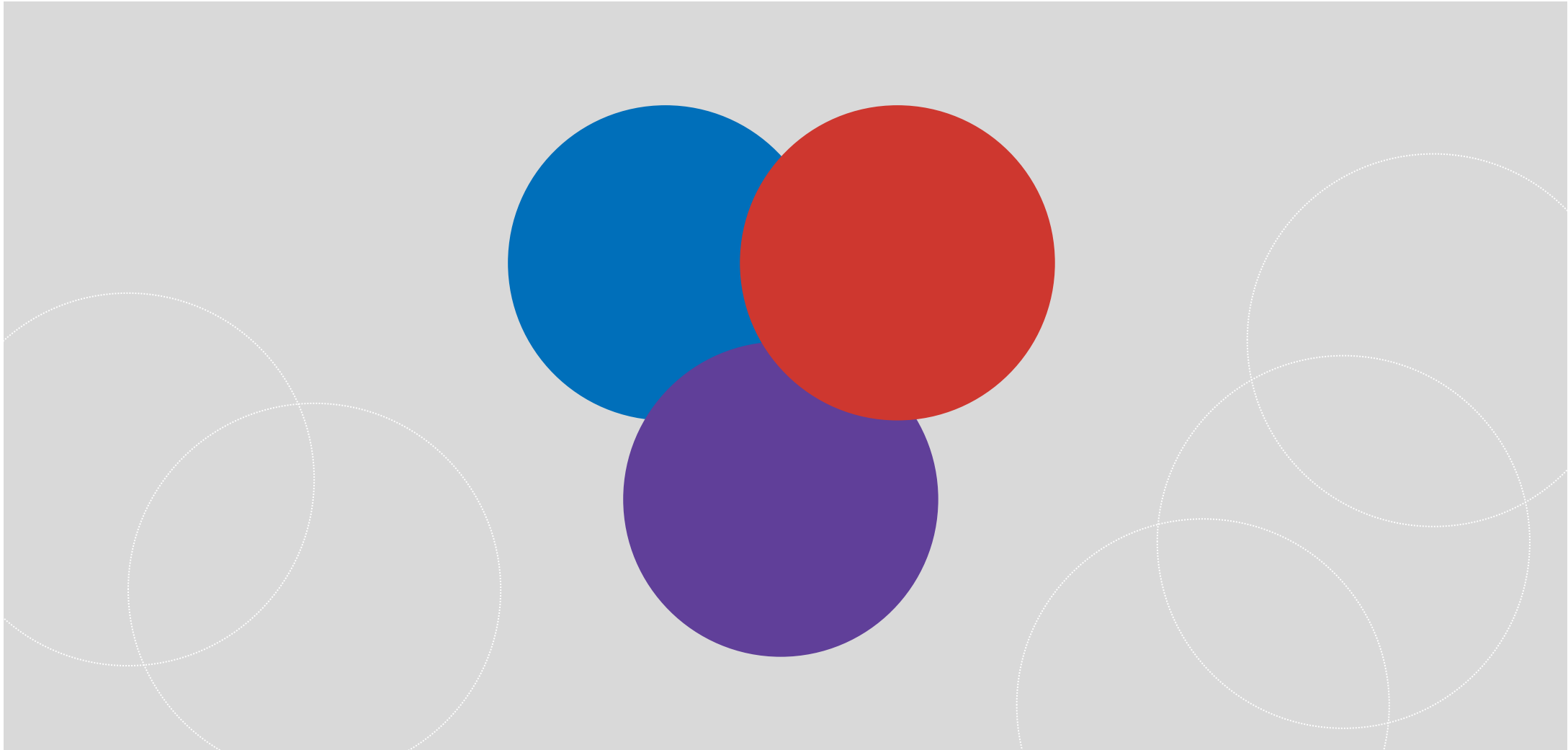


School plan 2015 – 2017

Muswellbrook High School 8164





School vision statement

'As a progressive educational community, we are committed to inspire and challenge students to achieve individual success in preparation for effective participation in a changing world'.

School context

At Muswellbrook High School, our highly qualified and dedicated teaching and non-teaching staff work together to create an environment that truly embodies our school motto, 'Striving for Excellence in a School that Cares'.

