



Strategic Improvement Plan 2021-2024

Murrumbidgee Regional High School 8917



School vision and context

School vision statement

At Murrumbidgee Regional High School, we aspire to be among the highest performing comprehensive public high schools in New South Wales, through a relentless focus on achieving excellence for our students, staff and community.

School context

Murrumbidgee Regional High School is a large, 7-12 comprehensive secondary school in Griffith with 1200 students, including 12% Aboriginal and 22% Pacifica students, as such we have two Clontarf Academies, an Aboriginal Learning and Engagement Centre.

Our school is situated across two sites, both offering a comprehensive 7-12 curriculum, largely aligned to provide improved student choice and opportunities for specialisation. There is a growing reliance on technology and innovation to connect senior courses to enable greater collaboration between teachers and students. The school has a strong academic and vocational curriculum with a focus on the development of capabilities, innovation and evidence informed practice. The school is renowned for and extremely proud of its strong community support. There is an emphasis on learning and career pathways with a focus on hospitality, engineering and agriculture to meet the growing employment opportunities in Griffith.

Our school is very well resourced, with the ability to employ a significant number of staff above establishment. including up to five teaching staff, two deputy principals, two head teachers Learning and Support, a Head Teacher VET, an Instructional Leader and STEM coordinator who works across our partner primary schools and with other primary and secondary schools in the local area.

We set high expectations for ourselves to ensure all students and their families feel a genuine sense of belonging and connection to our school, through clear and consistent communication, underpinned by rigorous systems to support high quality teaching, learning and wellbeing.

Our success will be measured by the partnerships we forge with our students, families and broader community to create lifelong, agile and resilient learners fully equipped to flourish in life after school.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that we know our students and target their individualised learning and growth through explicit and research informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through the use of student assessment data and school driven professional learning to inform teaching.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands for numeracy (8%) and Reading (7%) from the system negotiated baseline.

Expected growth for students in NAPLAN Numeracy (11%) and Literacy (12%)

Target year: 2022

Improvement in the percentage of Aboriginal students in the top three bands for Numeracy by (9%) and Reading by (8%) from system negotiated baseline.

Initiatives

Directed Professional Learning

All teachers are supported through targeted and directed professional learning to explicitly teach reading and numeracy to students at all levels of achievement, in all subject areas.

Data Use in Effective Classroom Practice

A whole school approach is developed to support teachers in developing a full range of assessment strategies (formative and summative) to identify the learning needs of individual students,

Success criteria for this strategic direction

Success will be measured by improved student progress against the learning progressions and against external achievement data.

All Teaching and Learning programs will demonstrate differentiated, evidenced based teaching strategies designed to optimise learning progress for all students.

Explicit processes are in place to support consistent teacher judgement and moderation of assessment through a variety of assessment methods to evaluate student learning that lead to measurable improvement.

Professional learning is aligned to the Strategic Improvement Plan and its impact on quality teaching and student learning outcomes is evaluated.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose?

Data: Staff PDP's; Learning Progressions (PLAN2); NAPLAN; Classroom Observations; Professional Learning Feedback and Staff Survey

Analysis: Embedded through progress and implementation monitoring.

Implications: Progress monitoring will need to be undertaken regularly and rigorously to determine future directions.

Strategic Direction 2: Flourish

Purpose

Our purpose is to create a school where every student is known, valued and cared for enabling them to flourish as a result of streamlined systems and a holistic approach to student wellbeing.

Improvement measures

Target year: 2022

70% of the students attending school 90% of the time or more

Target year: 2022

TTFM

Student advocacy - 75% of students with positive wellbeing

Expectations for Success (High Expectations) - 85% of students with positive wellbeing

Initiatives

A planned approach to wellbeing and attendance

Implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning though improved attendance.

Individual Learning Needs

Development of a school-wide process to inform sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Success criteria for this strategic direction

A high functioning, dynamic Flourish Team has been established with a relentless focus on developing and embedding systems aimed at improving student wellbeing.

Success will be measured by improved student attendance across all year groups, where students are engaged and experiencing success.

Students will be regularly demonstrating positive and respectful relationships with staff and other students.

Students and staff will be able to clearly articulate the agreed high expectations we have established sharing collective responsibility for student learning and success.

Evaluation plan for this strategic direction

Question: What has been the impact of the establishment of our new holistic wellbeing program?

Data: Attendance, suspension, Sentral, TTFM, Internal YA Surveys, student, teacher and parent feedback. Year Advisor and DP feedback

Analysis: Embedded through progress and implementation monitoring.

Implications: Progress monitoring will need to be undertaken regularly and rigorously to determine future directions. Year Advisors and DP's will require professional learning and support to gain a greater understanding of evaluative practice.

Strategic Direction 3: Innovation through Collaboration

Purpose

Our purpose is to create a school where all stakeholders collaborate to feel part of an engaging, challenging and dynamic learning environment.

Improvement measures

Target year: 2022

Improvement in the percentage of HSC course results in top 3 bands from 51% to 60%.

Target year: 2022

TTFM

Sense of Belonging - 80% of students with positive wellbeing.

Target year: 2024

80% of staff agree or strongly agree that morale among staff is good.

Initiatives

Collaborative practice and feedback

Structures are developed to facilitate professional dialogue, collaboration, classroom observation, the modelling of innovative practice and the provision of specific and timely feedback between teachers.

Transitions and Continuity of Learning

The school develops structures that encourage strong collaboration between parents, students and the community that inform and support continuity of learning for all students at all transition points.

Team MRHS - bringing us together!

Creation of Team MRHS to research, create and implement an innovative approach to student and teacher collaboration across the entire school community.

Success criteria for this strategic direction

The school's extra curricula provision supports high expectations for student learning and engagement. Students readily identify their houses and demonstrate robust and enthusiastic support for their team.

Students are regularly provided with opportunities to work closely with their peers from across the school towards shared goals and targets.

Staff enthusiastically, professionally and respectfully collaborate to enhance their own performance and that of their students.

Evaluation plan for this strategic direction

Question: Has the implementation of this strategic direction demonstrated any evidence of success for students or staff?

Data: TTFM, Community, student and staff feedback and observation.

Analysis: Embedded through progress and implementation monitoring.

Implications: Progress monitoring will need to be undertaken regularly and rigorously to determine future directions.