

Strategic Improvement Plan 2021-2024

Marsden High School 8225



School vision and context

School vision statement

Marsden High School is a community of optimistic, independent and collaborative learners, empowered to meet challenges and achieve excellence within an inclusive, supportive and future-focused learning environment.

We ensure students have the strong foundations in literacy, numeracy and independent learning to enable them to flourish in life beyond school. Our teaching and learning develops a sense of global purpose and identity through personal connection. We nurture values and strengths based leadership to develop this competence within our school community.

School context

Marsden High School is a comprehensive secondary school located in the Ryde local area in Sydney. The student population of 872 has been growing steadily over the last four years. Our school community is culturally and linguistically diverse. While 70% of students have a non-English speaking background, 30% require some level of EAL/D (English an additional language or dialect) support. 2.5% of all students identify as having an Aboriginal background. Students participate in a wide range of learning experiences focusing on enquiry-based learning in the pursuit of academic improvement and excellence. The school also has an Intensive English Centre which caters for 100 newly arrived from overseas students aged between 11 and 18; they spend anywhere between one and five terms before enrolling into their local high school. There is a Support Unit with three classes, catering for students with autism and multi-category diagnoses.

The school's staffing entitlement in 2020 was 75 teaching staff and 21 non-teaching staff. The school also employs a Business Manager and Head Teacher Secondary Studies from school funds. Our executive staff is stable with the majority being here for more than five years. 20% of our staff are in their early career as teachers. There is a 15% turnover of staff each year.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, businesses and community groups and have established in-house enterprise learning. Students represent the school across the metropolitan area a wide range of sporting activities, with both state and regional representation. The school offers a rich creative and performing arts program that includes a range of musical opportunities, drama, dance and visual arts.

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 collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school will introduce and refine the Curiosity and Powerful Learning (CPL) and protocols for Project-Based Learning (PBL) programs in order to improve student engagement in Stage 4 and 5. Both programs are used to further develop the effective classroom practices that research shows will lead to enhanced learning outcomes for students.

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

At Marsden High School we have a growth mindset and believe that every student can learn and improve every day, in every lesson. We ensure that students develop in their learning through explicit, engaging, differentiated research-informed teaching. Priorities for student growth and attainment include enrichment of assessment practices and the use of student data to inform teaching strategies, literacy and numeracy attainment and HSC performance. The school will also focus on supporting the achievement of every Aboriginal student.

Improvement measures

Target year: 2022

Top 2 Bands NAPLAN

Improvement in the percentage of students achieving in the top two bands to meet or exceed the school's lower-bound system-negotiated target in **Reading** of 18.7%

Improvement in the percentage of students achieving in the top two bands to meet or exceed the school's lower-bound system-negotiated target in **Numeracy** of 28.5%.

Target year: 2023

Expected Growth

Improvement in the percentage of students achieving expected growth in NAPLAN to be above the school's lower-bound system-negotiated target in **Reading** of 71.8%

Improvement in the percentage of students achieving expected growth in NAPLAN to be above the school's lower-bound system-negotiated target in **Numeracy** of 70%.

Target year: 2024

100% of Aboriginal students achieve an HSC credential or successfully transition to full time work or further study.

Initiatives

Initiative 1.1: Building skills and understanding

Across all subject areas develop programs and teaching practices that focus on growth in reading, writing and numeracy skills.

Actions:

1.1.1 Development and implementation of a cross KLA literacy focused portfolio program Yrs 7-9 which includes emphasis on Super 6 Comprehension, writing logs and collection of work samples.

1.1.2 Development and implementation of a cross KLA Numeracy program 7-9

1.1.3 Development and implementation of an effective evidence-based model for EAL/D student support driven by data.

Initiative 1.2: Skills for flourishing and achievement

Across the school there will be a sustained focus on student growth, particularly from Stage 5 to Stage 6, in areas of learning and responding, reflective practices and effective study.

