

Strategic Improvement Plan 2021-2024

Murrumburrah High School 8328



School vision and context

School vision statement

At Murrumburrah High School we strongly believe in the need to provide a well rounded educational journey for all our students in an environment that is supportive, inclusive and equitable to all. This will then enable all students to have high achievement and growth within their own education and be able to have the necessary skills and experiences to be a valuable contributing member of our society. The school and its wider community have a shared vision that reflects our own situational analysis assessment of the school.

The school leadership team will maintain 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 close the gaps in student achievement.

School context

Murrumburrah High School is a small rural high school located in a small rural town. Enrolments have dropped in recent years to 122 this year due to smaller cohort size from local primary schools. This is expected to change from 2022. Geographically the nearest towns are all with 50 kms with the nearest major city of influence over 150 km away. Students generally attend university, enrol in a TAFE course, or take up work opportunities either through general employment or apprenticeship options. Many families have lived in the town for many generations and have a close connection with the school. The school is seen as a vital connection with work and preparation for life after school that supplements the needs of the local community. Many students participate in school based and community based sporting events and travel a lot to participate, this has impacted on lower attendance from some students.

Through development of the situational analysis, the school will focus on encouraging students high achievement and increased retention into year 12. The school has been able to improve infrastructure and facilities over the last 2 years and continues to provide the best educational environment for the students and staff.

Students who identify as Aboriginal are being provided much stronger cultural identity opportunities from 2021 with an increase in support and guidance towards their educational outcomes growth.

The schools Strategic Improvement Plan will be supported by Department funding from :

Integration Funding Support

Socio-economic background

Aboriginal background

Low Level adjustment for Disability

Location allowance

Professional Learning

Beginning Teacher support and

Covid Support funding

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic and pathways success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

Improvement measures

Target year: 2022

Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN reading to a minimum of 9%, as determined in the system negotiated targets.

Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN numeracy to a minimum of 17%, as determined in the system negotiated targets.

Target year: 2023

Increase the percentage of Year 7 and Year 9 students achieving expected growth in NAPLAN reading to a minimum of 64%, as determined in the system negotiated targets.

Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN numeracy to a minimum of 66%, as determined in the system negotiated targets.

Initiatives

Effective Classroom Practice

Ensure effective processes for data analysis and reflection on evidence-based strategies are used for responsive curriculum delivery.

- Embed and use professional learning models
- PL in data literacy, data analysis and data use in teaching and planning to analyse and address gaps in student learning.
- Expertly use student formative and summative assessment data to reflect on teacher effectiveness and provide differentiated and responsive learning.
- PL on the use of literacy and numeracy progressions to embed a culture that enables students to achieve their learning goals.

Success criteria for this strategic direction

- Data and feedback inform teaching practice and direct learners and learning.
- Effective teaching methods are identified, promoted and modelled with students' learning improvement monitored, demonstrating growth. (SEF)
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Students (including Indigenous and non-Indigenous) have a documented improvement in literacy and numeracy progression levels as linked to PLAN2 for Year 7, 8, 9 and 10 students, that meet Departmental expectations.

Evaluation plan for this strategic direction

Q (Question): What has been the impact on teacher effectiveness and student outcomes of delivering differentiated and responsive learning.

D (Data): NAPLAN, Best Start Year 7 and Check-in assessments and internal student performance measures (Literacy and Numeracy Progressions).

A (Analysis): Analyse the What Works Best Toolkit data to determine the extent to which we have improved effective classroom practice.

I (Implications): Where do we go from here? Future directions and next steps.

Strategic Direction 2: High expectations culture

Purpose

To establish a strong and well understood educational high expectations culture so that all staff and students work together to achieve their potential or beyond. 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.

Improvement measures

Target year: 2022

Students achievement in the HSC will increase to a minimum of 39% of HSC students achieving in the top 3 bands.

Target year: 2022

Student attendance will increase to achieve a minimum of 57% of students at school more than 90% of the school year, as per the system agreed targets.

Positive wellbeing will increase to a least a minimum of 56% of the student body, as per the system agreed targets.

Target year: 2024

Students in Year 10 will have increased retention into Year 12 from the schools 4 year average of 62.4% to at least 65%.

Initiatives

Student engagement focused learning.

School leadership, with staff input, will explore, establish, implement and evaluate a system of student focused learning that is engaging and motivating to all. Initial target will be students from year 10 and above to increase retention through to the HSC due to an increase in connection with learning and a willingness to try harder.

Students will be given a more diverse range of learning experiences in different settings, both on and off site, to develop this increased connection. Attendance rates will also improve with this change in learning connection.

Extensive Professional Learning will be needed for staff to explore new teaching pedagogies that engage and motivate.

Strengthening Family and Community Engagement

The school community will be authentically engaged through a range of practices to contribute to school improvement.

- Communicating
 - Connecting learning at home and at school
 - Building community and identity
 - Recognising the role of the family
 - Consultative decision making
 - Collaborating beyond the school
 - Participating
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Success criteria for this strategic direction

Student Wellbeing Framework documents (via the wellbeing assessment tool), student mental health professional learning for staff completed for all staff, What works Best assessment and Tell Them From Me feedback show improved connection with education and attendance.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

ATSI students have improved engagement with education as measured by an increase in retention and attendance rates.

The school community will be involved throughout the whole process of improvement and be shown progress at key stages.

Evaluation plan for this strategic direction

Q (Question): To what extent has improved educational high expectations culture led to increased staff and student collaboration?

D (Data): HSC results, Attendance data and Tell Them From Me survey responses.

A (Analysis): Analyse data to determine the extent to which we have improved effective classroom practice.

I (Implications): Where do we go from here? Future directions and next steps.

Strategic Direction 3: Educational leadership

Purpose

To enable all aspects of school leadership to have the skills and training required to provide the most nurturing and relevant environment for those in their area of influence, utilising the best available resources. The school will use 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 will drive ongoing, school-wide improvement in teaching practice and student results.

Improvement measures

Target year: 2024

The professional learning community moves from commencing to expert practice as measured by the Key Practices for Instructional Collaboration.

Target year: 2024

The professional learning community moves from level 1 to level 5 as per the Middle Years (5-9) Transition Matrix.

Target year: 2024

The professional learning community moves from elementary to excelling in High Impact Professional Learning.

Initiatives

Middle Years Strategy

Murrumburrah High School and its partner primary schools will jointly plan, deliver and evaluate combined professional learning activities to enhance the educational experience for students from year 6 to 7. All staff will undertake necessary in depth data analysis to build capacity, develop appropriate resources and implement teaching programs that enable a continuity of learning at key transition points for all students.

Success criteria for this strategic direction

The school will develop and embed a collaborative procedure for both schools to operate under as part of an integrated curriculum.

Learning communities incorporate a middle years focus to optimise learning outcomes and achievements for all students.

Consistent middle years pedagogy enables ongoing high levels of student engagements and attainment.

Enhance delivery and use of literacy and numeracy progressions to enable PLAN2 to be more effectively recorded across both sites.

Evaluation plan for this strategic direction

Q (Question): What has been the impact of the Middle Years Strategy on the continuity of learning for all students?

D (Data): Best Start data, NAPLAN results, Attendance data and Tell Them From Me survey responses.

A (Analysis): Analyse data to determine the extent to which we have improved student wellbeing and transition

I (Implications): Where do we go from here? Future directions and next steps.