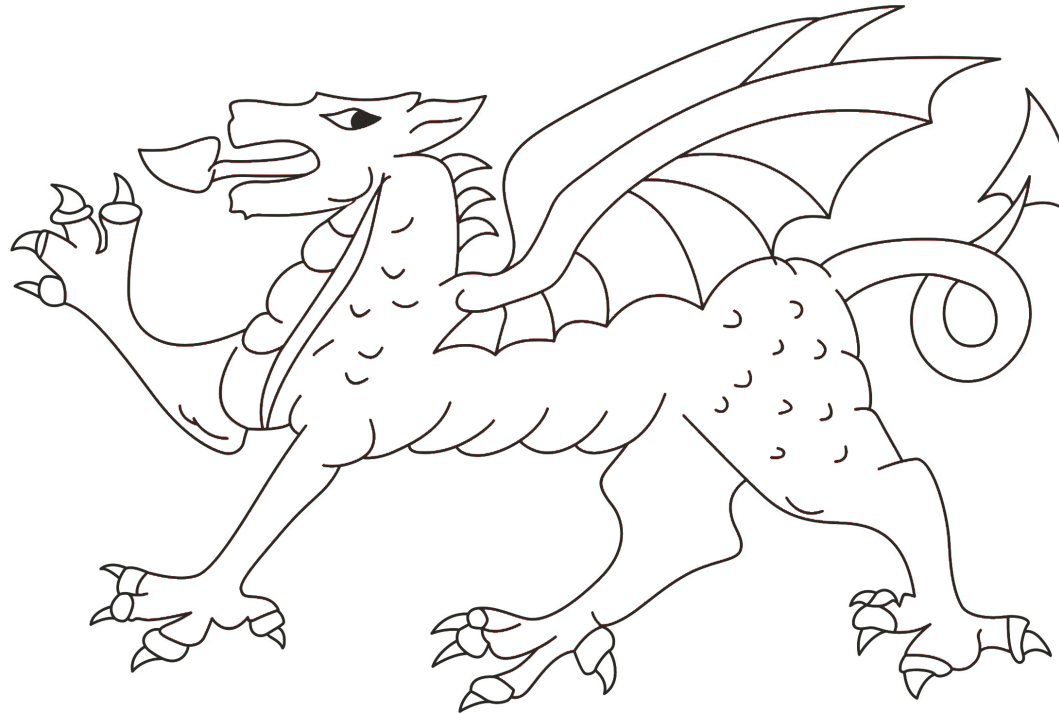


Strategic Improvement Plan 2021-2025

Menai High School 8583



CARE AND COMMITMENT

School vision and context

School vision statement

Menai High School is committed to delivering a holistic education that develops the child, across the cognitive, emotional, social, physical and spiritual domains. The school's shared vision is centred upon developing students who are:

- skilled learners who are literate, numerate, confident, skilled in the use of twenty first century technologies and able to engage in learning at the highest level,
- skilled citizens who make valuable contributions to their communities and who have local, national and global perspectives, and
- students who are skilled for life, equipped with the capacity to communicate, adapt to ever changing circumstances, organise, solve problems, be resilient, contribute effectively to teamwork and live a healthy lifestyle.

Menai High School is committed to the Department of Education's vision to be Australia's best education system and one of the finest in the world. The Strategic Improvement Plan (SIP) includes explicit strategies revolving around collaboration, differentiation, student growth and attainment. Such programs support the 'Premiers Priorities' regarding improved performance in the top two bands in NAPLAN, an increased proportion of Aboriginal students attaining Year 12 and protecting our most vulnerable children.

School context

Menai High School is a co-educational school with an enrolment of 1154 students in 2022. The school has a teaching entitlement of 81 teachers, supported by 13 head teachers, 3 Deputy Principals and 1 Principal. The staff are highly experienced with very small staff turnover. The student population is comprised of approximately 35% LBOTE, 4% EALD and 2% Aboriginal and Torres Strait Islander students. All teachers are qualified and meet the professional requirements for teaching in NSW public schools. The school office staff consists of approximately 14 staff providing effective administrative services to the school community.