Actions

1.2.1 Focus on literacy and the introduction of whole-school learning and writing scaffolds, within a Bloom's framework.

1.2.2 Development and implementation of a Stage 6 program emphasising metacognition and study skills delivered through the Senior Learning Centre

Initiative 1.3: Valuing Aboriginal Histories and Cultures

The school will support each Aboriginal student in educational and cultural achievements, enabling greater opportunity to make a difference in Australian society. The school embeds learning about Aboriginal histories and cultures across the curriculum.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students (growth mindset).
- The school achieves excellent value added results in literacy and numeracy, above the value added of the average school.
- The school has identified what growth is expected for each student in literacy and numeracy (using the literacy and numeracy progressions) and students are achieving at higher than expected growth.
- All teachers have a sound understanding of student assessment and data. They analyse, interpret and extrapolate data.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels, in all subject areas.
- All staff collaborate with the school community to develop plans for continuous improvement, with particular attention given to collaborative planning to support growth for EAL/D students and those needing Learning Support.
- Data indicates that students consistently achieve higher than or expected growth in HSC achievement data.
- Data sets demonstrate that student progress and achievement is greater than students at socioeconomically similar schools.
- Teaching and learning programs are dynamic and the school's curriculum provision promotes a culturally rich and locally relevant curriculum that genuinely optimises the learning of every Aboriginal and non-Aboriginal student.
- The school engages in strong collaborations between Aboriginal Elders, students, parents, Aboriginal community, the AECG and the DoE Aboriginal Education and Communities team.
- Teaching and learning programs across the school

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Increase the school attendance rates of Aboriginal students to 80% or above.

Target year: 2022

HSC Top 2 Bands

Increase in the percentage of HSC course results in top 2 bands to be at above the school's lower-bound system-negotiated target of 38.6%.

Target year: 2022

HSC Top 3 Bands

Increase in the percentage of of HSC course results in top 3 bands to be at or above the school's lower-bound system-negotiated target of 68.3%.

Initiatives

Actions

1.3.1 Refinement of PLP processes and better tracking of student achievement in their learning and cultural goals

1.3.2 Identification of Aboriginal student data in Stage Exit surveys.

1.3.3 Tracking and evaluation of the teaching and learning of Aboriginal Histories and Cultures across the curriculum.

1.3.4 Improvement in the role of student voice and community engagement in recognising significant events, eg. NAIDOC week, Reconciliation Week

1.3.5 Strengthening partnerships to build connections and opportunities with Aboriginal Elders, students, parents, Aboriginal community, Ryde network of schools, the Ryde/Wallamattagal AECG and the DoE Aboriginal Education and Communities team support.

Success criteria for this strategic direction

show evidence of both the adjustments meeting the needs of Aboriginal students and the educational and cultural goals developed collaboratively with students and parents in PLP planning meetings.

- Increased number of Aboriginal student and community meetings demonstrating stronger relationships to build success.

Evaluation plan for this strategic direction

Questions:

- What has been the impact of embedding literacy and numeracy strategies on student performance?
- Are targeted supports successful in improving literacy and numeracy results for students with low band results in Year 7?
- Has the initiative for the senior school led to improved student outcomes in HSC results?
- Have engagement, educational outcomes, cultural inclusion and post-school transition improved for Aboriginal students?
- Have strategies supported educational attainment for EALD students?

Data:

- External student performance measures (NAPLAN, HSC)
- Internal student performance measures (Literacy and Numeracy Progressions)
- Internal school student and staff surveys
- TTFM surveys
- Teaching programs and evaluation in registers
- Classroom observations - Instructional Rounds
- Student work samples
- Meeting minutes

These data sources will be collected and analysed by

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved. Analyse the data to monitor progress on the agreed improvement measures.

