Strategic Improvement Plan 2022-2026

Mitchell High School 8403

School vision and context

School vision statement

At Mitchell High School we will ensure that every student, every teacher and the school as a whole, improves every year with our students completing their schooling well prepared for higher education, training or work. In order to do this, we believe in creating strong foundations in literacy and numeracy, deep content knowledge and self-confidence in their ability to learn and adapt. This ensures our students become responsible and adaptable citizens in our everchanging world.

School context

Mitchell High School is a comprehensive high school serving the southern area of the Blacktown and Prospect districts. We are committed to creating quality learning opportunities for all students by proactively supporting and enhancing cognitive, physical, social, emotional and spiritual wellbeing. We aim to foster connectedness, improve motivation, enhance school attainment, increase confidence and build resilience in all students through the provision of opportunities to connect, succeed and thrive.

Our student population is highly multicultural and consistently above 1000 students. 52% of the students are from EAL/D backgrounds with approximately 10% from a refugee background. We also have 29 students who identify as Indigenous. There are 96 staff including 70 teachers, 12 SASS and 4 SLSOs.

The school has an excellent reputation in the community and achieves sound results in the RoSA and HSC. Mitchell High is noted for its excellence and tradition and expects students to have high personal standards and expectations in academia, presentation and behaviour. Leadership is developed through numerous programs with students given community-wide responsibilities. We are a Positive Behaviour for Learning (PBL) school which enhances learning, behaviour, self-esteem and confidence. Provisions are made for high achievers and those needing additional support with a strong focus on future focus skills and learning spaces. Mitchell High places an emphasis on continually enhancing the quality of teaching by high-impact staff professional learning and development.

In the area of international links, the school is recognised as a leader with 7 overseas high schools enjoying close ties. This has led to numerous students directly experiencing and being exposed to different cultures. We utilise links within the Nirimba Learning Community and the Nurragingy AECG to facilitate the collegial sharing of ideas and pedagogy. Strong community links exist which result in excellent post-school transitions. Approximately 90% of Year 12 students at Mitchell High School students undertake studies at either TAFE or University.

Over the next three years areas for further development have been identified which will ensure our continued success. There will be a strong emphasis on improving literacy and numeracy skills and HSC results. Our teachers will be further developed in the areas of implementing data-informed and driven practices. We will continue to build on our strong foundations in Wellbeing by enhancing our whole school approach with the development, implementation and embedding of a SEL Program. Both the teaching and support staff will continually pursue professional learning which promotes a world-class curriculum, contemporary pedagogy and an assessment driven learning environment to improve the outcomes of all students regardless of background.

Strategic Direction 1: Student growth and attainment

Purpose

Explicitly strengthening foundations in Literacy, Numeracy and subject knowledge, underpinned by evidence-informed strategies and embedded evaluative practice will allow every student to grow in confidence in their learning enabling them to accept the continuing challenge to learn and improve.

Improvement measures

HSC achievement - top 2 bands
Achieve by year: 2023

The percentage of students achieving in the top two bands of the HSC will be trending upwards to achieve above the system-negotiated lower bound targets.

HSC achievement - top 3 bands
Achieve by year: 2023

The percentage of students achieving in the top three bands of the HSC will be trending upwards to achieve above the system-negotiated lower bound targets.

Achieve by year: 2026

All substantive teachers will collaboratively share their individual monitoring folders to evaluate programs and assessments that support individual students in all stages, maintaining the level of 'excelling' in the SEF assessment of elements, 'Teaching and Learning Programs', 'Assessment' and 'Individual Learning Needs'.

Achieve by year: 2026

All substantive teachers demonstrate engagement with PLAN2, through the recording of student attainment of targeted progressions including the Numeracy Progressions OwA, OwD, UuM, NPA and Literacy Progression UnT, CrT.

Reading growth
Achieve by year: 2023

The percentage of students achieving the expected

Initiatives

Create and embed strong foundations for learning through evidence-based best practice

Strong foundations for learning, using evidence-based best practice, will be created and embedded in teaching practice through:

- Revisiting professional learning in PLAN2, Aboriginal Pedagogy in learning and the WSU Academic Writing Program.
- The development of a numeracy program to be implemented in each KLA, as well as the implementation of the MHS Literacy program, with a focus on equity groups.
- Broadening the scope of the WSU writing program to be extended to Stage 5 and Aboriginal Pedagogy into Year 8 teaching programs.
- The introduction of monitoring folders, to evaluate changes in practice, which will be embedded across all KLAs.

Embed strong faculty planning and performance using the 8 elements of WWB

Faculty planning and performance will be strengthened through the use of the 8 elements of WWB by:

- Focusing on assessment and effective feedback under the umbrella of collaboration involving targeted cross faculty observations, QTR and action teams.
- Building opportunities for mentoring, coaching, QTR, observations and PBL with a focus on high expectations, classroom management and explicit teaching.
- Introducing collaborative practices to ensure that the WWB elements are consolidated and embedded across the school.

