

School plan 2018-2020

Mudgee High School 8128



School background 2018–2020

School vision statement

Developing safe, respectful and responsible learners in an innovative and inclusive community.

School context

Mudgee High School is a comprehensive, coeducational rural high school. It prides itself on providing high quality education in a stimulating, inclusive and caring environment. It possesses a well-established staff base and excellent induction programs for new staff. At the end of 2017, student enrolments stood at 860, including more than 90 Aboriginal students. The school also includes a Support Unit of six classes catering for students with special needs, and specialist assistance in EAL/D.

The school plays an important part within what is a supportive community possessing a proud history in farming, viticulture, tourism and mining. Facilities include five well-equipped computer laboratories, a learning centre, a performance centre and excellent arts facilities, a gymnasium, trade training, facilities, technology workshops, a well-equipped languages room, as well as an on-site and an off-site farm. These facilities make Mudgee High School an environment in which every student can explore their talents and potential.

The school has a well-developed and effective student wellbeing policy founded on three Positive Behaviour for Learning focuses; safety, responsibility and respect. External testing through NAPLAN, VALID and the Higher School Certificate results achieved by students who attend the school demonstrate a continuing five-year trend of “sustaining and growing” students academically from Years 7–12, and reflect the excellence in teaching and learning that takes place at Mudgee High School. The school enjoys the support of an active Parents and Citizens’ Association and the Aboriginal Education Consultative Group (AECG).

School planning process

The 2015–2017 School Management Plan was reviewed. That review determined that many of the planned products and practices had been met or were in the process of being met.

In preparing for the 2018–2020 planning process, a number of processes were undertaken:

- SMP data analysis executive plan planning session. Areas for close analysis established.
- Two days of planning for staff and parents that drew on evidence sourced variously from:
 1. Student engagement and learning data (Sentral) analysis
 2. NAPLAN/VALID and HSC results
 3. Scout data
 4. P&C consultation
 5. “Tell them from me...” surveys of staff, students and parents conducted re strengths and areas for development.
 6. PBL/ Wellbeing surveys, and
 7. Employee satisfaction survey.

At the end of the second day, a concluding plenary was held where the shared vision statement and strategic directions were confirmed, and potential purposes, products, processes, practices and the roles of people involved were identified and developed. Executive teachers were then tasked with bringing together all of the material developed over the two days at the end of 2017 into a single plan.

Executive met in Week 4 of Term 1, 2018, to consider the material produced. From that meeting, the plan was formulated for delivery to and ratification by staff, P&C and AECG.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

At Mudgee High School, we recognise that the whole purpose of education is to develop students with the skills and knowledge to connect, succeed and thrive.

Developing and maintaining a culture of high expectations coupled with wellbeing is fundamental to effective learning.

Within this, we are focused on the development of literacy and numeracy skills across all curriculum areas.

STRATEGIC DIRECTION 2 Teaching

Purpose:

At Mudgee High School, we know that skilled and passionate teachers inspire lifelong learners.

Effective classroom management and teaching strategies provide the best opportunities to achieve excellence that is underpinned by research and focused on literacy and numeracy across all curriculum areas.

Our purpose is to create and enhance a stimulating and engaging professional environment of educators, supported by a positive and collaborative culture that develops skilled and high-performing teachers.

STRATEGIC DIRECTION 3 Leading

Purpose:

At Mudgee High School, we are focused on developing a culture of high expectations.

We recognise that engaging the wider community in what is a shared sense of responsibility for student engagement and learning is a key to realising those high expectations.

Building capacity within our school to achieve the products and processes identified in this plan is also central to moving forward in the strategic direction of leading.

Strategic Direction 1: Learning

Purpose

At Mudgee High School, we recognise that the whole purpose of education is to develop students with the skills and knowledge to connect, succeed and thrive.

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Improvement Measures

Students supported in meeting/ exceeding expected growth in literacy and numeracy outcomes as measured by NAPLAN and the HSC.

