

Strategic Improvement Plan 2021-2025

Macarthur Girls High School 8822



School vision and context

School vision statement

Macarthur Girls High School's purpose is to encourage young adults to achieve their personal best and beyond, empowering them with the necessary skills and values to be successful citizens in an ever changing world.

School context

Macarthur Girls High School (MGHS) is located in Parramatta, the demographic centre of Sydney on the banks of the Parramatta River. The school's reputation has created a demand for enrolment. Enrolment for 2022 was 1089. Over 94% of our students are from language backgrounds other than English. Student enrolments reflect the school's very positive reputation in the broader community. New students are drawn from more than 50 primary schools. The NSW Department of Education Enrolment Policy states that MGHS has a ceiling of 1040. Hence, out of area enrolments in Years 8-12 will not be accepted until our total student population is under this cap.

The school's NSW FOEI (family occupation and employment index) for 2022 is 59 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1048 which is higher than the average of 1000. The teaching staff is a strong mix of experienced and new scheme teachers. In 2022, our school has a teaching entitlement of 75.7 staff with an additional 15 school support staff. In addition to our centrally identified positions, MGHS has a number of school funded positions.

The school has been at the forefront of future focused learning for a number of years. It is prepared for changes in teaching methodology and learning spaces required to meet the future skills and capabilities identified for employment. Macarthur Girls High School has been recognised state wide as an exemplar in innovative curriculum design, collaborative learning spaces, an integrated curriculum and STEM (Science, Technology, Engineering, Mathematics) as well as professional learning.

After extensive and consultative evaluations throughout 2021, MGHS's learning community has acknowledged the need to continue its strong focus on knowing our students and knowing how to teach them. These two areas will once again underpin strategic directions with an emphasis on customised learning and wellbeing and collaborative teaching and learning to enhance student growth and attainment.

In 2018, MGHS undertook external validation against the School Excellence Framework and was excelling in all 3 key domains. As a school that achieves excellent value-add results, MGHS will continue driving student performance and growth through a number of whole school and faculty initiatives.

The following three Strategic Directions have been developed to address areas identified through evaluations of data, frameworks and current research, along with the MGHS commitment to continuous improvement.

Strategic Direction 1: Growth and Attainment

The school will maintain and enhance its approach to whole school literacy and numeracy for a student population that is comprised of over 94% language backgrounds other than English. These initiatives, supported by flexible and tied equity funding, will enable the school to address negotiated improvement measures and be accountable for annual measurable growth in every student. External data highlights the need to support more Stage 6 students to achieve in the top two bands in the HSC. MGHS will review and

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improve the current Academic Coaching Course which aims to maximise their potential in the HSC and also provide them with necessary skills and capabilities when preparing for life beyond school.

Strategic Direction 2: Customised Learning and Wellbeing

CESE's What Works Best research shows the correlation between academic outcomes and student wellbeing. MGHS has a holistic and integrated approach to student learning and wellbeing. In response to TTFM data, MGHS will re-design the integrated, whole school wellbeing program to more effectively meet the needs of current students and align with the NSW Wellbeing Framework. As part of the Department's Strategic Plan of every student being known, valued and cared for, all students at MGHS will continue to work collaboratively with staff and parents to develop, work towards and review individual learning goals based on the Australian Core Skills Framework. Staff will be upskilled on how to differentiate and deliver lessons to explicitly teach students from their zone of proximal development.

Strategic Direction 3: Collaborative Classroom Practice

Professional collaboration will allow best practice to be identified and shared across classrooms. The provision of targeted professional learning will be aligned with the Australian Professional Standards for Teachers, SEF and teacher professional development goals. Whole school and Executive professional learning schedules will prioritise evidence-based practices.

To enhance pedagogical practices, identified targeted professional learning has to be provided at the point of need for different career stages. The school will continue to support all staff to learn and grow within the profession, sharing their knowledge and understanding of classroom pedagogies and educational leadership. The school has implemented the position of head teacher pedagogical coach in 2021 to support the design and delivery of targeted professional learning to address identified need. Additionally, MGHS will utilise our expert teachers accredited at higher levels to support the implementation of our professional learning plan, as well as enhancing the classroom practice of colleagues.

MGHS offers students in each Stage an integrated approach to quality learning and wellbeing that promotes the sequential development of 21st Century learning skills. This is based on the Australian Core Skills Framework which students also use to reflect on and identify individual learning goals and enhance their capabilities as lifelong learners. These transferable skills provide foundational learning for success within and beyond school. The school will maintain its fundamental approach to knowing our students and customising learning experiences to ensure one year's growth for each year of learning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in check-in assessment mean scaled score for numeracy in Years 7 and 9 for 2023 compared with Years 7 and 9 in 2022.

Reading growth

Achieve by year: 2023

An increase in check-in assessment mean scaled score for reading in Years 7 and 9 for 2023 compared with Years 7 and 9 in 2022.