Success criteria for this strategic direction

The practice of identifying expected growth in literacy and numeracy for each student to drive teaching practice is embedded within school routine and across all KLA programs (SEF Learning Domain - Wellbeing, Student Performance Measures).

An environment of high expectations will exist in which explicit teaching of literacy, numeracy and subject content in all subject areas will be evident with success measured by improved student progress and achievement data. (SEF Learning and Teaching Domains - Learning Culture, Effective Classroom Practice, Student Performance Measures).

A whole school culture embedding the 8 elements of What Works Best and underpinned by the most effective evidence-based teaching methods will ensure all students optimise their progress in literacy, numeracy and subject content (SEF Learning and Teaching Domains - Curriculum, Effective Classroom Practice).

There is a school-wide collective responsibility for student learning and success using information from PLAN2 to inform teaching practice, allow longitudinal monitoring of student growth and ensure an alignment between internal and external data sources (SEF Teaching Domain - Data Skills and Use).

SEF SaS reflects that the school is maintaining the level of 'excelling' in the of elements, 'Teaching and Learning Programs', 'Assessment' and 'Individual Learning Needs'.

Evaluation plan for this strategic direction

Question

What has been the impact on student achievement and growth through the expansion of using evidence-based best practice?

Data

- HSC Analysis (Annually)

Improvement measures

growth in reading in the Check-in assessments will trend upwards from a baseline of 45.5% to achieve above the system-negotiated lower bound targets of 45.6%.

Numeracy growth
Achieve by year: 2023

The percentage of students achieving the expected growth in numeracy in the Check-in assessments will trend upwards from a baseline of 47.75% to achieve above the system-negotiated lower bound targets of 48.6%.

Evaluation plan for this strategic direction

- NAPLAN Analysis (As released)
- PLAN2 (Termly)
- PAT Testing (Bi-annually)
- TTFM - student data (As released)
- Pre and post testing for academic writing program (Annually)
- Check in Assessment (As released)
- QTR lesson plans and observation reflections (Semesterly)

Analysis

Analyse the data to determine the extent of percentage growth in student achievement.

Implications

Reassessment of Aspirational Zones.

Strategic Direction 2: Enhancing dimensions of wellbeing

Purpose

To ensure every student engages in quality learning opportunities we will proactively support and enhance social and emotional wellbeing fostering an environment of connectedness, improved motivation, enhanced regulation and stronger resilience. This will ensure each student thrives, succeeds and improves every year.

Improvement measures

Wellbeing
Achieve by year: 2023

To have the wellbeing measure trend upwards to above the lower bound system-negotiated target.

Advocacy and expectations
Achieve by year: 2026

- To continue to see a downward trend in the % of students indicating a low level of advocacy and expectations on the Tell Them from Me Survey.

Sense of belonging
Achieve by year: 2026

- The school's average % of students who identify as having a positive sense of belonging in the Tell Them from Me survey continues to trend upwards above the upper bound of 72%.

Attendance (>90%)
Achieve by year: 2023

- Implement the bi-annual, 'Indicators of Wellbeing Survey', to compare to the baseline from Term 4 2021.

Achieve by year: 2026

Sample group tracked across the 4 years on the 5-point bi-annual, 'Indicators of Wellbeing Survey', experience an upwards trend in wellbeing.

SEF assessment of wellbeing

Initiatives

Whole School Social and Emotional Learning (SEL) Program

This will involve the development and implementation of the SEL program along with the delivery of Professional Learning for staff.

- Trial of the SEL program modules will by initiated and evaluated, followed by full implementation along with the development of the cognitive wellbeing domain focus and delivered to all staff and students.

- The physical and spiritual wellbeing domains will be implemented.

- A focus on ensuring a change in practice by staff with ongoing evaluation and modification of the SEL modules, using staff and student feedback to inform changes and modifications.

- The full Wellbeing program will be embedded into school practices which will be seen through an increase in positive relationships between staff, students and parents and the use of common language when dealing with social and emotional issues.

Civics and Citizenship Program

The emotional and social awareness of staff and students will be further developed to strengthen and drive an environment of connectedness across a wide range of equity groups through:

- The development and implementation of a Human Rights and Refugee Action Group to assist with the understanding and appreciation of the dimensions of wellbeing in a global context with a focus on developing a school calendar identifying key national/international dates for acknowledgement and celebration.

- The development and delivery of lessons that focus on areas such as conflict, environmental disasters, gender that impact on a wide range of equity groups to increase student and staff understanding and empathy.

Success criteria for this strategic direction

A whole school approach, via an overarching program covering the five domains of wellbeing as well as historical and contemporary human rights, refugee issues and harmony amongst equity groups (SEF Learning Domain - Wellbeing, Curriculum).

Explicit teaching of Social and Emotional Learning (SEL) skills across all year groups, human rights and refugee lessons to increase student awareness and understanding of the issues linked to wellbeing domains (SEF Learning and Teaching Domains - Wellbeing, Curriculum, Effective Classroom Practice).

Staff members modelling effective social and emotional skills with strong, positive relationships evident between staff, students and parents (SEF Learning Domain - Wellbeing).

