

Strategic Improvement Plan 2021-2024

Maitland High School 8126



School vision and context

School vision statement

Maitland High School is an inclusive and proudly comprehensive high school serving a diverse community. We are dedicated to working in partnership with our students and community to create a culture of high expectations where all students feel empowered to strive for their best.

To achieve academic excellence, we use explicit teaching strategies to build strong foundations in literacy, numeracy and a broad content knowledge to prepare students for a variety of post-school endeavours. This will enable students to engage in society as responsible, confident, independent citizens.

School context

Located in the Lower Hunter region, Maitland High School is a comprehensive secondary school with a Specialist Support Unit which has six classes. The student population of 1088 has been steadily increasing over the last four years. While 6% of our students identify as having a non-English speaking background, only 2% require some level of EAL/D (English an additional language or dialect) support. 17% of students identify as having an Aboriginal and/or Torres Strait Islander background. Students at Maitland High School participate in a wide range of learning experiences by accessing a broad curriculum designed to meet the diverse learning needs of all students.

Our executive staff is stable with the majority being here for more than five years. 7% of our staff are in their early career as teachers. The school's current staffing entitlement is 108 teaching staff and 19 non-teaching staff. In 2020 the school also employed a Business Manager, an Aboriginal Partnerships Officer, a Careers and Community Partnership Officer and an additional Head Teacher Wellbeing from school funds. The school has developed a strong partnership with the local Aboriginal community. We have also fostered strong alliances with universities, TAFE, businesses and community groups. Students proudly represent the school in drama, music and dance ensembles and a wide range of sporting activities, with both state and regional representation.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. The school is committed to a process of continual improvement in classroom practice and believe the partnership we have entered into with Corwin's Visible Learning Team is the key to achieving success in this area. This focus will also ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins the development and delivery of our Junior Literacy and Numeracy Sprints, as well as our Senior Writing Project. These programs will be strategically developed to target growth in deficit areas of reading, numeracy and HSC achievement.

Further to our commitment to a process of continual improvement, the school will also embark on a comprehensive audit of key policies and procedures, an area of need highlighted during our recent situational analysis. The aim of this audit is to ensure school wide consistency and procedural excellence in regards to student learning and wellbeing practices, as well as school planning and communication procedures.

Maitland High School's 2021-2024 Strategic Improvement Plan directions are intentionally aligned with the three domains of the School Excellence Framework ensuring a collective, sustained commitment to excellence in learning, teaching and leading by all teachers, every day for the benefit of all students and the wider school community. In light of the impact of Covid19, some improvement measures are drawn from 2019 data sources as a more reliable baseline from which to set growth targets.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to establish a school culture strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. This will see teachers engaging in thorough analysis of internal and external student data sources and the strategic development of explicit programs to target improvement in reading, numeracy, HSC achievement, attendance and retention.

Improvement measures

Target year: 2022

- Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 5.7% from system-negotiated target baseline.

Target year: 2022

- Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 5.6% from system-negotiated target baseline.

Target year: 2022

- Increase the % of Aboriginal and Torres Strait Islander students achieving in the top 3 NAPLAN numeracy bands by 4.7% from system-negotiated target baseline.
- Increase the % of Aboriginal and Torres Strait Islander students achieving in the top 3 NAPLAN reading bands by 4.6% from system-negotiated target baseline.

Target year: 2022

- Increase the % of students achieving in the top 2 HSC bands by 5.4% from system-negotiated target baseline.
- Increase the % of Aboriginal and Torres Strait Islander students achieving in the top 3 HSC bands by 6.1% from system-negotiated target baseline.

Initiatives

Improved Student Achievement Strategy

Through the introduction of the Literacy and Numeracy Sprints and the Senior Writing Project, the school will engage in rigorous analysis of summative assessment data to identify learning progress of individual students and student cohorts. Teachers will also use summative data to identify student learning and validate formative assessment practices.

