

Strategic Improvement Plan 2021-2024

Marrickville High School 8540



School vision and context

School vision statement

At Marrickville High School we have a strong focus on providing a positive and supportive learning environment. We are committed to enhancing the learning culture of the school and the ongoing development of staff. We will continue to develop and inspire thoughtful, creative and resilient students who reach their potential and contribute positively to society.

School context

Marrickville High School is a co-educational 7-12 community high school providing exceptional learning opportunities for students in the inner west of Sydney.

This school is a caring and safe place of learning; our wellbeing initiatives focus on proactively supporting all students in improving their learning and ensuring they feel connected to their school community.

Marrickville High School is an inclusive school that values every student equally and has an Intensive English Centre (IEC) and a Support Unit, consisting of five classes. The student population of 460 has been steadily growing over the past four years.

Marrickville High School is part of a diverse community, 57% of students have a language background other than English, 14% of EAL/D students require a level of support. 4% of students identify as having an Aboriginal background.

The school's staffing entitlement for 2020 was 60.4 teaching staff and 17.2 non-teaching staff. The school also employs a Business Manager (0.3) and a Deputy Principal from school funds. The school executive staff has grown with 40% in their first 2 years at the school. Staff are a mix of experienced and early career teachers with 18% of staff in their early careers.

The school has strong relationships with an active P&C and strong community links.

The school provides opportunities in the creative and performing arts and sport. There is a strong focus on student responsibility, respect, lifelong learning and a desire for students to strive for their best.

The school has completed a situational analysis that has identified key areas for this Strategic Improvement Plan. The school is committed to strengthening the learning culture through enhanced whole school literacy and numeracy programs, differentiation and ensuring optimum conditions for student learning. These initiatives will be implemented through data driven practices.

We aim to further develop our strong professional community through targeted professional learning opportunities and staff collaboration to support student growth and engagement.

Strategic Direction 1: Student growth and attainment

Purpose

Building student capacity in literacy and numeracy is central to the development of lifelong learners. Teachers will refine their understanding of data to improve student learning outcomes.

Improvement measures

Target year: 2022

NUMERACY

Continue to uplift the percentage of students in the top 2 bands of NAPLAN numeracy from 2021 progress measure, towards the system negotiated target baseline of 19.6%

Target year: 2022

READING

Continue to uplift the percentage of students in the top 2 bands of NAPLAN reading from 2021 progress measure, towards the system negotiated target baseline of 14.7%

Target year: 2022

HSC ACHIEVEMENT

Continue to uplift the percentage of students in the top 3 bands HSC from 2021 progress measure, towards the system negotiated target baseline of 51.9%.

Target year: 2023

NUMERACY

A minimum of 75.2% of students achieving expected growth in NAPLAN numeracy.

Target year: 2023

READING

A minimum of 72.9% of students achieving expected

Initiatives

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment

- Numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning.
- Strengthen collaborative support through cross faculty collaboration and evidence - based programs guided by the School Excellence Framework.
- Embed the use of formative data collection and feedback and reflection on teaching effectiveness for numeracy.

Improve the school wide teaching of reading and utilise data to measure effectiveness.

- Implement focus reading program for year 8 students.
- Utilise data collection and feedback to reflect on program effectiveness.
- Strengthen collaborative support through sharing key strategies in teaching reading.

Success criteria for this strategic direction

- Assessment data is collected in literacy and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching to lead to measurable improvement.
- A whole school approach ensures effective evidence based teaching methods implemented to optimise the learning progress of students. Effective methods are identified, promoted and modelled.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in numeracy and reading?

Data:

A combination of data sources will be used.

- NAPLAN data
- Internal assessment, Pre and Post testing of students
- Check-In data
- Best Start data
- Scout data (HSC)

Analysis:

Analysis will be within the initiatives and monitored continually through progress and implementation. Data will be triangulated and analysed to evaluate the effectiveness of programs and practices.

Implications:

The regular review of data will provide clarity for whether

Strategic Direction 1: Student growth and attainment

Improvement measures

growth in NAPLAN reading.

Evaluation plan for this strategic direction

we are on track for achieving the intended improvement measures.

What does the data analysis suggest about future focus areas for improving reading across the school.

Strategic Direction 2: Enhancing the learning culture

Purpose

Enhancing the learning culture of the school will support student growth and attainment. Creating an inclusive learning environment that fosters high expectations and ensures students are engaged. Students' diverse learning needs are met through data informed adjustments that provide opportunities for all students to be successful.

