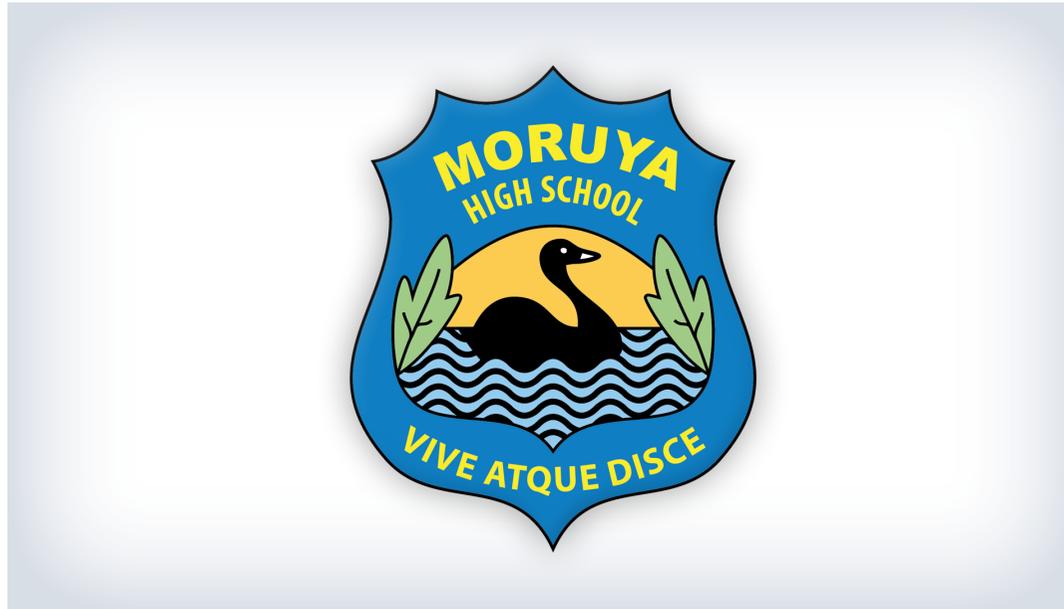# Strategic Improvement Plan 2021-2024

Moruya High School 8368

School vision and context

School vision statement

Moruya High School enables students to live and learn in a supportive environment with a focus on continuous improvement. Our school values strong, collaborative and authentic partnerships with all stakeholders within our supportive and actively engaged community.

All members of Moruya High School community are committed to ensuring that our school values of *Respect, Responsibility and Aspiration,* guide our actions and all we do.

School context

Moruya High School is an inclusive, comprehensive public high school of some 500 students and 60 teaching staff with a Support Unit which has seven classes. The school has developed a positive behaviour for learning culture based on respect, responsibility and aspiration. Collaborative practice and lifelong learning are the cornerstones of school culture, with both students and teachers supported and encouraged to grow and thrive.

The school offers a diverse curriculum and a broad range of initiatives to meet the needs of all our students. Our significant Aboriginal student population benefit from the school's strong and productive partnership with the Clontarf Academy and a range of community-based cultural and educational initiatives. Students with disabilities and behavioural needs are catered for in our suite of special education facilities and settings.

We have fostered a strong professional learning community with our partner schools, Moruya Public, Broulee Public and Bodalla Public.

Student health, resilience and wellbeing is promoted through the work of our Student Support Officer and the Wellbeing Hub, as well as through a range of school-based programs supporting student fitness, wellbeing and a Positive Behaviour for Learning program. We maintain strong relationships with with a range of health and service providers to meet the needs of our students.

Moruya High School offers numerous opportunities and support for our students, including peer tutoring, Student Representative Council, the Prefect Group and comprehensive transition programs. We promote academic acceleration for gifted students and extracurricular activities in sports and creative and performing arts.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students, staff and parents.

As a result, of the situational analysis Moruya High School has determined the following Strategic Directions:

- Student Growth and Attainment
- Student Engagement and Wellbeing
- Collaborative and Professional Learning Community

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

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 improved data analysis and used to support individualised and differentiated learning.

School vision statement

School context

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student grows every year. Through the use of explicit, whole-school teaching practices, teachers equip students with the fundamental literacy and numeracy skills needed for successful, lifelong learning. Evidence-based practice and the use of data to inform teaching are essential in meeting targets for student growth and attainment.

Improvement measures

Target year: 2022

NAPLAN

Increase the proportion of students in the top two bands in reading by 4.9%.

Target year: 2022

NAPLAN

Increase the proportion of students in the top two bands in numeracy by 5.5%.

Target year: 2023

NAPLAN

Increase the proportion of students achieving expected growth in reading by 3.9%.

Target year: 2023

NAPLAN

Increase the proportion of students achieving expected growth in numeracy by 2.8%.

