# Strategic Improvement Plan 2022-2026

## Merrylands High School 8227

# School vision and context

## School vision statement

At Merrylands High School, we strive to create a culture of excellence where improvements in teaching and learning are constantly realised. We are committed to establishing a rich learning culture and maintaining an environment of inclusion and diversity, where students can thrive.

Every teacher will be challenged to continually refine their practice, with a focus on explicit teaching. Staff are encouraged to maintain high expectations of themselves and the students and will be supported through a climate of collaboration. We value meaningful and fluid communication between all members of the school community and will prioritise improved mechanisms to disseminate and receive feedback.

## School context

Merrylands High School is a comprehensive High School in Sydney's South West with a growing population that currently sits at approximately 900 students. The school is proud to celebrate its cultural and linguistic diversity, with 85.4% of students having a non-English speaking background shared across a total of 55 unique languages. The school has six support classes, three Multi-Categorical and three Autism classes. The highly skilled teachers of the support unit demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability.

In 2022, the school's staffing entitlement was 74.3 teaching staff and 17.882 non-teaching staff. 15.8% of teaching staff are in their first four years of practice. The school has a rigorous program to support and mentor 16 beginning and early career teachers.

Our school also strategically involves parents in their child's learning. By sharing responsibility for student learning, the school has created an environment where students feel motivated to learn and reach their full potential.

### Strategic Direction 1: Student Growth and Attainment

In order to improve student learning outcomes and to achieve system-negotiated targets in the areas of literacy and numeracy, a focus on data-driven teaching practice will be prioritised. This will significantly increase the data literacy capabilities of all staff to access, analyse and interpret reliable and valid indicators of student performance and in turn, inform necessary interventions, including effective planning, programming and the delivery of differentiated teaching strategies to improve student learning outcomes.

### Strategic Direction 2: Collaborative Practice

By sharing expertise through innovative, research-based collaborative approaches(Quality Teaching Rounds), teachers will improve classroom practice and student results. A consistent implementation of whole school literacy, numeracy  strategies through professional learning teams will embed effective and appropriate practice, leading to improvements in literacy and numeracy.

### Strategic Direction 3: Effective Feedback

Merrylands High School will engender a rich culture of feedback, whereby students will receive constant feedback about their learning. Consistent, whole school approaches towards assessment, including the analysis of data sources will strengthen the quality of feedback provided to students. Effective responses to formative and summative assessment and consistent judgement and moderation of assessment will optimise learning for all students.

# 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 professional learning and use of student assessment data to inform classroom practice.

## Improvement measures

### Reading growth
Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for Reading in Year 7 and 9 in 2023 compared to Year 7 and 9 in 2022.

### Numeracy growth
Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for Numeracy in Year 7 and 9 in 2023 compared to Year 7 and 9 in 2022.

### HSC achievement - top 3 bands
Achieve by year: 2023

Improvement in the percentage of HSC course results in top three bands by 6.7%.

## Initiatives

### Data-driven teaching practice

Increase the data literacy capabilities of all staff to access, analyse and interpret reliable and valid indicators of student performance.

- This will include the provision of High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff to build data capabilities.
- Staff will collaborate to employ data to identify the need for interventions and plan for, program and deliver differentiated teaching strategies with increased effectiveness.
- Establish a school culture in which teachers confidently use data to improve student learning outcomes.

### Explicit Teaching Practice

A whole-school approach will create a common language amongst staff to ensure consistent use of explicit teaching practices, focusing on well-planned lessons that offer guidance and support.

- A whole-school approach embracing evidence-based teaching practices will maximise student achievement across the full range of abilities.
- Through research, professional learning opportunities and the modeling of effective explicit teaching strategies, teachers will adopt whole school interventions maximising student learning and growth.

## Success criteria for this strategic direction

All staff are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (SEF-Effective Classroom Practice and Student Performance Measures).

Student assessment data is used school-wide to identify students' achievement and progress, in order to reflect on teaching effectiveness and inform future school directions (SEF-Data Skills and Use).

## Evaluation plan for this strategic direction

**Question:**

To what extent have teachers' data literacy skill development contributed to improvements in student learning attainment?

To what extent have the targeted approaches addressed the needs of identified student groups and led to improvements in student learning attainment?

**Data:**

Check In Assessment, Survey, internal assessments, external assessments, reports on SCOUT and PLAN2 (V3) access, EAL/D data, HSC data, collection survey, document analysis, student voice, MHS Teaching and Learning Survey.

**Analysis:**

Analysis of Check In Assessment ,Literacy & Numeracy Progression V3, survey data and evaluations of PL feedback.

Annual assessment of Check In Assessment, internal and external data sources (PLAN2 V3, NAPLAN, HSC).