Being a Metropolitan School in the Sutherland Shire, the school enjoys the support of its culturally and linguistically diverse community. It also fosters strong partnerships with universities, local networks, businesses and community groups to provide unique and enriching extra curricular opportunities for students. 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 competed at a national level in a variety of Science based competitions and international excursions broadening student experience, fostering global awareness and cultural understanding. Through the recognition of wellbeing initiatives such as World PE Day, National Day of Action Against Bullying and Violence and NAIDOC Week, students develop values and dispositions that enable them to become active and informed citizens.

Menai High School has a history of attaining outstanding HSC results being amongst the top ranked comprehensive schools in the St George/Sutherland Shire region. The school's goal is to maintain high expectations and standards. Situational Analysis has identified a need to target Student Growth in Years 7 - 9 with an emphasis on literacy and numeracy.

To ensure student growth is driven in pursuit of academic excellence, the school is committed to improving effective classroom practices with professional learning being the key to ensuring this. Staff professional learning will centre around developing literacy and numeracy strategies through improved data collection, analysis and use. Disciplined collaboration will ensure that faculties develop ways of deepening the knowledge base of students, underpinned by a belief in individualised and differentiated learning. Situational Analysis conducted by the school indicates Aboriginal and Torres Strait Islander students have exceeded state and Similar School Groups (SSG) in all areas except for writing. In consultation with the Aboriginal Education Consultative Group pre-writing techniques will be developed to enhance storytelling skills and inspire confidence in writing. The school is committed to strengthening effective classroom practices, implementing its Strategic Improvement Plan through evidence based teaching and learning strategies.

Data and teacher feedback continue to emphasise the need to extend high achieving students. Educational leadership, effective differentiation through teaching and learning programs and explicit teaching will be key themes addressed in the Strategic Improvement Plan. These target areas will be underpinned by strong collaborative practices throughout the school to ensure a continued focus on maintaining a positive academic culture based upon high expectations for staff and students.

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of Strategic Direction 1 is to see every student demonstrate growth in literacy and numeracy skills and that every teacher has expertise to teach literacy and numeracy using evidence based, explicit, high impact strategies and monitor individual student progress. As a school strategies will be embedded to meet the needs of students with individualised learning needs, supported by Learning Support Teams and innovative programs to ensure every student reaches their potential in all aspects of their education.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 8 for 2023 compared with Year 8 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 8 for 2023 compared with Year 8 in 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

To increase the percentage of students achieving in the top 2 bands in the HSC to our lower target. **Uplift = 3.5%.**

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Achieve by year: 2025

Increase the percentage of targeted students achieving grade benchmarks or individual learning goals so that equity gaps are closing.

Achieve by year: 2025

Excelling in data analysis and professional standards -

Initiatives

Explicit Teaching of Literacy and Numeracy Across the Curriculum.

We will achieve this through our Literacy and Numeracy project using:

Data in Practice: We will regularly dedicate time to using data effectively. This involves collecting meaningful data, analysing the data to monitor student learning and progress and using this data to make teaching decisions based on our data analysis.

Students will be mapped against the literacy and numeracy progressions and their progress tracked over time to measure the impact of targeted teaching and learning strategies. The literacy team will be trained in the use of Plan 2 and will support teachers across the school to use the Literacy and Numeracy Progressions effectively to plan learning sequences and provide individual student support for improvement.

Explicit teaching: Explicit teaching is when teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Building on the schools formative assessment work, students will be given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of their performance in relation to their literacy and numeracy skills. Teaching Sprints will be used to target areas for improvement in the explicit teaching of literacy and numeracy, beginning with a focus on vocabulary.

Curriculum expertise: High Impact Professional Learning will be implemented to ensure that all teachers become effective teachers of literacy and numeracy across all KLA's.