Target year: 2023

HSC

Increase the proportion of Aboriginal students attaining the HSC by 23.4%.

Initiatives

Explicit Literacy & Numeracy Teaching

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.

All Moruya High School teachers understand and explicitly teach literacy and numeracy to students through all key learning areas, to students at all levels of achievement, with success that can be measured by improved student progress and achievement data.

Consolidate transition processes and data sharing with feeder schools, particularly Moruya Public School, to track student growth and achievement against Learning Progressions and inform teaching practice from the beginning of Stage 4.

Data Informed Practice

Increase the capacity of staff to collaboratively analyse internal and external student performance data to inform teaching practice and improve student outcomes.

The use of consistent data collection methods between classes and over time to allow for accurate tracking and comparison of student progress. Link data collection to Learning Progressions which provide information on the 'Where to next?' in learning.

Triangulation of internal (e.g. class tests, assignments, formative assessment) and external (e.g. NAPLAN) data to give a clearer and more accurate picture of student learning.

Prioritise reflection, evaluation and modification of teaching and learning programs by equipping teachers with the necessary resources including professional learning and support related to research driven data analysis and professional learning, the provision of scaffolds for evaluation of programs and built-in time for

Success criteria for this strategic direction

- A whole-school approach to literacy and numeracy ensures the most effective evidence-based teaching methods optimise learning progress for all students.
- All teachers employ consistent, evidence-based teaching strategies for literacy and numeracy.
- Staff use a range of data types from different types of assessment to plan, modify and deliver teaching and learning programs to meet the learning strengths and needs of students.
- Teachers have a sound understanding of student assessment data and data concepts (e.g. causality, bias).
- Teachers analyse and interpret data and use it collaboratively to inform planning, identify interventions and modify teaching practice.
- Teaching and learning programs are dynamic, showing evidence of revisions based on continuous tracking of student progress and achievement against the Learning Progressions.
- The school achieves excellent value-added results.
- Students are achieving at or above expected growth on internal school progress and achievement data.
- All staff are aware of aligning student learning needs with HSC minimum standards.

Evaluation plan for this strategic direction

Question:

How is the school using different data sources to identify a clearer more accurate picture of student learning and informing effective teaching practices.

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams:

- pre-and post-testing data on Year 8 Test Class;
- PAT- R and PAT-Maths data;
- staff attendance at Professional Learning;

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

HSC

Increase the proportion of HSC course results in the top three bands by 5.1%.

Initiatives

reflection and evaluation. Modification of programs focus on ensuring that all students are appropriately challenged and able to progress in their learning.

Collection of reliable and valid data on the post-school destination of all students.

Evaluation plan for this strategic direction

- formative assessment of Test Class;
- Year 8 Teaching and Learning Programs;
- Naplan data;
- Check in assessments;
- data related to achieving minimum standards;
- adjustments to teaching programs.

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes. Leadership team and whole staff reflective sessions.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring continuous improvement of student growth and attainment.

Strategic Direction 2: Student Engagement and Wellbeing

Purpose

Our purpose is to cultivate an environment which fosters positive relationships, celebrates accomplishment and promotes student engagement. A focus on attendance, learning continuity and high expectations creates a culture where students are challenged to set and strive towards meaningful learning goals.

Improvement measures

Target year: 2022

Attendance

Increase the proportion of students attending more than 90% of the time by 8.6%.

Target year: 2024

Attendance

Increase the overall attendance rate of Aboriginal students by 16.2%.

Target year: 2022

Wellbeing

The proportion of students reporting increased wellbeing through Tell Them From Me increases by 5.4%.

Target year: 2024

Wellbeing

Improve from Sustaining and Growing to Excelling in the element of Wellbeing from the School Excellence Framework.

Initiatives

High Expectations: Attendance and Learning Continuity

Tiered approach to support student attendance by:

- Fostering a culture of regular attendance by establishing a welcoming and aspirational environment for students to attend school and participate in learning. Promotion of attendance within the school community and monitoring of attendance to identify and deal with common barriers to attendance.

- Targeting support to address attendance concerns and re-engage students with their learning.

- Providing tailored, individual support for students with complex needs impacting on their attendance, in tandem with appropriate support services.

A focus on learning continuity to reduce the impact of absences on student learning outcomes, with responsibility shared between the student, parents and carers, classroom teachers, learning support and school leadership. Restorative practices will strengthen relationships for all stakeholders.

Wellbeing and Community

Establish a whole-school focus on wellbeing, connectedness and relationships to promote students' sense of belonging and self-efficacy.

Creation of student-centred, interest-based wellbeing groups will improve students' sense of advocacy at school and allow for daily monitoring, mentoring and support for students. Students will be empowered to create their own goals - academic, social and personal - and supported to achieve them.