Improvement measures

Target year: 2024

LEARNING ENVIRONMENT

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

Target year: 2024

DIFFERENTIATION - EALD

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all adjustments lead to improved learning.

Target year: 2024

DIFFERENTIATION - LEARNING SUPPORT

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Target year: 2024

DIFFERENTIATION - HIGH POTENTIAL

Teaching and learning programs across the school show evidence that they are adjusted to address individual

Initiatives

Embed a whole school approach to student wellbeing and engagement where there is collective responsibility for student learning and success.

- Review and evaluate current wellbeing and discipline procedures
- To create an integrated wellbeing and discipline policy that is used consistently across all areas and levels of the school.
- Enhancing the learning culture of the school to support student growth and attainment.
- Creating an inclusive learning environment that ensures students are engaged and attending school regularly.

Improve effective classroom practice through a focus on teaching and learning programs which differentiate curriculum to meet the needs of all students.

- Embed explicit system to optimise the growth and achievement of students.
- Embed differentiation strategies across KLA's.
- Adjusted assessment tasks.
- Develop staff professional learning to build teacher capacity in supporting the learning needs of all students.

Success criteria for this strategic direction

- A thorough analysis of the current school wellbeing and discipline procedures has been completed and a whole school policy has been developed and implemented.
- Whole school and personalised attendance approaches are improving regular attendance rates for all students including those at risk.
- Teaching and learning programs have been adjusted to address student needs.
- Teachers are able to differentiate their classroom practice to meet the learning needs of students.
- Assessment tasks allow students to demonstrate their learning.

Evaluation plan for this strategic direction

Questions:

- Has the school implemented wellbeing and discipline procedures in line with DoE policies?
- Is learning differentiated to meet the needs of students?

Data:

We will use a combination of data sources:

- Tell Them From Me (TTFM) survey results
- Attendance data
- Sentral Wellbeing Incidents and Suspension information will be analysed by the team.
- Teaching and learning programs
- Assessment tasks
- Lesson observations

Analysis:

- Data will be triangulated and analysed to evaluate

Strategic Direction 2: Enhancing the learning culture

Improvement measures

student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Target year: 2022

ATTENDANCE

Continue to uplift the % of students attending greater than 90% of the time from 2021 progress measure, towards the system negotiated target baseline of 81.0%

Evaluation plan for this strategic direction

program and practices.

Implications:

- What does the data analysis suggest about future focus areas for improving the student learning environment across the school?

Strategic Direction 3: Professional growth and collaboration

Purpose

In order to support student growth and attainment our teachers model lifelong learning by participating in strategic professional learning. Staff work collaboratively with peers across all areas of the school through classroom observation, teacher dialogue, reflection and evidence-based research to sustain quality teaching practice.

Improvement measures

Target year: 2024

COLLABORATIVE PRACTICE

The school uses 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 drives ongoing, school wide improvement in teaching practice and student results.

Target year: 2024

HIGH IMPACT PROFESSIONAL LEARNING

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Initiatives

Improve effective classroom practice through embedded and explicit systems that facilitate professional dialogue collaboration and classroom observation.

- Develop staff capacity and build the willingness to engage with and use feedback.
- Development and implementation of guidelines and structures to provide constructive and effective feedback to colleagues.

Staff establish professional learning communities which focus on data driven, research based evidence to deliver high impact professional learning.

- The Professional learning of each Strategic Improvement team will be mapped out and planned in coordination with the Head Teacher of Teaching and Learning.

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration and classroom observation.
- This drives ongoing, school-wide improvement in teaching practices and student results.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Evaluation plan for this strategic direction

COLLABORATIVE PRACTICE

Questions:

- What practices and processes regarding teacher observation are most appropriate for our school?
- How has professional learning effected student growth and performance?

Data:

- Tell Them From Me
- Teacher surveys
- Professional learning evaluations
- Records of lesson observations
- PDP evaluations and evidence

Analysis:

- Data will be triangulated and analysed to evaluate program and practices.

Implications:

- What were the overall findings of the team and what process will be used to recommend the method chosen for future teacher observation and collaboration to improve practice and drive teacher

Strategic Direction 3: Professional growth and collaboration

Evaluation plan for this strategic direction

collaborative practice?