

Strategic Improvement Plan 2023-2026

Moss Vale High School 8388



School vision and context

School vision statement

At Moss Vale High School, we are committed to providing an inclusive educational environment where positive, respectful relationships are evident and fostered among students and staff. Students are supported in achieving personal and academic success through a school wide focus on explicit teaching, high expectations, building staff capacity and student wellbeing programs. The school's Positive Behaviour for Success and Learning for Success initiatives promote a collective responsibility for student learning and improvement. Our positive school culture is built on strong values, promoting awareness of social justice issues and the belief that all our students can become successful global citizens.

School context

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of 795 students and 47 Aboriginal and/or Torres Strait Islander students. Our school motto is Truth and Honour. Positive Behaviour for Success (PBS) underpins student wellbeing with our expectations for our school community being Safe, Respectful and Responsible behaviour. The PBS initiative has had a significant impact across the school community and has enabled us to build on our positive culture at Moss Vale High School. All staff are involved in explicitly teaching lessons linked to our PBS values.

The school's other key initiative is Learning for Success and is focused on building student capacity to learn. This is achieved by explicitly teaching dispositions and habits within the existing programs and practices at Moss Vale High School to develop a learning culture that enables everyone to be self-aware in their learning, use the language and dispositions of successful learners and share a belief that intelligence is learnable and expandable.

The school has a Support Unit containing I.O., Autism and Multi-categorical classes.

Moss Vale High School has an expansive curriculum that supports the learning needs of students across all key learning areas. The school shows great leadership in literacy and numeracy, the creative and performing arts, sport, agriculture, the Duke of Edinburgh program and Aboriginal education. The school has a highly functioning Learning and Wellbeing Team.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through data analysis and strategic teaching and learning strategies which underpins our belief in individualised and differentiated learning.

Learning & Support works with students throughout mainstream prioritising the allocation of SLSO resources, applying for funding and specialist environments as appropriate. Referrals for student support are received from staff, students self-identifying, parents, and from primary schools through a comprehensive transition process.

The school's strategic directions focus on Student Attainment and Growth, Student Wellbeing and Engagement and Senior Student Pathways.

Moss Vale High School is an important and active member of the Moss Vale Community of Schools.

Moss Vale High School has a highly dedicated and committed staff that is instrumental in providing quality education for all students. With a staff mix of experienced and early career teachers, opportunities for students across a wide range of extracurricular activities are offered.

The school experiences strong community support and has highly developed community partnerships. The Parents and Citizens Association is actively involved in the school, and

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community volunteering is an important component of school culture.

Strategic Direction 1: Student growth and attainment

Purpose

Students are supported in achieving academic success through the continued development of skills in literacy and numeracy from stages 4 to 6. This will be promoted by a whole school focus on explicit teaching, feedback and data analysis.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Years 8 and 9 for 2024 compared with Years 7 and 8 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Years 8 and 9 for 2024 compared with Years 7 and 8 in 2023.

Initiatives

Improving Reading and Numeracy

Strengthen the targeted approach of evidence based teaching strategies to assess and map current targeted numeracy and reading programs. Effective analysis of student data to help teachers identify areas in which students' learning needs may require additional attention and development.

- Establish literacy and numeracy team to work with teachers using data to monitor and assess student progress.
- Embed evaluative processes for utilising student progress and achievement data to measure impact.
- High impact professional learning on the use of Sensational Seven strategies to improve reading.
- High impact professional learning on the use of numeracy strategies to improve problem solving.

Success criteria for this strategic direction

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Assessment data is collected in reading and numeracy on a regular basis and used as an integral part of decision making for the literacy/numeracy team and classroom teaching practices.

All teachers understand and explicitly teach reading and numeracy strategies to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Literacy and numeracy team is collaborative in building the capabilities of teachers and drive targets and next steps.