The NESA Reading and Writing Framework will be used as a guide for teachers to support them in this area to ensure that all students can demonstrate growth in their reading and writing.

Success criteria for this strategic direction

Data use and skills: The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals in literacy and numeracy is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Curriculum: The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with strategic services. Students' learning and courses of study are monitored longitudinally using the literacy and numeracy progressions to ensure continued challenge and maximum learning.

Student performance measures: 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.

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.

Professional Standards - Literacy and Numeracy standards - 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.

Evaluation plan for this strategic direction

Question: Are our students improving in their growth and attainment?

Question: What has been the impact of our focus on

Strategic Direction 1: Student growth and attainment

Improvement measures

literacy and numeracy focus.

Achieve by year: 2025

Excelling in effective classroom practice and curriculum.

Initiatives

Student Growth

We will achieve this through targeted learning support strategies and improvement programs using:

Assessment: Student assessment will be a part of everyday practice and teachers will use assessment to provide students with learning opportunities.

Teachers will design and deliver high-quality formal assessment tasks and work closely with the Learning Support Team to ensure individual learning needs are met.

Data in Practice: We will regularly dedicate time to using data effectively. This involves collecting meaningful data, analysing the data to monitor student learning and progress and using this data to make teaching decisions based on our data analysis.

RAP and Scout data will be used to target needs in Stages 4, 5 and 6. High impact programs will be implemented and monitored to maximise student growth and attainment in NAPLAN and HSC. First area of focus will be HSC subjects where the data suggests HSC results can be lifted via targeted, explicit strategies including the "Aim High" program.

Student growth: We will use quality assessment and data practices to ensure that every student is growing through monitoring for continuous improvement in the HSC, NAPLAN and Valid.

We will design specific improvement programs to target areas identified through our Situational Analysis using evidence based practice and collegial advice and expertise. Through targeted support, for example our Learning Support and Aboriginal and Torres Strait Islander Teams, Individual learning Plans and Personalised Learning Pathways will be developed to help these students achieve or exceed their expected growth.

Evaluation plan for this strategic direction

assessment, data and explicit teaching in literacy and numeracy for both students and staff?

Question: What has been the impact of our explicit strategies on HSC results?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: NAPLAN, HSC, Valid, internal student performance measures (Literacy and Numeracy Progressions), ILPs, EaLD data, teacher feedback, TTFM teacher surveys, student work samples, teaching and learning programs and School Excellence Framework assessments.

Analysis: Data will be analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring that we are maximising teacher collaboration that can be linked to improved student learning outcomes.

Strategic Direction 2: Professional Collaboration

Purpose

The purpose of Strategic Direction 2 is to increase teacher capability through professional learning and collaboration to enhance student learning outcomes. Strong professional practices that foster collaboration in the classroom as a part of teachers' daily work is key in order to ensure teachers are motivated and supported to convert educational theory and evidence based strategies into embedded practices. Through consistent application of wellbeing and discipline policies the school continues to build on a very strong academic culture.

Improvement measures

Wellbeing

Achieve by year: 2023

To increase the percentage of students expressing a positive sense of wellbeing towards the upper bound target. uplift required = 2%.

Attendance (>90%)

Achieve by year: 2023

To increase the percentage of students attending school greater than 90% of the time from to our lower bound target. **Uplift required 7%.**

Achieve by year: 2025

Excelling in learning culture- high expectations.

Achieve by year: 2025

Excelling in learning and development - collaborative practice and feedback

Initiatives

Disciplined Collaboration

We will achieve this through disciplined collaboration including the 3 Rivers project, High Impact Professional Learning (HIPL) and effective leadership programs. This will involve:

Collaboration: Teachers work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality.

School leadership teams will lead all teachers in disciplined collaboration to develop teacher capability across the areas of: explicit teaching of literacy and numeracy and differentiation.

Assessment and Reporting: Staff will make student assessment a part of everyday practice and use assessment to provide students with learning opportunities. They will design and deliver high-quality formal assessment tasks and carefully structure group assessment activities to ensure that students are supported, challenged and able to work together successfully.

