

Strategic Improvement Plan 2023-2026

Murray High School 8505



School vision and context

School vision statement

Murray High School aims to uphold and preserve our shared beliefs and what we all agree to be important, the four key aspects of which are: our professional integrity; our character; our workplace; and our people. These four imperatives encapsulate the value that we place on our expertise, how we conduct ourselves, our school environment and how we treat one another. Integral to this is our ongoing focus on student growth and attainment, aligned teaching practices and purposeful leadership.

School context

Murray High School is in Lavington, which sits proudly within Wiradjuri country. The school provides education for students drawn mainly from Lavington but also has significant enrolments from the surrounding rural areas. Murray High School has a commitment to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a variety of needs, interests and abilities from Year 7 through to Year 12. Strong, fair and supportive wellbeing structures provide a safe and connected school in a positive environment.

The school draws from a diverse community, with 10% of the student population being Aboriginal and a further 10% of students from refugee backgrounds. Our wellbeing and student conduct practices are built on the Positive Behaviour for Learning (PB4L) framework, with a leadership culture that is connected to established research in Choice Theory and Reality Therapy. Murray High School enjoys strong connections with the local community, including Charles Sturt and La Trobe Universities, and schools in our network are highly and mutually supportive. The school is well known for its staff collegiality across all sectors of teaching, non-teaching and support personnel.

A comprehensive situational analysis has been conducted, leading to the development of the 2023-2026 Strategic Improvement Plan. This has involved genuine consultation with students, employees, parents and the broader school community.

Improvement in student outcomes will come about through the effective alignment of teaching practices that are based in trusted research. The deployment of specialised teaching expertise and modelling will ensure ongoing skill-building in the areas of literacy and numeracy. Connecting leadership decisions to agreed values and shared beliefs will ensure predictability and trust in decision-making.

Strategic Direction 1: Student growth and attainment

Purpose

With an intent focus on student data we will systematically identify the learning and wellbeing needs of individuals and groups. The deployment of an appropriately skilled workforce will enable the design of effective teaching practices that can influence approaches to learning. Integral to this is the nurturing of student advocacy and opportunities for students to connect, succeed and thrive.

Improvement measures

Reading growth

Achieve by year: 2023

Increased percentage of students in Years 7 and 8 can demonstrate growth in Reading growth and attainment compared to 2022.

Numeracy growth

Achieve by year: 2023

Increased percentage of students in Years 7 and 8 can demonstrate growth in Numeracy growth and attainment compared to 2022.

HSC achievement - top 3 bands

Achieve by year: 2023

The proportion of students in the top 3 HSC bands will increase by 7%.

HSC achievement - top 2 bands

Achieve by year: 2023

The proportion of students in the top 2 HSC bands will improve by 5%.

Aboriginal student HSC attainment

Achieve by year: 2023

Increased percentage of students attaining the HSC while maintaining cultural identity.

Wellbeing

Achieve by year: 2023

Initiatives

Literacy and Numeracy

A whole-school approach ensures that the most effective evidence-based teaching methods optimise learning progress for all students across a full range of abilities.

Effective methods are identified, promoted and modelled, and improvement in student learning is monitored.

High impact professional learning is used to identify and systematically implement the most effective strategies to improve the explicit teaching of skills in literacy and numeracy.

Growth and Potential

The whole school demonstrates aspirational expectations for the learning progress and achievement of all students.

Effective partnerships in learning means that students are motivated to deliver their best and continually improve.

Teaching and learning programs across the school are adjusted to address students' needs, ensuring that all students are challenged and that all adjustments lead to improved learning.

Success criteria for this strategic direction

The Literacy and Numeracy Hub will be operating as an integrated teaching and learning resource. This will mean that literacy and numeracy specialists will be working collaboratively with subject-specific teachers to adopt evidence-based teaching practices in literacy and numeracy.

All teachers understand and explicitly teach literacy and numeracy skills across all areas and contexts of learning.

Courses of study are monitored longitudinally to ensure stimulating challenge and maximum learning.

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

Evaluation plan for this strategic direction

Questions

How has teaching practice improved literacy and numeracy?

How have school-wide practices improved engagement?

Data

Data used to measure improvements will include:

- External standardised assessments
- PLAN data
- Internal school assessment
- Formal surveys
- Collection of student data

Analysis

Analysis will be embedded in regular implementation and progress monitoring.

