

Strategic Improvement Plan 2022-2026

Model Farms High School 8499



School vision and context

School vision statement

Model Farms High School's vision is to be collaborative partners in learning, empowering all students to become confident, resilient, self-directed and successful learners.

The school is committed to providing best practice quality teaching, so that students achieve their personal best in all endeavours. In partnership with our school community, Model Farms High School seeks to foster a culture of positive, respectful relationships and high expectations.

To achieve excellence and prepare students for tertiary study and employment, we build strong foundations in literacy, numeracy and content knowledge, underpinned by confidence in each student's ability to critically self-reflect and challenge themselves for further growth.

School context

Model Farms High School is a large co-educational, comprehensive high school in north-western Sydney, with an enrolment of 1093 students, including 1% Aboriginal students and 16% who use English as an additional language or dialect (EAL/D). The school has an established record of excellence in academic and sporting pursuits as well as diverse programs in the area of creative and performing arts.

The school includes a support unit of four classes, with three Autism Spectrum Disorder classes and a Moderate Intellectual Disability class. Model Farms High School enjoys a positive community profile based on its broad curriculum including Agriculture, effective wellbeing programs and wide range of extra-curricular activities.

The school's staffing entitlement in 2022 was 78.7 classroom teachers and 18.6 non teaching staff. Through equity funding, the school employed four Student Learning and Support Officers (SLSOs). The school's equity funding was also spent on supporting students' literacy skills through programs such as MacqLit and small group instruction. Other equity funding will support a mentoring program for new and beginning teachers, EAL/D students and those significantly impacted by COVID in 2020 and 2021.

The school is committed to continually improving effective classroom practice, with staff professional learning being a highly important driver. This learning will focus on literacy, numeracy, high potential and gifted education (HPGE) and differentiation, as these elements underpin student learning, engagement and achievement.

Model Farms High School has started to implement a number of wellbeing initiatives, including the 'My Strengths' program, which helps students to identify and capitalise on their personal strengths within a positive psychology framework. We have also been using 'Snap shot' surveys to identify students with additional wellbeing needs. Through an ongoing process of analysis and evaluation, the school will review the efficacy of our programs and invest in strategies which are most effective in identifying students' needs and fostering early, tiered interventions.

Model Farms High School will implement literacy (reading and writing) and numeracy strategies to assist all students' understanding, and use targeted interventions for those needing greater assistance. The school will also work closely with our community to enhance the percentage of students attending more than 90% of the time.

There will be a focus on Higher School Certificate performance, including staff professional learning around high expectations and strategies to turn Band 5 and 6 potential into performance. Each faculty is developing strategies to achieve individual and group growth through the deep analysis of data.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and to build strong foundations for success, the school community will establish a culture of aspirational expectations. Teachers will confidently use data to evaluate their effectiveness and reflectively adapt their teaching to respond to the learning needs of individual students.

Improvement measures

Numeracy growth

Achieve by year: 2023

Year 8 students demonstrate numeracy growth between the 2022 and 2023 cohort, using Term 4 PAT testing as a key data point.

HSC achievement - top 2 bands

Achieve by year: 2023

At least 39% of students achieve in the top 2 bands for the HSC.

Reading growth

Achieve by year: 2023

Year 8 students demonstrate growth in reading skills between the 2022 and 2023 cohort, using Term 4 PAT testing as a key data point.

Initiatives

Literacy and Numeracy

Staff across all KLAs will explicitly teach literacy and numeracy skills to students from Stage 4-6. We will:

- Use an instructional leadership model to provide shoulder to shoulder support, mentoring, data analysis and lesson design to support school leaders, faculties and teams to embed literacy and numeracy capabilities across all KLAs.
- Use a distributed leadership model to deliver high impact professional learning and further build the capability of staff, both within faculties and across the school.
- Build our teachers' capability to analyse and interpret school-based assessment, NAPLAN and RAP data and differentiate their practice to meet the learning needs of students across the full range of abilities.
- Build and sustain a collaborative practice that improves teacher quality in literacy, including explicitly teaching vocabulary, fluency and comprehension strategies.
- Sustain the use of whole school strategies, such as PEEL, ALARM and Worked Examples/Models, to guide and support students towards meeting high expectations.
- Establish an effective collaborative practice that improves teacher quality in explicitly teaching numeracy.

High Academic Expectations

Staff, students and the wider school community will share high expectations for student engagement and learning. We will:

- Regularly collect formative assessment data to inform teaching practice and respond to individual student learning needs.
- Use external assessment data to reflect on student achievement and progress and to evaluate teaching efficacy.
- Continuously develop the rich, subject-specific

Success criteria for this strategic direction

- The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- 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 identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- 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.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- All faculties embed reading comprehension strategies and explicit teaching of vocabulary in their lesson content.
- 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. 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.
- 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.

Strategic Direction 1: Student growth and attainment

Initiatives

- knowledge, understanding and skills of both students and staff through high impact professional learning and collaborative practice.
- Use explicit teaching practices that promote a culture of high expectations, so that all students are challenged and engaged, including EALD students, those with learning difficulties, students with disabilities and high potential and gifted students.
- Embed Learning Intentions and Success Criteria (LISC) across all faculties to make consistent judgements, provide effective feedback and increase teacher efficacy.
- Provide instructional leadership to support teacher development through collaboration within and across faculty areas.

Success criteria for this strategic direction

- Teachers consistently use a variety of strategies to engage and challenge all learners.

Evaluation plan for this strategic direction

Questions

- To what extent has an instructional leadership model been used to build the capacity of literacy and numeracy leaders across the school?
- To what extent has the distributed leadership model been used to build the capacity teachers and enable them to provide explicit literacy instruction?
- To what extent have these models affected student data?