Implications:

- What are the strengths , weaknesses, opportunities and threats presented in the 2021-2024 data analysis for SD1?
- What aspects of the SD1 purpose and improvement measures have been met?
- In what areas was the vision for SD1 not fulfilled?
- Of these, which areas should be addressed in the next planning cycle?

Strategic Direction 2: Teaching excellence and inclusion

Purpose

In order to maximise effective learning time and ensure inclusive teaching practices, the implementation of the Marsden High School pedagogical framework will support teachers to reflect on practice, assess their proficiency levels and set improvement goals for their students. Formative feedback to teachers in a trusted, collaborative environment will help develop and extend teaching skills to ensure continuous improvement and high expectations for all students.

Improvement measures

Target year: 2024

100% of teachers have been involved in Instructional Teaching Rounds or classroom observations and have received feedback on the quality of their practice.

Target year: 2024

All Stage 4 and 5 Teaching and Learning programs and classroom observations demonstrate embedded differentiation strategies.

Target year: 2024

Consolidating Excelling determination in the SEF SaS 'Effective Classroom Practice' element.

Initiatives

Initiative 2.1: The shape of teaching and learning @marsden

Embed our whole school pedagogical framework, sharing and using successful evidence based instructional and professional practices.

Actions

2.1.1 Increase professional engagement through Spirals of inquiry, Instructional Rounds, Co-teaching and GROWTH Coaching

2.1.2 Implement the shared instructional model with a focus on a gradual release of responsibility, the critical and creative thinking toolkit, learning dispositions, and high impact teaching strategies.

2.1.3 Development of responsive teaching skills through implementation of the assessment toolkit, data informed differentiated instruction and effective feedback for students to progress towards learning goals. The creation of a cross-KLA writing capabilities portfolio will become the platform for 3 way conferencing at parent-teacher interviews.

2.1.4 Creation of supportive and innovative learning environments characterised by all students engaging in challenging and meaningful learning, problem solving, and ICT integration in ways that support learning goals.

Success criteria for this strategic direction

- There is a high functioning professional learning community across the whole school which is focused on continuous improvement of teaching and learning.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Lessons are structured through the Gradual Release of Responsibility Model.
- Evidence informed teaching methods including explicit teaching and inquiry learning optimise learning progress for all students and are embedded across the school.
- All teaching and learning programs are differentiated and responsive to the needs of every learner, showing evidence of revisions based on feedback of teaching practices, student assessment and continuous tracking of student progress and achievement.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Staff monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student.
- The school trials innovative practices and has processes in place to evaluate, refine and scale success within a consistent learning environment involving high challenge/ support.
- Teachers model high-level technology, pedagogy and content knowledge and skills, and work with colleagues to use ICT to improve their teaching practice and make content relevant and meaningful.

Evaluation plan for this strategic direction

Questions:

- To what extent have we created a professional learning community that maintains a focus on continuous improvement so that every student can

Evaluation plan for this strategic direction

realise their potential?

- How are executive/teacher leaders developing data literacy and use within their teams?
- Are teachers using student data to identify learning needs and selecting the most appropriate evidence-based teaching strategies in their lessons?
- Do lesson plans and observations demonstrate gradual release of responsibility and critical and creative thinking elements?
- To what extent are executive teachers developing their instructional leadership skills?
- What has been the impact for students of the roll-out of the Assessment Toolkit?
- Do Stage 4 and 5 teaching and learning programs show evidence of planning for informative assessment and differentiated instruction?
- Do teachers take shared responsibility for student improvement in a transparent learning culture through observing each other's practice?

Data:

- Surveys
- Observations - instructional rounds, PDPs
- Focus Groups
- Student voice initiatives
- Interviews
- Document Analysis - teaching programs, student work samples, Professional Development Plans, coaching records, assessment matrix in line with course performance descriptors, KLA assessment tasks, progress reports

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO.

Analysis:

Evaluation plan for this strategic direction

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

- Analyse the data to determine the extent to which the purpose has been achieved.
- Analyse the data to monitor progress on the agreed improvement measures.