Our assessment and reporting policies will be reviewed and updated to reflect best practice and to ensure consistent teacher judgement and reporting across the school..

Academic Culture

We will achieve this through clear and updated policies and practices within our wellbeing team and consistent teacher practice across the school. Areas of focus include:

Wellbeing: The school supports wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

Attendance data will be collected and analysed regularly

Success criteria for this strategic direction

Assessment - whole school monitoring of school assessment: 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.

Learning and Development - collaborative practice and feedback - 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.

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

Learning Culture - High Expectations - The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Evaluation plan for this strategic direction

Question: What has been the impact of our collaborative strategies to enhance teaching practices?

Question: What has been the impact for students and staff through the implementation of our enhanced academic culture with a focus on wellbeing and high expectations?

Question: Do teachers collaborate to evaluate, reflect on and adapt practice?

Question: Have we met our attendance targets?

Data: These data sources will be collected and analysed

Strategic Direction 2: Professional Collaboration

Initiatives

and targeted programs put in place to support student attendance at school to maximise student engagement and achievement.

High Expectations: Teachers promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

We will build on our strong foundation of academic culture across the school to ensure that every teacher and every student grows every year.

Evaluation plan for this strategic direction

by relevant teachers, leaders and teams: TTFM teacher, parent and student surveys, student work samples, student voice (SRC Focus Group), attendance data, wellbeing meeting minutes and policies, teaching and learning programs, assessment and reporting policies and procedures documents and samples, School Excellence Framework assessments.

Analysis: Data will be analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring that we are maximising teacher collaboration that can be linked to improved student learning outcomes.

Strategic Direction 3: Differentiation

Purpose

The purpose of Strategic Direction 3 purpose is to meet the individual learning needs of every student across the full spectrum of abilities. Through high expectations, explicit teaching, effective feedback, formative assessment, collaboration for differentiation the school delivers a meaningful and appropriately challenging curriculum tailored to the needs of each individual student.

Improvement measures

Achieve by year: 2022

Excelling in curriculum - differentiation

Achieve by year: 2025

Increase the percentage of students who achieve in the top 2 bands in NAPLAN Year 7 meeting or exceeding the expected growth in year 9 NAPLAN.

Achieve by year: 2025

Increase the percentage of students who achieve in the top 2 bands in NAPLAN Year 9 meeting or exceeding the expected growth in the HSC.

Achieve by year: 2025

Increased opportunities for High Potential students participating in talent development programs.

Initiatives

High Potential and Gifted Education

We will achieve this through High Impact Professional Learning (HIPL) and effective talent development and learning support programs. High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

High potential and gifted students require tailored resourcing and support to cater for their different learning needs that is responsive to their family, socio-economic status, language and cultural background, health and wellbeing, and geographic location.

We will update our processes and procedures to bring them in line with the Department of Education's High Potential and Gifted Education policy. We will ensure that our identification methods are best practice and that all High Potential and Gifted students are challenged to optimise their growth and achievement.

Differentiation for all students

We will achieve this through High Impact Professional Learning (HIPL) and collaborative practices to ensure:

Data informed practice - differentiation. We will use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.

This will be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

Success criteria for this strategic direction

Curriculum - Differentiation in 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.

High potential and gifted students across all domains have evidence-based talent development to optimise their growth and achievement and this is clearly mapped across the school.

Evaluation plan for this strategic direction

Question: What has been the impact for teachers expanding their use of differentiation strategies?

Question: What has been the impact of differentiation for student learning outcomes?

Question: What has been the impact for our High Potential and Gifted learners through engagement in talent development programs?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: Teaching and Learning programs, samples of adjustments, tracking sheets, teacher feedback, student voice., external data sources (NAPLAN, Valid, HSC), TTFM surveys, student work samples, program evaluations, policy and procedures documents, mapping documents and School Excellence Framework measures.

Analysis: Data will be analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.