There will also be a demonstrated commitment within the school community that all students make learning progress, with a particular focus on actioning the new High Potential and Gifted Education Policy. Partnerships with parents and students will be strengthened to support clear improvement aims and planning for learning.

Attendance and Retention Action Plan

Through the establishment of the Aboriginal Education Team, school staff will collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement for Aboriginal Students. Strategies implemented will reflect research on best practice and include ongoing monitoring of success pertaining to improved student attendance, engagement, retention and attainment.

An Attendance Action Plan will also be introduced to facilitate teachers, parents and the community working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. It is envisaged that improved attendance rates contribute to increased levels of engagement, retention and attainment for students who pose an attendance concern.

Success criteria for this strategic direction

- 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 processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question: Are all staff actively involved in team initiative activities, and has there been positive growth in relation to student performance and staff capacity to deliver literacy and numeracy based activities ?

Data: The following sources of data will provide evidence of progress made in relation to targets for this initiative.

- Completion rates for Literacy and Numeracy Sprints drawn from CANVAS
- Literacy and numeracy progressions positive movement
- NAPLAN results
- HSC results
- Check-in assessment results

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

- To have developed an embedded High Potential and Gifted Education Program operating across the Maitland Learning Community.

Target year: 2022

- Increase the % of students attending school more than 90% of the time by 6.6% or above.

Target year: 2022

- Increase average student attendance rate by at least 1.9% from system-negotiated SSSG baseline.

Target year: 2024

- Increase average Aboriginal and Torres Strait Islander student attendance rate by 13% from system-negotiated SSSG baseline.

Target year: 2023

- Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity in line with network generated target.

Target year: 2023

- Increase the % of students achieving expected growth in NAPLAN reading by 4.2% from system-negotiated target baseline.

Target year: 2023

- Increase the % of students achieving expected growth in NAPLAN numeracy by 4.5% from system-negotiated target baseline.

Evaluation plan for this strategic direction

- Staff survey results
- Student attendance rates
- Student retention rates
- TTFM Survey results

Analysis: Analysis of the above data will be conducted to determine the extent to which targets (progress measures) have been achieved.

- Ongoing analysis and use of data from 4 week Literacy and Numeracy Sprint rounds, as well as from NAPLAN results, to inform focus areas for future sprints.
- Analysis of internal assessment and HSC results and growing capacity of students to apply writing strategies to guide 'next steps'.
- Analysis of attendance data to determine success of strategies in Attendance Action Plan and 'next steps' which need to be taken.

Implications: Based on results of data analysis, consideration needs to be undertaken about future directions for the school and what are the 'next steps' which need to be taken in relation to this area of school operations.

Strategic Direction 2: Continuous Improvement in Teaching Practice

Purpose

Our purpose is for teachers to model the importance of life long learning by committing to a process of continuous improvement in relation their own professional practice. With a continued focus on explicit teaching and staff collaboration, building the leadership capacity of staff and providing strategic professional learning opportunities for teachers at all stages of their career, our aim is to ensure that core business at Maitland High School is grounded in evidenced-based, best practice teaching and learning principles.

Improvement measures

Target year: 2022

- Upward trend in % of teaching and learning programs incorporating Learning Intentions and Success Criteria (and subsequent Visible Learning Action Plan focus areas) from the 2020 baseline.

Target year: 2022

- Upward trend in % students reporting the use of learning intentions, success criteria and explicit instruction in lessons from 2020 baseline student survey results.

Target year: 2023

- Upward trend evident in Learning Walks in % of staff embedding the focus areas from the Visible Learning Action Plan in the classroom from 2020 baseline data .

Target year: 2023

- Upward trend in staff collaboration is reflected in Observational Rounds teacher reflection documentation and staff survey data to bring Maitland High School in line with NSW govt. norm 2019 baseline.

Target year: 2024

Initiatives

Best Practice Teaching and Learning

Our continued participation in the Corwin Education's suite of Visible Learning Professional Development Sessions will drive our improvement in explicit teaching, as well as build collective teacher efficacy by providing opportunities for staff to collaborate in cross faculty teams.