The school is built on the land of the Traditional owners of the Wanaruah and Kamilaroi people. It boasts a proud history of educating families of the Upper Hunter; drawing students from the Muswellbrook, Denman and Martindale communities. The economic viability of these communities is based upon; mining, agriculture, viticulture, the equine industry and power generation.

The school is dedicated to developing a culture of academic achievement, success in sport, agriculture and the opportunity to enhance student performance in the cultural and performing arts.

Muswellbrook High School promotes public education by; catering for the diverse learning needs of students in our Support Unit, providing successful pathways into tertiary study or into employment, fostering the talents of our gifted and talented students, providing enrichment opportunities for Aboriginal students via the Graham (Polly) Farmer Foundation and enhancing the opportunities of students to experience cultures from different countries, including our sister school relationship with the Sayama Seiry School, Japan.

All school programs and initiatives are well supported by an active parent community and P & C.

School planning process

In 2014 and early 2015, an extensive school evaluation and consultation process has guided our school's vision and three strategic directions.

Significant consultation was undertaken with staff, students, parents and community members through surveys, discussions and a two day executive planning conference. The P & C and Aboriginal Education Worker contributed to the school planning process. This ensured that a broad range of the school community was able to have a voice in the planning process.

Critical analysis of the school's internal data using Millennium, as well as, the National assessment data for NAPLAN, the HSC results and the Tell Them From Me (staff, student and surveys) assisted in the development of the strategic directions.

The School Plan reflects current DEC priorities and reforms with a strong focus on the **Great Teaching, Inspired Learning (GTIL) reform**.

The school vision consultation was undertaken over a 4 month period, with specific consideration given to the **Melbourne Declaration and the School Excellence Framework**.



Purpose

Students develop a love of learning, which leads to higher levels of engagement, success and improvement. This occurs through teachers continually developing their expertise in their craft.

Purpose

21st Century learners live in a changing world. As a result, students will be provided with an environment that fosters the development of resourcefulness, independence, self-direction and resilience.

Purpose

Positive relationships actively contribute to an individual, the school, the community and the society in which we live.

Strategic Direction: Excellence in Teaching

The basis for improving student learning is high quality teaching and leadership

Purpose

Students develop a love of learning, which leads to higher levels of engagement, success and improvement. This occurs through teachers continually developing their expertise in their craft.

Staff will continue to work collaboratively to improve student outcomes, by ensuring quality teaching and learning are delivered in the classroom.

Improvement Measures

- ❖ School data will equal or exceed State norms for the Learning Bar surveys; *Focus on Learning* Teacher survey and the *Tell them from Me* student survey. These results will be sustained over time due to improved teacher pedagogical practices.
- ❖ 100% of staff participation in collegial discussion and observation based on elements and dimensions of the Quality Teaching Framework.
- ❖ All staff are registered with BOSTES and should be working towards Proficient or Highly Accomplished Accreditation.

People

Students

Students will have opportunity to give constructive feedback (via reflective surveys) to drive and sustain on-going school-wide improvement in teaching practice and student outcomes.

Staff

Effectively engage in professional learning that addresses the skills of quality teaching. Work collaboratively to improve teaching and learning through participation in lesson observation and professional dialogue.

Parents/Community

Have the opportunity to give constructive feedback to drive and sustain on-going school-wide improvement in student outcomes through surveys and focus groups.

Executive Team

Will enhance leadership capacity through engaging with the **School Excellence Framework** and the **Performance and Development Framework**.

Processes

GTIL school-based project

All staff are in-serviced and participate in **lesson observations and classroom walkthroughs**.

Quality Teaching Rounds in partnership with Newcastle University will form a large part of the Professional Learning time.

Teachers will work collaboratively in faculty and cross curricular groups to improve teaching and learning in their classrooms, provide and receive timely, constructive feedback and maximise opportunities to further progress their professional learning goals.

Performance and Development Framework

Form a leadership accreditation group, exploring BOSTES and ATSIL.

Consolidate Induction and beginning teachers program.

Provide support for staff pursuing higher levels of accreditation.

Evaluation Plan

Products and Practices

Product

School data will equal or exceed State norms for the Learning Bar surveys; *Focus on Learning* Teacher survey and the *Tell them from Me* student survey. These results will be sustained over time due to improved teacher pedagogical practices.

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Practice

100% of staff participation in collegial discussion and observation based on elements and dimensions of the Quality Teaching Framework.