Emotional and social awareness by students and staff of self and others across a wide range of equity groups, drives an environment of connectedness (SEF Learning Domain - Wellbeing).

There is a school-wide collective responsibility for student learning and success underpinned by the 5 domains of wellbeing and an understanding and appreciation of human rights and refugee issues in a global context (SEF Learning Domain - Wellbeing, Curriculum).

SEF assessment of the element of 'Wellbeing' indicates that the on-balance judgement is maintained at 'Sustaining and Growing' to 'Excelling'.

Evaluation plan for this strategic direction

Question

What has been the impact of using explicit teaching protocols outlined by the SEL program on each of the 5 domains of wellbeing?

What has been the impact of a Human Rights and Refugee Action Group in creating activities, awareness,

Strategic Direction 2: Enhancing dimensions of wellbeing

Improvement measures

Achieve by year: 2026

SEF assessment of the element of 'Wellbeing' indicates that the on-balance judgement is maintained at 'Sustaining and Growing' to 'Excelling'.

Initiatives

- Planning and delivering celebrations for Refugee Day, MHS Heritage Day and Human Rights Day.
- Community links developed and increased engagement with these links to promote vast equity groups within our community.
- Development of a project that draws on individual and shared experiences to be produced, complementing the global context of human rights and wellbeing.

Evaluation plan for this strategic direction

appreciation and advocacy for members of the school community and on a global scale?

Data

- TTFM (As released)
- Attendance Data (Termly)
- SEL Modules and lessons (Semesterly)
- Professional Learning Deliverables (Termly)
- NCCD data (Annually)
- Suspension data (Termly)
- Staff Surveys (Semesterly)
- Student Surveys (Semesterly)
- Photos of student engagement in lessons/activities (Semesterly)

Analysis

Analyse the data to determine that students have developed an increased positive sense of belonging at MHS and developed a greater understanding of the social and emotional wellbeing of self, others and of people in a global context.

Implications

Where do we go from here? Future directions and next steps.

Strategic Direction 3: Creating data driven informed practices

Purpose

To maximise student performance teachers will further develop and refine data driven teaching practices which are underpinned by individual student assessment data and complemented by an environment of high impact professional learning.

Improvement measures

High-impact PL on Data Collection and Analysis for Evaluation
Achieve by year: 2026

·An uplift to above 90% of teachers completing the 'Evaluation resources hub's High-impact PL on Data Collection and Analysis for Evaluation

Data survey - Staff confidence in data skills and use
Achieve by year: 2026

- An upward trend to above 85% of teachers indicating, through surveys, confidence in data skills and use from the 2020 baseline of 55%

Initiatives

SMART datasources and collection

Data driven practice will be refined and strengthened through:

- Professional learning for the established Data Action Team including 'Evaluation resource hub','WWB use of data in practice' and SCOUT/RAPtraining,
- The Data Action Team will investigate current and potential data sources (including a focus on equity groups)to develop approaches for faculty implementation.
- Development and delivery of instructional professional development and 'How To Guides' for interpreting and analysing data in teaching practice provided to staffvia meetings,coaching and mentoring.
- Demonstrated application of data analysis by staff in their teaching practice.
- Regular reflection on data sources,analysis and classroom implementation.
- Collection of evidence via QTR, monitoring folders and PDP observations of classroom data informed teaching practice implementation.
- Reflective practices allowing the changed processes to be imbedded.

Success criteria for this strategic direction

Teachers will confidently demonstrate their capacity to effectively analyse, interpret and use student progress and achievement data to develop meaningful teaching practice in order to improve student progress (SEF Teaching Domain - Data Skills and Use, Effective Classroom Practice).

Systematic approach to comprehensively analyse student progress and achievement data to provide insights into student learning and teaching practice (SEF Teaching and Learning Domains - Data Skills and Use, Effective Classroom Practice, Student Performance Measures).

Consistent and comparable judgement of student learning occurs through teacher review of student assessment data and comparing results from external assessments with internal measures (SEF Teaching and Learning Domains - Data Skills and Use, Effective Classroom Practice, Student Performance Measures).

A wide range of data is used to monitor student progress, identify skill gaps for improvement and areas for extension, thereby determining teacher direction (SEF Teaching and Learning Domains - Data Skills and Use, Effective Classroom Practice, Student Performance Measures).

Evaluation plan for this strategic direction

Question:

- Has there been an increased level of confidence in teacher use of data to inform teaching practice?
- Has this increased level of confidence encouraged meaningful action in the classroom context?
- What has been the impact of upskilling staff in the collection and analysis of data on student assessment outcomes?

Data :

- TTFM - include data specific school-based questions (As released)

Strategic Direction 3: Creating data driven informed practices

Evaluation plan for this strategic direction

- Staff Surveys - team driven (pre and post) (Semesterly)
- Professional Learning Exit Surveys Attendance data - has attendance (staff and student) improved due to changes in teaching practice (Post delivery)
- PDP's - confidence progress checking Faculty data (assessment) (Semesterly)
- HSC data (Annually)
- Class tracking (year 7 2021 - Self-select and EALD) (Termly)

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Where do we go from here? Future directions and next steps.