This will ensure that teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Observational rounds will be instituted as a means for staff to learn from each other in an arena of collegiate support and encouragement.

Strategic Staff Development Strategy

There will be a continued focus on professional learning in the school for executive and high performing staff which emphasises the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. This will be supported by the establishment of a RAM Funded Deputy Principal Instructional Leadership position, as well as the continuation of the Faculty Manager roles as a means to build staff leadership capacity.

Teachers' Professional Development Plans will be supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff will be undertaken to identify strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Accordingly, the leadership team will consolidate the practice of Learning Walks as a means to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question: To what extent has teaching practice and staff leadership capacity improved as a consequence of the implementation of a strategic, evidence-based approach to professional development? Are explicit teaching and instructional leadership embedded in professional practice at Maitland High School?

Data: A combination of data sources will be used to evaluate our success. These will include:

- % of successful accreditation submissions
- Staff evaluation of professional learning events
- % of staff engaged in collegiate networks

Strategic Direction 2: Continuous Improvement in Teaching Practice

Improvement measures

- Increase staff access to accredited Professional Development up from average 2020 baseline hours.

Target year: 2024

- Increased number of elective Professional Development hours logged annually by teaching and executive staff in eTAMS up from average 2020 baseline hours.

Target year: 2024

- Strategic Professional Learning Plan results in upward trend in % of staff reporting that school leaders help improve teaching and learning up from 2019 baseline.

Target year: 2024

- Upward trend in % of staff indicating that school leaders are leading improvement and change up from 2019 baseline.

Target year: 2024

- Upward trend in % of staff reporting that leadership development procedures at Maitland High School have a positive impact on teaching and learning up from 2020 baseline data.

Target year: 2024

- Upward trend in % of staff reporting the use of data to inform practice at Maitland High School up from 2019 baseline data.

Target year: 2024

- Upward trend in % of staff reporting they are confident in their behaviour management strategies up from 2019 baseline data.

Evaluation plan for this strategic direction

- Staff induction survey results
- TTFM staff survey results
- Teacher program audits.
- Observational Rounds documentation.
- Learning Walks documentation
- Audit of staff Performance and Development Plans

Analysis: Analysis of the above data will be conducted to determine the extent to which targets (progress measures) have been achieved.

- Ongoing analysis and use of data from Visible Learning Action Plan will help guide 'next steps' in regards to the focus of subsequent Visible Learning Workshops scheduled for staff development sessions.
- Analysis of staff survey results and lesson observation documentation will inform future focus areas in relation to continuous improvement of classroom practice..
- Analysis of teaching and learning programs will provide an accurate reflection of the extent to which explicit teaching has been embedded into classroom practice at Maitland High School.

Implications: Having developed a comprehensive picture of the areas of growth and areas for continued focus, future directions or 'next steps' will be determined.

Strategic Direction 3: School Wide Procedural Consistency

Purpose

Our purpose is to review and refine a number of school policies, as identified in the situational analysis, to ensure administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. This culture of consistency will allow for a more focused approach to maximising student outcomes.

Improvement measures

Target year: 2022

- Downward trend in number of N-Awards issued for incomplete assessment tasks from 2020 baseline data.

Target year: 2022

- Downward trend in negative behavioural referrals recorded in comparison to 2019 baseline data.

Target year: 2023

- Upward trend in % of students reporting that teachers demonstrate high expectations of them in regards to their learning from 2020 student survey baseline.

Target year: 2022

- Upward trend in parents accessing Canvas as Course Observers to support assessment requirements up from 2020 baseline data.

Target year: 2022

- Upward trend in number of Positive Merit Awards distributed by staff to students up from 2020 baseline data.