Students will be supported in meeting/ exceeding expected state average rates of attendance.

PBL will be embedded in the classroom and its effectiveness in enhancing student wellbeing and productivity will be reflected in the number and type of Sentral wellbeing entries generated.

People

Students

Process 1:

Students develop the capacity to articulate their learning needs and both act on and offer effective feedback.

Staff

Process 1:

Staff work collaboratively and individually to enhance student and colleague wellbeing.

Parents/Carers

Process 1:

Parents/Carers demonstrate and have the confidence to engage in how their students learn and make progress.

Students

Process 2:

Students demonstrate safe, respectful and responsible behaviour across the whole school and in their dealings with peers, staff and community members.

Staff

Process 2:

Staff explicitly, consistently and regularly teach the school's PBL expectations, as well as model these high expectations in their own practice.

Parents/Carers

Processes

Strengthen engagement with the wider community and continue to deliver a proactive approach to wellbeing and the development of an effective learning culture across the school community.

Implement and strengthen Positive Behaviours for Learning (PBL), establishing clear expectations that are regularly articulated at all levels and implemented universally across the school.

Evaluation Plan

For Process 1:

NAPLAN, VALID and HSC data analysis as it becomes available to determine effectiveness of strategies employed to lift results.

For Process 2:

Fortnightly meetings of Team PBL to analyse Sentral data to determine the understanding and efficacy of PBL strategies being rolled out.

TTFM and other surveys of all stakeholders to measure and record perceptions of success.

Practices and Products

Practices

Practice 1:

Teachers and students will collaboratively identify what high expectations demands of each individual personally, academically and with regard to positive behaviours for learning.

Practice 2:

Teachers, students and the wider community will collaboratively identify specific programs that allow the school to be more proactive in dealing with wellbeing.

Products

Product 1:

Students will demonstrate a well-developed awareness of the high expectations we have for their personal, academic and behavioural growth, and be able to articulate those shared standards. Students will understand the powerful connection between wellbeing, behaviour and achievement. Student learning will be facilitated by caring and skilled staff.

Product 2:

Wellbeing and hence, learning will be enhanced by the establishment of programs which address wellbeing in a more proactive and structured way.

Strategic Direction 1: Learning

People
Process 2: Parents/carers develop a clear understanding of the PBL universals and how they apply to their child's school life.
Community Partners
Process 2: Community partners have a knowledge of the school's PBL universals.
Leaders
Process 2: PBL Team continues to build and maintain systems of PBL success.

Strategic Direction 2: Teaching

Purpose

At Mudgee High School, we know that skilled and passionate teachers inspire lifelong learners.

Effective classroom management and teaching strategies provide the best opportunities to achieve excellence that is underpinned by research and focused on literacy and numeracy across all curriculum areas.

Our purpose is to create and enhance a stimulating and engaging professional environment of educators, supported by a positive and collaborative culture that develops skilled and high-performing teachers.

Improvement Measures

Improved NAPLAN, VALID, HSC and internal assessment results.

Improved student skills and behaviour, evidenced through Sentral wellbeing entries.

Faculties make greater use of evidence such as RAP to inform teaching practice to improve academic outcomes for students.

Evidence of a culture of mutual support and collaboration.

People

Students

Process 1:

Students make effective use of quality feedback to lift the quality of their work.

Staff

Process 1:

Staff understand and use the internal and external data available to target student skill development

Staff are aware of the social and cultural differences of students and employ effective feedback to improve student outcomes for students from diverse backgrounds.

Parents/Carers

Process 1:

Parents and carers support the teaching that takes place at Mudgee High School.

AECG partner to deliver programs to support Indigenous students' literacy and numeracy such as 8 ways.

Leaders

Process 1:

Leaders lead and support teacher access to and analysis of available data to improve teaching.

Students

Process 2:

Processes

Draw on NAPLAN, VALID and HSC RAP, as well as internal assessment data, to better inform teaching practice and drive improved academic outcomes.