Implications:

The findings of the analysis will inform future directions and budget allocation.

Strategic Direction 3: Leadership, collaboration and connection

Purpose

Marsden High School will strive to develop an authentic and purposeful leadership culture that provides students with relevant and meaningful learning, promotes positive wellbeing, fosters trust among the school community and inspires a desire for continuous improvement. Priorities include emphasis upon teacher leadership such as strengthening the supports available to build the capacity of mid-level whole school leadership. Student leadership is a priority with the aim being to increase student voice and agency across the school, in tandem with the development of teacher leadership.

Improvement measures

Target year: 2022

Attendance

Increased percentage of students attending school more than 90% of the time to be at or above the the lower bound of the school's system negotiated target of 79.6%.

Target year: 2022

Wellbeing

TTFM Wellbeing Student Data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 71.9%.

Target year: 2024

Consolidating Excelling in the SEF 'Instructional leadership' element.

Initiatives

Initiative 3.1 Continuity of learning

Every student is known, valued and cared for. The school has made a commitment to nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding and to make sense of their world. This will enable them to achieve their full academic potential with the ability to engage productively in future employment and career paths.

Actions

3.1.1 Structures around transition points for students to track and share wellbeing and learning data (including: stage exit surveys, Forge wellbeing data)

3.1.2 Consistent implementation of trauma-informed practices to support learning and wellbeing of students

3.1.3 Develop cohesion of school attendance strategies to promote positive attendance behaviours and high expectations

3.1.4 Development of school-wide processes for teachers to share data and knowledge of students (starting with HPGE, personalised pathways - IEPs, Profiles, School to work)

Initiative 3.2 Leadership Framework

There will be a focus on developing a high-performance culture and building leadership capacity for all students and staff. The student leadership, school executive and staff teams foster a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Actions

3.2.1 Building the capacity of the school executive team to model instructional leadership and support a culture of high expectations and community engagement for sustained and measurable whole school improvement.

Success criteria for this strategic direction

- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- Wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning. Such practices are associated with improved student outcomes across a broad range of domains, from academic achievement to mental health, attendance and responsible life choices..
- Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.
- Leadership is a shared commitment to fostering collaborative networks within faculties and across the school communities to generate improvement.
- Effective school leaders create positive and high expectation learning cultures, actively develop teacher professional learning, and ensure both are directed toward student improvement.
- Leadership is important in developing the capabilities of leaders in a strategic way to enhance leader, teacher and student learning and student voice.
- Effective communication is symptomatic of daily practice in school operations including organisational

Strategic Direction 3: Leadership, collaboration and connection

Initiatives

3.2.2 Development of structures and opportunities for emerging leaders in the school to promote sustainability.

3.2.3 Promotion of student voice and agency through refinement of the student leadership program.

3.2.4 Develop clear, consistent and concise communication processes as a demonstration of effective leadership. This includes evaluative processes and feedback for all leaders.

Success criteria for this strategic direction

and performance frameworks.

Evaluation plan for this strategic direction

Questions:

- What has been the impact of embedding targeted support for different phases of student development and for students who may be at risk?
- What has been the impact of embedding trauma-informed practices focused on positive teacher­ student relationships?
- Do teachers implement targeted learning support and wellbeing strategies that promote student wellbeing and engagement?
- How do we foster leadership capabilities of all leaders - experienced and aspiring - to enhance leader, teacher and student learning?

Data:

- Surveys (FORGE, TTFM, exit surveys, etc)
- Attendance data
- Focus groups
- Student voice initiatives
- Document Analysis - teaching programs, student work samples, L&S meeting minutes - IEP's, PLP's, Attendance team and Wellbeing team meeting minutes

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO.

Analysis:

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

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

Evaluation plan for this strategic direction

- Analyse the data to monitor progress on the agreed improvement measures.

Implications:

The findings of the analysis will inform future directions and budget allocation.