Student progress towards their goals is shared with families and success is celebrated in ways that are meaningful to the student. A focus on intrinsic motivation and reward promotes student learning and behavioural autonomy.

Success criteria for this strategic direction

- Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Teachers demonstrating restorative practices in supporting student engagement in their learning.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and the school community.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Students have a strong sense of meaning and purpose, linked to their own goals and aspirations and their place in the school community.
- The Tell Them From Me survey results indicate improved student wellbeing, connectedness, advocacy and reduced bullying.
- Implementation of learning and support processes and structures that support attendance and wellbeing measures.
- Implementation of attendance improvement strategies.

Evaluation plan for this strategic direction

Questions:

What has been the impact of universal prevention measures on overall student attendance?

Have students, teachers, school leaders and parents worked together to ensure continuity of learning during and after student absences?

Strategic Direction 2: Student Engagement and Wellbeing

Initiatives

A comprehensive and context-specific suite of school-wide strategies related to bullying, mental health, interpersonal skills and socio-emotional intelligence will be integrated across the curriculum and focused on during explicit roll-call lessons.

Parental and community involvement will be encouraged through the promotion of existing relationships and activities, and the establishment of new opportunities for connection.

Evaluation plan for this strategic direction

Has mentoring and support allowed students to set, evaluate, modify and attain personal learning goals?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams:

- attendance data;
- SCOUT data;
- SENTRAL data, including wellbeing incidents;
- suspension data;
- Learning Support Meeting Minutes detailing attendance and wellbeing issues;
- Learning Support processes;
- P&C meeting minutes;
- logs and attendance registers of parent / community events;
- pre- and post-survey results from Action Research activity;
- participation rates for transition and orientation;
- Wellbeing plans;
- School cultural events -frequency, participation and learning modifications;
- parent meetings;

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Leadership team and whole staff reflective sessions.

Strategic Direction 2: Student Engagement and Wellbeing

Evaluation plan for this strategic direction

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring continuous improvement of student growth and attainment.

Strategic Direction 3: Collaborative and Professional Learning Community

Purpose

Our purpose is to ensure that our classroom teachers and school leadership work together as a professional learning community, focused on mutual support and the continuous improvement of teaching and learning. Collaboration across faculties, between stages and with other schools promotes the identification and sharing of best practice teaching and assessment strategies.

Improvement measures

Target year: 2024

The majority of teachers demonstrate accomplished practice against the CPL Theory of Action rubrics.

Target year: 2024

To move from Sustaining and Growing to Excelling on the SEF for student performance measures in the element of Assessment in the Learning Domain.

Target year: 2024

Staff TTFM Data increases from a baseline of 7.3 to 8.0 in the area of teacher collaboration.

Initiatives

Collaborative Practice

The School Improvement Team acts to embed dynamic systems across the whole school to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Effective teaching strategies, identified during Instructional Rounds are promoted and modeled by the School Improvement Team.

Teachers work in small, cross-faculty collaborative groups (Triads) to reflect on and improve teaching practice.

Quality Assessment Practices

Develop systems and professional capacity of teachers to effectively use assessment to evaluate, measure and document academic readiness, learning progress, skill acquisition and the education needs of their students.

Implement, school-wide, the five elements of effective assessment practices as articulated by Sharratt (2019) :

* establishing learning intentions that are drawn from the relevant syllabus and clearly describe what students should know, understand and be able to do at the conclusion of a unit of work

* creating success criteria that describe what success looks like in relation to the learning intentions and are co-created by students and teachers

* providing explicit descriptive feedback to students in a timely manner and ensuring that it is clearly understood by students

Success criteria for this strategic direction

Collaboration

- There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

- Teachers understand and use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback between teachers. This collaboration is evident between faculties, and with other schools.

- Visible collaboration around consistent teacher judgement of assessment practices.

Assessment

- Teachers use assessment flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Evaluation plan for this strategic direction

Question:

What has been the impact of the continual implementation of Curiosity and Powerful Learning, teacher collaboration and assessment practices on teaching practice and student performance?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams:

- Curiosity and Powerful Learning Theories of Action observation rubrics;

- Rubrics, marking criteria and student work samples;

Strategic Direction 3: Collaborative and Professional Learning Community

Initiatives

* building the capacity of students to peer assess and self-assess using the success criteria as a reference

* developing the capacity for individual goal-setting by students, which includes students asking questions such as 'What do I need to improve?' and 'What is my next step?'

Evaluation plan for this strategic direction

- Stage 4 and 5 programs to show embedded CPL and assessment strategies;
- Tell Them From Me data in the area of teacher collaboration;
- What Works Best teacher surveys;
- internal assessment data;
- external assessment data, i.e. Naplan and Check in assessments.

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Leadership team and whole staff reflective sessions.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring continuous improvement of teaching and learning.