All staff reflect on and evaluate the quality of their classroom practice through QTR, lesson observations and classroom walkthroughs.

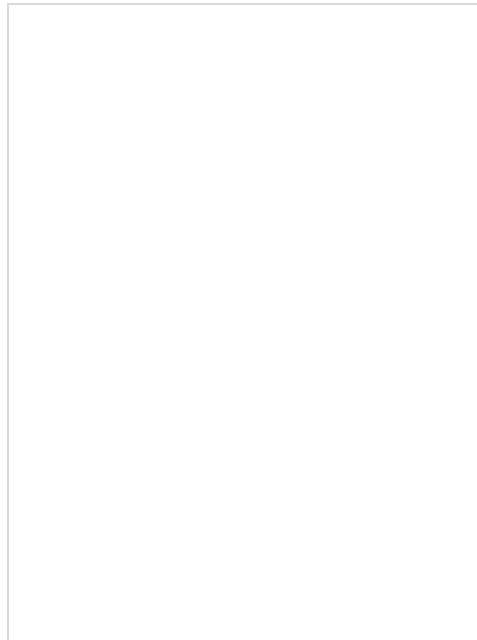
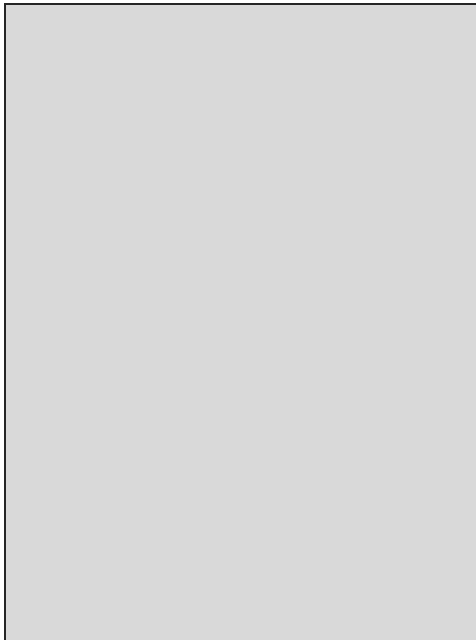
Product

Improved teacher pedagogical practices sustained over time fostering personal growth and personal wellbeing.

Practice

All staff are registered with BOSTES and should be working towards Proficient or Highly Accomplished Accreditation.

100% of staff have Professional Development Plans (PDPs) which reflect AITSL National Standards and align with



All faculties participate in the *Learning Bar* surveys.

Data analysis is the basis for all planning, decision making and driving future learning and improvement. The executive team will report regularly against the milestones.

Utilise the **School Excellence Framework** as a guide for future planning.

the school plan priorities.

All staff will maintain documentary evidence of their professional learning goals demonstrating deep understanding of consistent, sound quality teaching practices.

Product

Better leadership and collaborative management.

Practice

All leadership positions have a plan for succession management.

Staff, students and community actively contribute to the school planning process and assist with future school direction.

Strategic Direction: 21st Century Learners

Purpose

21st Century learners live in a changing world. As a result, students need to be provided with an environment that fosters the development of resourcefulness, independence, self-direction and resilience.

Improvement Measures

- ❖ Student NAPLAN growth will equal or exceed the State average growth for Literacy.
- ❖ 80% of PL funds are allocated to support teachers and faculties to meet their identified goals and the goals of the school plan.
- ❖ Increased student engagement as measured by improvement in attendance, reduction in truancy, the completion of assessment tasks.
- ❖ Raise teacher confidence in utilising learning technologies to maximise 21st Century learning.

People

Students

Develop deep knowledge and understanding as learners with the ability to reflect on their own learning. They set explicit learning goals and identify the strategies required to achieve them.

Staff

Differentiate curriculum delivery to meet the needs of individual students

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Curriculum delivery integrates technology, library and information services.

Parents /Community

Develop an understanding of the Literacy Continuum. Parents will know where their child is positioned on the Literacy Continuum. They will have opportunity to engage in meaningful conversations about their child's learning.

Executive Team

Promote learning excellence and responsiveness in meeting the learning needs of all students by fostering an integrated approach to quality teaching, curriculum planning and delivery.