Evaluation plan for this strategic direction

Questions: What has been the impact of using consistent, evidence based teaching strategies to assess and map current targeted reading and numeracy programs on student performance?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: Internal and external data: Check-in, NAPLAN and Renaissance Reading.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Establish professional learning for explicit teaching strategies for reading and numeracy. Explicit teaching is informed by continual monitoring of progress and student understanding.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

Students value their learning and have a strong sense of belonging within their school community. This will be promoted by a whole school focus on improved attendance, high expectations and effective wellbeing initiatives.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 0.4% in the attendance rate, from 85.7% in 2024 to 86.1% in 2027

Initiatives

Improving Student Attendance

Implement and embed a coordinated plan to improve student attendance procedures and responsibilities for all staff to support a positive attendance culture.

- Professional Learning designed to build staff capacity to strengthen whole school attendance practices.
- A tiered model of prevention and intervention using evidence based strategies.
- Identifying trends in attendance data to implement early intervention strategies.
- Evidence based strategies will be enhanced and sustained to foster a positive culture of wellbeing for all students so that they feel connected and supported.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in attendance, wellbeing and engagement to support learning.

Demonstrated year on year attendance growth evidenced in Scout and Sentral data.

A culture of high expectations for regular school attendance is evident.

Increased proportion of students moving from the 80% - 90% target group, to be attending school more than 90% of the time.

Staff, students and parents are engaged in strong collaboration to inform, support and improve student attendance, maximising student learning outcomes.

All staff engage with professional learning to improve their knowledge and understanding of attendance processes.

Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning.

Whole of school and personalised attendance approaches are improving regular attendance rates for students.

Evaluation plan for this strategic direction

Question: Have attendance initiatives improved overall attendance? Are students able to identify and analyse own attendance data and implement strategies for improvement?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams Sentral data (attendance and record of communication), Student Attendance Mapping Activity, TTFM survey data, and HSLO records.

Analysis: Data is analysed and triangulated regularly to

Evaluation plan for this strategic direction

determine the extent to which the purpose and improvement measures have been achieved. Student attendance initiatives evaluated to identify and implement the most effective strategies to improve student attendance, engagement and learning outcomes.

Implications: Where do we go from here? Future directions. 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 improve and grow in their attendance, learning and well-being. Determine how to further support students, families and staff in supporting student attendance and engagement.

Strategic Direction 3: Senior Pathways

Purpose

Students attain successful and positive transitions into meaningful school and post-school pathways. This will be promoted by knowing and supporting every senior student's goals and aspirations.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2026 and 2025.

Initiatives

Improving HSC results

Embed a teaching and learning culture of high expectations and collective responsibility for student learning and success.

- A school-wide explicit teaching approach which incorporates modelled, guided and independent practice.
- Targeted professional learning for teachers on evidence-based strategies for improving HSC performance.
- A whole school approach that has explicit systems that facilitate collaboration, mentoring and coaching to ensure ongoing development and improvement of all teachers.
- A structured staff mentoring program aimed at providing support, guidance, and encouragement to Stage 6 students, thereby enhancing their academic performance, personal development, and overall well-being.

Success criteria for this strategic direction

Teachers collaborate to share data and other knowledge of student progress and achievement.

Evidence of professional learning in data analysis at whole staff, faculty and executive meetings.

Student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching practices and inform future directions.

Teachers engage in professional discussion and collaborate to improve teaching and learning. Teaching staff demonstrate and share their expertise within their school.

A developing culture in which collaborative planning and teaching, reflection and peer feedback are embedded into everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teacher directions, monitoring and assessing student progress and achievement, and reflecting on teacher effectiveness.

Evaluation plan for this strategic direction

Questions: To what extent have we achieved excellence in teaching resulting in improved HSC results and positive post school destinations?

Data: Data sources will be collected and analysed by relevant teachers, leaders and teams. Sources will include external student performance measures (HSC), internal student performance measures (assessment), Minimum Standards, teaching programs, classroom observations and student work samples.

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

Strategic Direction 3: Senior Pathways

Evaluation plan for this strategic direction

Implications: Where do we go from here? Future directions and next steps are developed and integrated into school planning. The findings from the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to ensure continuous improvement in HSC results.