Target year: 2023

- Increased % of students participating in group-based wellbeing programs to support enhanced sense of

Initiatives

Review of Student Learning and Wellbeing Procedures

A targeted review of school policy and processes around areas pertaining to student learning and wellbeing procedures will ensure that expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning are established and maintained. There will be a school wide commitment to ensuring that these revised policies, processes and procedures are explicitly, consistently and supportively applied across the school to ensure student outcomes are maximised..

A review and revision of Maitland High School's transition procedures will ensure that the Transition Team effectively collects and analyses information to inform and support students' successful transitions at various critical points in their educational journey. This will include a commitment that the school seeks to collaborate with parents of students whose continuity of learning is at risk.

Review of School Planning and Communication Procedures

A review of targeted school planning and communication procedures will ensure continuous improvement is achieved. The school will evaluate its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and make changes when required. The leadership team will routinely enact processes to collect information about the school's administrative practices in order to ensure their effectiveness.

A revised approach to school planning procedures will see that the leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Furthermore, the establishment of School Planning Teams aligned to the initiatives embedded in the Strategic Improvement Plan will ensure that staff understand what they need to do to help address the school plan's strategic directions and meet the school's

Success criteria for this strategic direction

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.
- The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.
- The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress.

Evaluation plan for this strategic direction

Question: To what extent have we developed a culture of school wide consistency in relation to student learning and wellbeing practices, as well as school planning and communication procedures?

Data: A combination of data sources will be used to evaluate out success. These will include:

- Analysis of behaviour, wellbeing and assessment data from Sentral.
- Annual parent, student and staff survey results
- Assessment task audits

Strategic Direction 3: School Wide Procedural Consistency

Improvement measures

belonging up from 2019 baseline data.

Target year: 2023

- Decrease in number of behaviour and wellbeing referrals recorded for students subsequent to the collaborative case management approach introduced following complex LST meeting referral.

Target year: 2023

- Downward trend from 2019 baseline data in % of students with an attendance rate under 5%.

Target year: 2023

- Upward trend in follow-up actions for % of student wellbeing referrals from 2020 baseline.

Target year: 2022

- Upward trend in % of Sentral parents and student user accounts accessed during the year up from 2020 baseline.

Target year: 2022

- Upward trend in parent satisfaction with student academic reports from 2020 parent survey baseline data.

Target year: 2022

- Upward trend in % of parents confident in who to contact at Maitland High School if they have concerns about their child from 2020 parent survey baseline.

Target year: 2022

- Upward trend in number of parents reading the School Newsletter in SkoolBag app from 2020 parent

Initiatives

improvement measures.

This collaborative approach to school planning and reporting will extend to the preparation of the annual report, to ensure that the school accurately reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

Evaluation plan for this strategic direction

- Documentation from Observational Rounds and Learning walks
- TTFM survey results
- Student suspension and expulsion data.
- Maitland Learning Community feedback on transition procedures
- Parent and student portal analytics from Sentral
- Parent and student portal analytics from Canvas

Analysis: Analysis of the above data will be conducted to determine the extent to which targets (progress measures) have been achieved.

- Analysis of Sentral and Canvas data to monitor the consistency with which these platforms are used and accessed by staff, students and parents and help determine the 'next steps' focus areas for improvement in school wide procedural consistency.
- Consideration of staff, student and parent and community survey results will provide information from which to make an informed judgement about the requisite next steps to achieving school wide procedural consistency.

Implications: Having developed a comprehensive picture of the areas of growth and areas for continued focus in a bid to achieve school wide procedural consistency, future directions or 'next steps' will be determined.

Strategic Direction 3: School Wide Procedural Consistency

Improvement measures

survey baseline of 57%.

Target year: 2024

- Upwards trend in number of Maitland High School staff feeling a sense of collective ownership over the Strategic Improvement Plan from 2020 staff survey baseline data.
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Target year: 2024

- Upwards trend in number of Maitland High School staff indicating that are confident in their role in contributing to the attainment of school targets in the 2021-2024 Strategic Improvement Plan up from 2020 staff survey baseline.
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Target year: 2022

- Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target.
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