Achieve by year: 2022

95% of students achieve progress against MGHS Year Level Expectations based on National Literacy and Numeracy Learning Progressions.

Achieve by year: 2022

>99% of eligible students reach the National Minimum Standards in Reading, Writing and Numeracy before entering Year 12.

Achieve by year: 2023

The school continues to achieve excellent value-added results with students at or above expected growth from years 9-12.

HSC achievement - top 2 bands

Achieve by year: 2023

>51% HSC results in Top 2 Bands.

Initiatives

Highly effective teaching practices - Explicit teaching of Literacy and Numeracy

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas.

Highly effective teaching practices - Data literacy

Whole school adoption of National Literacy and Numeracy Learning Progressions in classroom practices as a measure of student progress.

Highly effective teaching practices - Data use in teaching

All teachers implement evidence-based practices and utilise student data in order to inform their planning and meet the needs of all students.

Highly effective teaching practices - Staff deployment / Curriculum provision

Implementation of whole school initiatives which target literacy and numeracy development of students.

Highly effective teaching practices - Individual learning needs

Planning for learning is informed by sound holistic information about each student's wellbeing and learning.

Highly effective teaching practices - Teaching and learning programs

Effective pedagogy is collaboratively developed and embedded in classroom practices and teaching and learning programs, with a particular focus on Stage 6 practices.

Success criteria for this strategic direction

- Teaching and learning programs and practices include explicit teaching of literacy and numeracy skills to all students which can be measured by improved student progress and achievement data.
- Teachers utilise MGHS Year Level Expectations based on National Literacy and Numeracy Learning Progressions to frame classroom practices and measure student progress.
- Lesson planning is driven by student information including progress and achievement data and provides opportunities for continuous improvement for all students.
- Whole school initiatives such as online literacy and numeracy activities, GROW, diagnostic testing are implemented and lead to improved student outcomes in literacy and numeracy.
- Teachers take responsibility for student learning, wellbeing and success and create a classroom culture of high expectations, belonging and advocacy.
- Enhanced collaboration and Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching (into activities) practices, consistent and reliable student achievement and continuous tracking of student progress and achievement, with a particular focus on Stage 6 programs.

Evaluation plan for this strategic direction

Question: What has been the impact on student growth and attainment of explicit and highly effective teaching and assessment practices which are:

- based on evidence, data, and research
- reflective of the individual needs of all students
- responsive to identified trends in achievement at the individual, group, and whole-school levels
- underpinned by targeted and collaborative professional learning

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2022

>80% students report growth in the identified skills which are underpinned by the MGHS 21st Century Capabilities framework.

Wellbeing

Achieve by year: 2023

>74% of students report high belonging, high expectations, high advocacy in the TTFM and internal surveys.

Attendance (>90%)

Achieve by year: 2023

83% of students attending school 90% of the time or more.

Evaluation plan for this strategic direction

- supported through the strategic use of resources?

Data: External student performance measures (NAPLAN, HSC) - annual and longitudinal; internal student performance measures (Literacy and Numeracy Progressions) - annual growth patterns; modified and differentiated teaching programs; classroom observations; student work samples; TTFM and Sentral wellbeing data.

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: Customised learning and wellbeing

Purpose

Teachers create effective teaching and learning experiences for students which are customised and relative to their individual learning and wellbeing needs. Teachers adjust their teaching to meet students' individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate and to achieve their personal best.

Improvement measures

Achieve by year: 2022

All staff use the student profiles in designing lesson plans and/or teaching and learning programs to differentiate learning for students.

Achieve by year: 2022

100% of staff design, implement and/or modify teaching strategies that are responsive to the learning needs of students from diverse linguistic, socioeconomic and cultural backgrounds.

Achieve by year: 2022

90% of teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Achieve by year: 2022

100% of students have set individual learning goals and identified and used evidence to monitor their ongoing progress.

Achieve by year: 2022

The school continues to achieve excelling against School Excellence Framework theme.

Initiatives

A customised approach - differentiated practice

All teachers are involved in the development/analysis of student profiles and use these regularly to differentiate and customise teaching and learning practices.

A customised approach - data analysis

Teachers support students in setting and pursuing relevant learning goals in all aspects of their education.

A customised approach - teaching and learning programs

Whole school evaluation of teaching and learning programs, beginning with Stage 6, with an emphasis on differentiation, embedded literacy and numeracy strategies and how to support high achieving students.

A customised approach - planning for learning/wellbeing

Whole school initiatives are planned and implemented such as the Stage 6 ACC Course and PRIDE program in order to maximise student outcomes, enhance student skill capabilities and optimise learning progress for all students.

A customised approach - continuous tracking

Change and adjust practice using progressions (YLEs), explicit individual student goals and formative feedback to plot students in differentiated teaching.