Processes

Learning Support

Students are identified for the National Collection of Data (NCCD) and provided with a range of support structures and plans relevant to their needs. Data is collected and evaluated. Students are familiarised with the Literacy Continuum outcomes, their cluster placement and develop an understanding of specific strategies designed to facilitate progress on the Continuum.

Technology

Teachers develop their own expertise in BYOD technologies and their delivery of rich tasks to engage learners and encourage deeper thinking skills.

Creating innovative learning spaces

Staff teams engage in learning partnerships with other schools of best practice – e.g. NBCS, to create flexible learning spaces that meet the needs of 21st Century learners.

Products and Practices

Product

Student NAPLAN growth will equal or exceed the State average growth.

Increased value-added results at HSC level.

Practice

Assessment data (school and external) is utilised to monitor achievements and gaps in student learning. They are used extensively to inform planning for particular student groups and individual students.

New staff members are in-serviced about NCCD.

NCCD and Literacy Continuum are used when transitioning students.

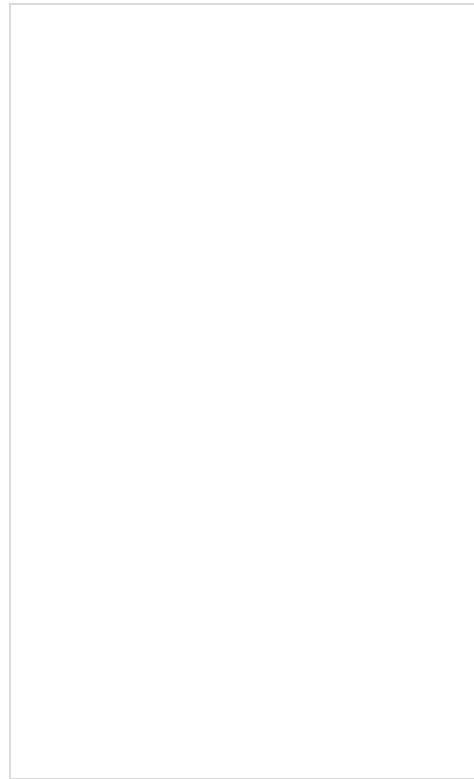
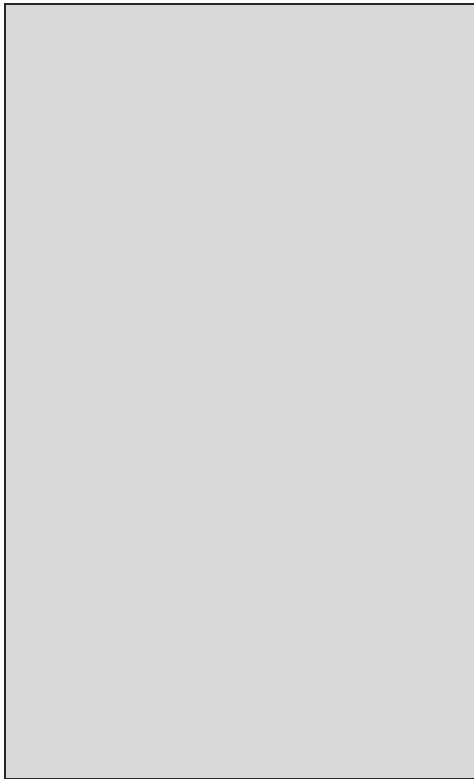
Product

Autonomous learners demonstrating practical skills, creativity and initiative (Higher order thinking skills).

Practice

Adjustments for learning (for all students including the Gifted and Talented) are embedded in all teaching and learning programs.

All eligible students (Yr.7 to10) are mapped on the Literacy Continuum.



Evaluation Plan

All faculties participate in the Learning Bar surveys.

Data analysis is the basis for all planning, decision making and driving future learning and improvement.

Regular reporting against the milestones by the Executive Team.

Utilise the **School Excellence Framework** as a guide for future planning.

Super Six Comprehension Strategies are embedded and explicitly linked to programs and assessment tasks.

Whole school focus on literacy and Extended writing.

Senior study skills program.

Product

Students to develop skills in critical thinking and analysis in relation to technology.

Practice

Technology is integrated into programs and pedagogy.

Product

Well-resourced learning spaces are created for flexible delivery.

Practice

Teachers flexibly utilise learning spaces within the school.