Strengthen opportunities for collaboration to improve teaching at Mudgee High School.

Evaluation Plan

For Process 1:

Long term: Improvement in NAPLAN, VALID and HSC data over the 3 years of the plan. Short term: Each year, staff making increasingly sophisticated use of the data available to inform their teaching practice, including the delivery of increasingly effective feedback.

For Process 2:

The development of programs that make explicit the requirement that students work collaboratively to explore the demands of their subjects. For teachers, regularly scheduled opportunities to collaborate with colleagues.

Practices and Products

Practices

Practice 1:

Drawing on research and expertise, and sharing skills and knowledge through effective and ongoing collaboration, embed effective numeracy and literacy strategies in all teaching programs.

Practice 2:

Ongoing collaboration between teachers and teachers, teachers and students, and teachers and carers to facilitate effective teaching informed by research and evidence.

Products

Product 1:

Structures in place to support teachers to better develop students' literacy and numeracy skills, teaching to meet collaboratively identified and targeted need.

Product 2:

Structures in place and regular opportunities to share skills and knowledge, plan, reflect on and deliver evidence-driven best teaching practice.

Strategic Direction 2: Teaching

People
Students collaborate with staff and peers to develop personal capacity.
Staff
Process 2:
Staff collaborate with colleagues to develop teaching practice.
Parents/Carers
Process 2:
Parents/Carers collaborate with teachers to develop understanding of what their children are being asked to do.
Leaders
Process 2:
Leaders lead and support collaborative measures that lift teaching practice.

Strategic Direction 3: Leading

Purpose

At Mudgee High School, we are focused on developing a culture of high expectations.

We recognise that engaging the wider community in what is a shared sense of responsibility for student engagement and learning is a key to realising those high expectations.

Building capacity within our school to achieve the products and processes identified in this plan is also central to moving forward in the strategic direction of leading.

Improvement Measures

Levels of satisfaction recorded in TTFM and other surveys will rise.

Learning, teaching and leading practice will be determined more effectively using available data.

Improving wellbeing procedures that are grounded in DoE wellbeing policy for both students and staff.

Improved wellbeing outcomes as evidenced through Sentral data. PDPs will be more strategic and more effectively used.

Hours of PL undertaken will be recorded in eTAMS.

People

Students

Process 1:

Students know how to locate resources (information, etc.) critical to their effective engagement with school.

Staff

Process 1:

Staff work focuses on facilitating student understanding and ability to access complex tools that promote engagement.

Parents/Carers

Process 1:

Parents/Carers are better able to support their children when navigating a variety of complex systems.

Leaders

Process 1:

Leaders lead the review of school systems.

Students

Process 2:

Students meet the high expectations we have of them.

Staff

Process 2:

Staff facilitate the meeting of high expectations by students demanded of

Processes

Evaluation Plan

For Process 1:

Short term: Targeted school practices and procedures reviewed and, where necessary, revitalised.

Long term: The maintenance of a culture of review and improvement at all levels of educational delivery.

For Process 2:

Better engaged students, able to articulate the high expectations we have of them, dedicated to meeting those high expectations and achieving their personal bests.

Practices and Products

Practices

Practice 1:

Review school administrative systems effectiveness including attendance, wellbeing, communication, engagement, behavioural management and teacher accreditation.

Practice 2:

Investigate and review structures that build and enhance both administrative capacity and flexibility to deliver School Plan strategic directions.

Products

Product 1:

Ongoing development of a performance and development framework, whole-school professional learning plan, wellbeing structures, communication and engagement structures that supports the professional growth of both individuals and groups.

Product 2:

Have in place a School Plan that serves as a map of where we have been, where we are at and where to next, rather than serving as merely a compliance document.

Strategic Direction 3: Leading

People
them.
Parents/Carers
Process 2:
Parents/Carers are better able to support their children to meet Mudgee High's high expectations of academic application and behaviour.
Leaders
Process 2:
School leaders establish what high expectations look like and develop PL around these high expectations for staff.