Success criteria for this strategic direction

- Teachers are engaged with student profiles and use the data in customising teaching and learning practices
- Teachers select and implement/design relevant teaching strategies based on the identified needs
- Enhanced teaching and learning programs which include evidence of adjustments relative to individual student needs.
- Every student has developed and made measurable progress towards achieving individual learning goals
- Students demonstrate enhanced skill capabilities and learning outcomes through internal and external performance measures that demonstrate a collective responsibility for student learning and wellbeing.
- There is consistent and reliable student assessment as, of and for learning, and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

Question: How well do teachers know their students and how they learn? How has this knowledge impacted on

- differentiated pedagogical practices in the classroom that are responsive to all student needs
- learning and wellbeing outcomes for students
- effective partnerships that support educational aspirations of all students
- development of a collective responsibility for student learning and wellbeing which is supported by a planned approach
- the modification of teaching practices
- the identification and use of the most effective teaching strategies?

D: Modified teaching and learning programs, whole school PRIDE/wellbeing program, classroom observations, student work samples, staff/student surveys, TTFM survey data, student learning profiles, student learning goals, learning partnerships/parent survey data, Teach

Strategic Direction 2: Customised learning and wellbeing

Evaluation plan for this strategic direction

Every Student WebApp data, RAP/NAPLAN/VALID data.

A: Analyse the data to determine the extent to which the purpose has been achieved

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

Strategic Direction 3: Collaborative classroom practice

Purpose

Teachers identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Professional learning is aligned with the Strategic Improvement Plan and its impact on the quality of student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice and drive ongoing student outcomes.

Improvement measures

Achieve by year: 2022

All teachers provide feedback which is timely, effective and appropriate to students about their achievement and informs future classroom practice.

Achieve by year: 2022

100% of teachers participate in observations based on the Quality Teaching Model with an emphasis on identified elements.

Achieve by year: 2022

100% of teachers utilise lesson intent and success criteria in their lessons in order to establish and monitor explicit, challenging and achievable learning goals for all students.

Achieve by year: 2022

100% of teachers implement the most effective evidence-based and explicit teaching methods in order to meet the needs of all students.

Achieve by year: 2022

The school continues to promote and support the attainment of higher level accreditation with an increased number of accredited teachers to support and lead colleagues.

Achieve by year: 2022

100% of teachers participate in collaborative practices

Initiatives

Continuous Improvement - Quality Teaching Model

All teachers have an increased understanding of the Quality Teaching Model and improve their practices based on self-reflection and colleagues' feedback.

Continuous Improvement - Formative Assessment

Teachers use assessment flexibly and responsively as an integral part of daily instruction and formative assessment is practised expertly by teachers.

Continuous Improvement - Feedback

Student feedback is elicited by teachers and informs their teaching. 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.

Continuous Improvement - Lesson Planning

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Lesson planning references student information including progress and achievement data, providing continuous improvement for all students, across the full range of abilities.

Continuous Improvement - Lesson Intent/Success Criteria

Explicit teaching practices are used by all teachers to 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.

Continuous Improvement - Improvement of Practice

Teacher performance is measured against the Australian Professional Standards for Teachers at relevant career stages and teachers implement principles of evaluative thinking in order to monitor the impact of programs and approaches and improve practice as required.

Success criteria for this strategic direction

- Quality Teaching Model is used as a basis for teacher self-reflection and development. There is an increased number of teachers working with colleagues by participating in Quality Teaching Rounds.
- Teachers consistently employ strategies as part of everyday practice to gather student feedback and confirm that students learn what is taught and demonstrate understanding.
- Teachers regularly use student feedback to inform their teaching practice.
- Teachers employ effective feedback which provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes.
- Teaching and learning programs provide evidence of systematic lesson planning which includes references to relevant student information and incorporates differentiated activities to engage students across the full range of abilities and lead to measurable progress.
- Lessons incorporate explicit teaching methods including the use of lesson intent and success criteria as part of everyday classroom practice. Students are able to articulate the significance of their learning and how to measure their own success and understanding.
- Teachers use the Australian Professional Standards for Teachers regularly to self-reflect on their practice and the impact they are having on colleagues and student outcomes.
- Teachers work collaboratively to support and enhance pedagogical practices, resulting in a school-wide culture of continuous improvement and enhanced student outcomes.

Evaluation plan for this strategic direction

Question: How effectively have we built the capacity of teaching staff at MGHS to ensure every student

Strategic Direction 3: Collaborative classroom practice

Improvement measures

including professional dialogue, collaboration, classroom observations, modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation plan for this strategic direction

experiences high-quality teaching through

- identification, promotion, and modelling of evidence-based teaching methods;
- mentoring and coaching support;
- the use of formative assessment and student feedback to inform future teaching;
- systematically planned lessons accommodating and adjusting for individual student learning needs
- identified and explicit teaching strategies?

Data: Teaching programs with a focus on lesson intent and success criteria; modified lesson plans based on student feedback; exit slips; professional learning evaluations; student work samples; staff/student surveys; TTFM survey data.

A: Analyse the data to determine the extent to which the purpose has been achieved

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