

School Excellence 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 ever-changing 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 with enrolments consistently around 900 students. 52% of the students are from EAL/D backgrounds with approximately 10% from a refugee background. We also have 51 students who identify as Indigenous. There are 100 staff including 70 teachers, 12 SASS and 8 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 traditions. There is an expectation that students have high personal standards 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. We are embarking on a new initiative, Resilience In Out Teens (RIOT), a program that provides a wrap around approach to help teenagers learn skills to manage anxiety and build resilience. In line with the High Potential and Gifted Education (HPGE) policy, MHS works on delivering opportunities for all students promoting and challenging individuals across all domains of potential. 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 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 undertake studies at either TAFE or University.

Over the next three years areas for further development have been identified. There will be a strong emphasis on improving literacy, numeracy and HSC results, while offering positive and meaningful post school pathways. Data-informed and driven practices are employed by our teaching staff. Further development in the use of explicit teaching practices to support student academic self-concept, perseverance and learning outcomes will be undertaken. We will continue to build on our strong foundations in Wellbeing with the implementation of RIOT. Both the teaching and support staff will continually pursue professional learning promoting 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 will be underpinned by evidence-informed strategies and embedded evaluative practice. This will allow every student to grow in confidence in their learning, enabling them to accept the continuing challenge to learn and improve.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

There is an increase in the proportion of students' HSC in the top two achievement bands in 2027 compared to 2023 and 2022.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

There is an increase in the proportion of students' HSC in the top three achievement bands in 2027 compared to 2023 and 2022

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 10 points in Year 9 NAPLAN reading mean scaled score by 2027

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in

Initiatives

Reading, Writing and Numeracy Together

Why?

As learning is optimised through structured and sequenced approaches to explicitly teaching new content, a data-driven focus will ensure student growth and attainment for learning and educational outcomes. This will require further development and implementation in the use of explicit teaching techniques across the school.

What is new?

Teachers demonstrate personal responsibility for improving teaching practice by engaging in professional learning, ensuring a school-wide explicit teaching approach is embedded incorporating modelled, guided and independent practice.

- Explicit teaching across all KLAs
- Explicit teaching of reading/writing/numeracy
- Effective use of data in the classroom

Demonstrated understanding:

- Teachers share responsibility and contribute to a transparent and collaborative learning culture via team and faculty meetings to develop resources and analyse data
- Leaders foster a school-wide culture of high expectations through targeted PL with classroom observations
- Teachers evaluate the effectiveness of teaching practice through the analysis of learning
- Consolidating the use of individual pathways and plans to drive explicit teaching practices and transition planning
- Staff proactively seek to improve their performance in a positive culture of challenge and support
- School leaders ensure operational effectiveness through the allocation of resources to ensure success of explicit teaching, reading, writing and

Success criteria for this strategic direction

Evaluation and Feedback

- Teachers collaborate to develop expertise in explicit teaching, reading, writing and numeracy
- Teachers consistently embed explicit teaching into classroom practice
- Systems and processes within the school support the development of teacher capacity to improve reading, writing and numeracy outcomes for all students
- Systems and processes within the school support individual students to engage in programs and opportunities related to alternative transition pathways

Evaluation plan for this strategic direction

Question

What has been the impact on student achievement and attainment through a systematic focus on explicit teaching including reading, writing and numeracy?

Data

- HSC Analysis
- TTFM - student data
- Pre and post testing for academic reading, writing and numeracy programs
- Check in Assessment results for all students as well as identified equity groups
- Classroom observation data

Analysis & Implications

Analyse the data to demonstrate student growth and attainment against progress measures which will be used to determine next steps.

Strategic Direction 1: Student growth and attainment

Improvement measures

numeracy to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 8 points in Year 9 NAPLAN numeracy mean scaled score by 2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

The number of students accessing and engaging in alternative pathways including SBATs, traineeships and apprenticeships, while completing Stage 6 studies to increase.

Initiatives

numeracy programs

Strategic Direction 2: Improved student engagement

Purpose

To ensure every student engages in quality learning opportunities we will proactively support students by delivering a wrap around approach to help teenagers learn skills to manage anxiety and build resilience through RIOT. This will foster an environment of connectedness, improved motivation, attendance, enhanced regulation and stronger resilience ensuring each student thrives, succeeds and improves every year.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 2% in the attendance rate, from 86.51% in 2023 to 88.51% in 2027

Initiatives

Resilience In Our Teens (RIOT)

Why?

Data indicates that two-thirds of anxiety is learned and that the majority of teens experiencing anxiety do not receive the right assistance and support. Research also shows that teachers lack confidence in the ability to identify and manage student anxiety. Reducing levels of anxiety in young people will enable greater focus, improved attendance and enhanced engagement leading to improved learning outcomes.

What is new?

The whole school approach to reducing student anxiety through the collaborative use of research and an evidence informed initiative to foster innovative practice including:

- Explicit teaching of identification and response techniques to equip and support teachers with the knowledge and skills to understand the diverse wellbeing needs of students.
- Explicit teaching of lessons designed to enhance student ability to recognise the signs of anxiety and implement learned strategies to improve self-esteem, concept and confidence.
- Engagement of the wider parent/carers community in opportunities to develop identification and management skills relating to anxiety in young people.

Demonstrate understanding:

- Teachers share responsibility and contribute to the enhancement of student self-esteem, concept and confidence.
- Leaders foster a school-wide culture of aspirational expectations of learning progress and achievement for all students.
- School leaders ensure operational effectiveness through the allocation of resources to ensure the success of the program.

Success criteria for this strategic direction

Evaluation and Feedback

- School-wide collective responsibility for student attendance
- Systems and processes within the school support the development of teacher capacity to improve student attendance, self-esteem, concept and confidence
- Systems and processes within the school support individual students to address attendance concerns, as well as student self-esteem, concept and confidence.

Evaluation plan for this strategic direction

Question

What has been the impact on attendance and wellbeing through the explicit use of data-driven systems, processes and programs designed to improve overall attendance, self-esteem, concept and confidence?

Data

- My Say My Way
- Millennium Data
- Staff Surveys (RIOT Pre/Post)
- Student Surveys (RIOT Pre/Post)
- Staff PL Exit surveys
- Scout Data

Analysis & Implications

Analyse the data to demonstrate student improvement in attendance as well as their overall sense of wellbeing against the progress measures which will be used to determine next steps.

Implications

Strategic Direction 2: Improved student engagement

Initiatives

- Embedded processes within the school ensure students feel empowered, guided and assisted.
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Evaluation plan for this strategic direction

The results of the data analysis will be used to determine the next steps.