Strategic Direction 1: Student growth and attainment

Improvement measures

Student wellbeing will show an increase of 7% in advocacy, expectations and belonging.

Attendance >90%

Achieve by year: 2023

There will be an increase of 7% of students attending 90% of the time.

Evaluation plan for this strategic direction

Implications

Ongoing actions will be informed by the findings that result from implementation and progress monitoring.

Strategic Direction 2: Aligned teaching practices

Purpose

By aligning our practices, based on trusted research, we will create common and reliable points of professional reference. A consistent educational philosophy will allow for and encourage individual flair, creativity and character, thus enhancing ongoing engagement with learning.

Improvement measures

Effective Classroom Practice

Achieve by year: 2026

Under the School Excellence Framework element of *Effective Classroom Practice* the school's progress from 'Sustaining and Growing' to 'Excelling' will be embedded.

Curriculum

Achieve by year: 2026

Under the School Excellence Framework element of *Curriculum* the school's progress from 'Sustaining and Growing' to 'Excelling' will be embedded.

Initiatives

Explicit Teaching

A whole-school approach ensures that the most effective evidence-based teaching methods optimise learning progress for all students.

All teachers seek and embrace expert contemporary knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Engagement with Learning

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness to meeting the needs of all students.

Positive and respectful relationships are widespread among students and staff. This supports student wellbeing and ensures optimum conditions for learning while utilising the Positive Behaviour for Learning framework.

The school's culture is focused on learning, building educational aspiration and ongoing performance improvement across the school community, with collective efficacy apparent across all faculties.

Success criteria for this strategic direction

Lessons are systematically planned within a collaboratively designed and coherent program, with suitable accommodations and adjustments.

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Mentoring and coaching support ensures the ongoing development and improvement of all teachers.

Evaluation plan for this strategic direction

Questions

What evidence is there to suggest consistency in and alignment of teaching practice?

What are the correlations between engagement and improvement?

What information and processes are used to examine school improvement and how is this analysed?

Data

Data used to measure improvements will include:

- External and internal assessment
- Formal surveys
- Student profile and collective wellbeing information

Analysis

Analysis will be embedded in regular implementation and progress monitoring.

Implications

Ongoing actions will be informed by the findings that result from implementation and progress monitoring.

Strategic Direction 3: Purposeful leadership

Purpose

By connecting leadership decisions to specific purposes we will maintain a secure and lasting platform for change management. Our model of leadership will engender a sense of predictability and trust, endeavouring to ensure that every staff member, as well as every student, is known, valued and cared for. At the same time, we will authentically engage with our community to ensure genuine relationships and community satisfaction.

Improvement measures

Educational Leadership

Achieve by year: 2026

Under the School Excellence Framework domain of *Educational Leadership* the school's progress from 'Sustaining and Growing' to 'Excelling' will be embedded.

Learning and Development

Achieve by year: 2026

Under the School Excellence Framework domain of *Learning and Development* the school's progress from 'Sustaining and Growing' to 'Excelling' will be embedded.

Initiatives

Distributed Leadership

The leadership team models instructional leadership and supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

A maintained focus on distributed instructional leadership sustains a culture of effective, evidence-based teaching and ongoing improvement. This promotes measurable learning progress for every student and decreasing gaps in student achievement.

The leadership team maintains a professional learning community that is focused on continuous improvements in teaching and learning.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and changes are made as required.

Success criteria for this strategic direction

Leadership decisions are made across all levels of the executive, based on consultation and established common beliefs.

All personnel share a common understanding of their professional roles, accountabilities and supervision structures.

Policy-based, compliance-based and legislation-based practices are accounted for and are represented by clear documentation and reference material.

Management practices and processes are responsive to community feedback, with a school-wide approach to improving service delivery and customer experience.

Evaluation plan for this strategic direction

Questions

How has a focus on distributed instructional leadership, management skills and leadership attributes contributed to a lasting platform for change management?

How have system and process developments benefited the school community?

Data

Data used to measure improvements will include:

- Departmental feedback
- Internal and external surveys
- Feedback and reports from consultancy services
- Performance Development Plan evidence

Analysis

Analysis will be embedded in regular implementation and progress monitoring.

Implications

Strategic Direction 3: Purposeful leadership

Evaluation plan for this strategic direction

Ongoing actions will be informed by the findings that result from implementation and progress monitoring.