Data

- Teacher surveys/student surveys
- Literacy, Numeracy and Explicit Quality Teaching team minutes
- Student work samples
- External student performance measures (e.g. NAPLAN)
- Internal student performance measures
- Teaching programs
- Classroom observations

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: Highly Effective Teaching Practices

Purpose

The school's Situational Analysis identified the need for establishing effective conditions for learning where classrooms are dynamic, engaging, well managed and have high expectations. Teachers use data to determine where their students are in their learning and to develop future individual curriculum goals to achieve their personal best.

Improvement measures

Achieve by year: 2022

The school caters for the needs of all HPG students, and is working towards 'sustaining and growing' in the School Excellence Framework's 'Learning: Curriculum'.

Achieve by year: 2024

Surveys indicate a 30% increase in student and staff awareness of our school values.

Initiatives

High Potential and Gifted students

Teachers will use effective, explicit, evidence-based teaching strategies to create optimal learning environments, where all students - including high potential and gifted students - are challenged to achieve their educational potential. We will:

- Resource high impact professional learning, so teachers have an understanding of the DoE's HPGE policy and know the learning characteristics and needs of HPG students.
- Develop teachers' ability to identify HPG students.
- Differentiate lesson content and delivery to support HPG students to turn potential into performance.
- Review whole school systems for identifying, differentiating, assessing and catering for HPG students.

School Values

Teachers will build quality relationships with students and foster a safe, positive and stimulating learning environment that maximises effective learning time to achieve students' personal best. We will:

- Develop a common language of school values that bring together students, staff, parents and the community in fostering high expectations, positive and respectful relationships.
- Develop and explicitly communicate clear expectations of students and staff.
- Embed best practice classroom management (from What Works Best) to develop high quality student-teacher relationships.

Success criteria for this strategic direction

- The HPG team has participated in high impact professional learning, and has facilitated the delivery of PL to the rest of the teaching staff.
- Staff are aware of and have closely engaged with the DoE's HPG policy.
- Staff know the learning characteristics and needs of HPG students and are able to identify HPG learners.
- Teachers can differentiate syllabus content and delivery to cater for HPG students.
- The HPGE team oversee school-wide identification and progress monitoring of HPG students.
- The HPGE team audit current programs and initiatives, do gap analyses and determine suitable strategies and programs to assist HPGs to reach their full potential.
- Positive, respectful relationships are evident and widespread among students and staff.
- Student and staff wellbeing is prioritised to ensure optimum conditions for learning across the whole school.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Evaluation plan for this strategic direction

Questions

- To what extent can teachers effectively identify HPG students and differentiate delivery, the curriculum and the learning environment to meet their needs?
- To what extent has the school collaborated with all

Strategic Direction 2: Highly Effective Teaching Practices

Evaluation plan for this strategic direction

stakeholders to effectively communicate our school values and shared expectations?

Data

- Lesson observations
- Sentral data
- Work samples
- Student surveys/focus groups
- External student performance measures - NAPLAN data, HSC data
- School based assessment

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 3: Wellbeing and Connectedness

Purpose

Students who are known, valued and cared for are healthy, happy, engaged and successful learners. Research demonstrates a strong correlation between attendance, academic attainment and positive wellbeing. Wellbeing and learning are inextricably linked and the school will use effective evidence-based initiatives and strategies to enhance student learning outcomes.

Improvement measures

Attendance >90%

Achieve by year: 2023

Attendance data shows that at least 82% of students attend school at least 90% of the time.

Wellbeing

Achieve by year: 2023

At least 67% of students report positive wellbeing as a result of high expectations for success, advocacy and a sense of belonging at school.

Initiatives

Student wellbeing (Snapshot)

Students achieve at school and in the community when they feel that they belong, can advocate for themselves and are capable of success. To identify and provide early intervention for student wellbeing needs, we will:

- Identify wellbeing concerns through the use of the FORGE wellbeing platform (or from 2023, use of "Snapshot" surveys).
- Analyse individual and cohort data.
- Provide early intervention strategies for identified students.
- Promote and normalise student help-seeking measures.
- Explicitly teach students about risk, by advocating for safe, pro-social risk-taking behaviours and discouraging dangerous and anti-social risk taking behaviours (e.g. vaping).
- Review the efficacy and cost/benefit of current wellbeing programs.

Student Strengths (My Strengths)

Positive student wellbeing is achieved when students, staff and caregivers work in partnership to promote a supportive environment where students can connect, succeed and thrive. To help students to identify and build on their strengths, we will:

- Embed the 'My Resilience' program into the overall Year 7 and 8 wellbeing program.
- Run 'My Strengths' within the Year 10 wellbeing program.
- Administer 'My Futures' within the Year 11 wellbeing program.
- Refine our whole school and targeted attendance education program, enhancing connectedness and a culture of high expectations. This will be achieved by individual interventions, strengthened partnerships

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- 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.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Students are motivated and engaged learners who self assess and seek feedback from teachers and peers.

Evaluation plan for this strategic direction

Questions

- To what extent has the implementation of wellbeing surveys, early intervention and proactive wellbeing programs resulted in an uplift in student wellbeing data?
- To what extent has positive student wellbeing affected the percentage of students attending school at least 90% of the time?

Data

Strategic Direction 3: Wellbeing and Connectedness

Initiatives

- with families and regular explicit communications with the community.
 - Continued refinement of wellbeing and leadership pathway programs, to improve expectations for success, advocacy and sense of belonging at school.
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Evaluation plan for this strategic direction

- Tell Them From Me data - student and parent surveys
- Attendance data
- Snapshot data
- Student surveys
- Sentral 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.