**Implications:**

Findings from the analysis will inform:

## Evaluation plan for this strategic direction

- Future actions
- Annual Report
- The development of new or additional targeted classes/approaches.

## Purpose

Collaborative and applied professional learning strengthens teaching practice, which is driven by identified student needs. Professional Learning is designed to meet student needs, identified through analysis of current system, school and classroom data about progress and achievement. Teachers work together, propelled and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing progress and achievement.

Our purpose is to develop staff capacity as quality teachers and instructional leaders through, the interpretation, analysis and application of internal and external data, a dedication to collaborative practice and a commitment to providing, seeking and applying feedback.

## Improvement measures

Achieve by year: 2026

100% teachers completing Quality Teaching Rounds (QTR) training across the three dimensions of pedagogy (Intellectual Quality, Quality Learning Environment and Significance).

Achieve by year: 2026

## Initiatives

### Expertise and Innovation

Research-based collaborative approaches will be employed to improve the quality of teaching practice. The Professional Development Plan process will be leveraged to support peer observation, collaboration and reflection to enhance individual teacher's classroom practice and in-turn, student results.

Fundamental to this will be the introduction of structured collaborative practices, including QTR and Learning Walks.

### Professional Learning Community

An integrated and embedded approach to ongoing professional learning across the school will strengthen practice and embed a common understanding of whole-school approaches to teaching and learning. High-quality collaborative practice will harness the expertise of staff at Merrylands High School, critical to improving teacher quality and student outcomes.

- Professional learning teams for literacy and numeracy will consistently lead whole-school implementation of numeracy and literacy strategies (RISKS and Super 6). This includes ongoing professional learning to faculties across the school to incorporate these strategies into teaching and learning programs.

## Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, peer observation and feedback, 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 (SEF-Collaborative practice and feedback).

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers (SEF-Coaching and mentoring).

All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF-Expertise and Innovation).

## Evaluation plan for this strategic direction

**Questions:**

To what extent have the QTRs improved teaching practice? What has been the impact of the Professional Learning teams across the school?

**Data:**

PDPs, pre-assessment, feedback, QTR coding/reflection sheets/survey-feedback, teaching resources, student work samples.

**Analysis:**

Analysis of the data sources above will be used to determine the effectiveness of the two initiatives in driving collaborative practice amongst teachers.

**Implications:**

Findings from the analysis will inform future actions including additional professional learning.

# Strategic Direction 3: Effective Feedback

## Purpose

Feedback is a key element in driving ongoing learning, assessment and reporting. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. Effective feedback to students (from teachers and peers) enables them to understand how to progress from their current state of knowledge and skills to increased proficiency and complexity.

Effective feedback to teachers (from students) ensures that teachers understand student learning preferences and enables them to make more effective decisions about classroom teaching and learning.

## Improvement measures

**Attendance >90%**
Achieve by year: 2023

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students to uplift student attendance data. The school community celebrates regular and improved attendance.

Achieve by year: 2023

100% teachers will use formative assessment to understand student learning progress and plan for future learning.

## Initiatives

### Culture of Feedback

Merrylands High School will develop a whole-school approach to feedback, based on research. This will provide a consistent experience for all students and promote a common language for teachers to discuss student progress and outcomes.

- Establish a rich culture where students can improve by receiving constant feedback about their learning.
- Teachers will refine strategies that encourage students to self-assess, reflect and monitor their work.
- Teachers will elicit feedback from students, constantly finding ways to know how every student learns best.

### Assessment

A focus on effective formative assessment practices that will empower teachers to make adjustments and respond to student learning and understanding. Teacher feedback will be used to communicate assessment information and to provide advice on student improvement. The school will embed processes for ongoing collaborative data analysis, leading to the setting of clear targets that address the next steps in student learning.

- Analysis of data sources and other student progress measures will strengthen feedback provided, in order to improve student learning outcomes.
- Teachers will embed formative assessment practices in the classroom.
- Whole school approaches on effective assessment, consistent judgement and moderation of assessment.

## Success criteria for this strategic direction

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school elicits feedback on its reporting from parents (SEF-Parent Engagement).

Feedback from students on their learning derived from assessments (formative and summative) informs further teaching (SEF-Student Engagement).

Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF-Feedback).

## Evaluation plan for this strategic direction

**Questions:**

To what extent is teacher feedback improving student outcomes? How has teaching practice been enhanced through student feedback and assessment?

**Data:**

Student feedback to teachers, annotations on student work, reports to parents, student voice, completed feedback templates, MHS Teaching and Learning Survey and TTFM.

**Analysis:**

Analysis of the data sources above will support further improvements to feedback, assessment and reporting practices.

Comparison of reports to parents/carers will be used to assess improvements in language to explain student progress.

**Implications:**

Findings from the analysis will inform future actions.