Strategic Direction: Quality Relationships

A whole school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Purpose

Positive relationships actively contribute to an individual, the school, the community and the society in which we live.

Improvement Measures

- ❖ School engagement data from the *Partners in Learning survey* will equal or exceed State norms.
- ❖ 85% of students showing positive behaviour for effective learning.
- ❖ Improve the retention rate at transition points.

People

Students

Positive Behaviour for Learning (PBL) is demonstrated in all settings, building resilience, social competence and responsibility for their own behaviour. Development of student leadership capacity through SRC and leadership teams.

Staff

A deeper understanding of their beliefs and attitudes towards:
Cultural perspectives
Home-school partnership
Relational Trust between staff.

Develop processes to ensure positive, respectful relationships are evident between students, colleagues and wider community.

Parents/Community

Parents and community members have an opportunity to engage in a wide range of school-related activities.

Executive Team

Leadership strategy promotes succession planning, distributed leadership and organisational best practice.

Processes

Develop and implement Positive Behaviour for Learning (PBL).

Develop increased leadership opportunities for students. Introduce whole school projects that enhance well-being and a positive learning culture.

Student recognition of positive behaviour.

Lead and engage in professional learning for all staff in the Stronger Smarter Leadership.

Products and Practices

Product

School engagement data from the *Partners in Learning survey* will equal or exceed State norms.

Practice

Inclusive school community that accommodates and enables all stakeholders.

Increased opportunity for student, staff and community voice on whole school teams and committees.

Retention and transition programs.

Product

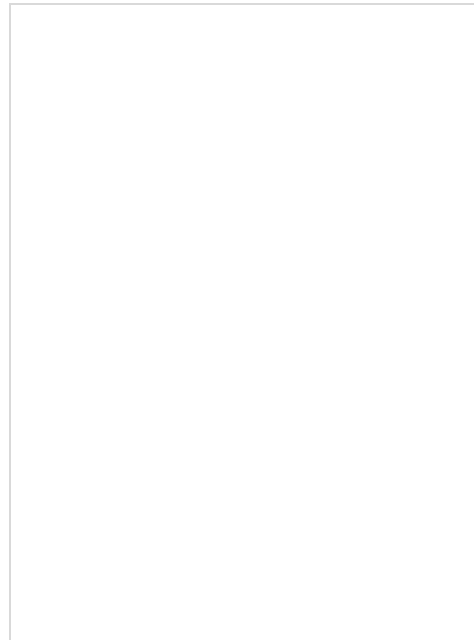
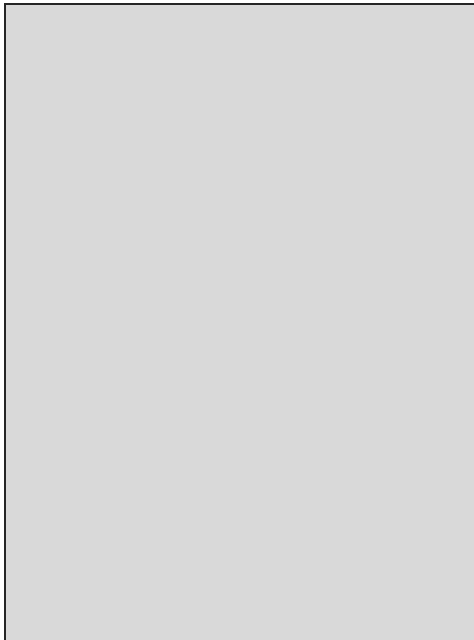
Students will use enhanced social skills and demonstrate improved resilience, thus reducing negative incidents recorded on Millennium.

Practice

Implement the PBL initiative in whole school areas.

Product

Student achievement is acknowledged.



Evaluation Plan

Participation in the Learning Bar surveys.

Data analysis is the basis for all planning, decision making and driving future learning and improvement.

Regular reporting against the milestones by the Executive Team.

Utilise the **School Excellence Framework** as a guide for future planning.

Practice

Promoting and acknowledging positive student achievement through VIVO, Awards and Certificates.

Product

Increased staff awareness of cultural competence (the behaviour practices and filters).

Practice

Students engage in quality cultural activities and programs that enrich cultural identity across whole school community.

Staff are in-serviced in the Stronger Smarter Leadership Program.