



Strategic Improvement Plan 2021-2024

Moree Secondary College Albert St Campus 8325



School vision and context

School vision statement

Moree Secondary College delivers a rich and innovative curriculum where students are known, valued and cared for. Central to the implementation of a variety of educational programs is educational excellence for every student. At Moree Secondary College we ignite and inspire students to reach their potential as life-long learners.

Our school vision aligns with the Department's priorities in achieving student growth and attainment in terms of literacy, numeracy, HSC, attendance and classroom culture.

School context

Moree Secondary College is situated on Gamilaroi country and is part of the Connected Communities Strategy, servicing the students from the agricultural region surrounding and within the township of Moree (town population 7 000).

The College is across two campuses with Years 7–9 on the Carol Avenue campus and Years 10 –12 on the Albert Street campus. On the Carol Avenue campus there are 238 students (59%) who identify as ATSI (Aboriginal and Torres Strait Islander) and 221 students (52%) identify as ATSI on the Albert Street campus.

The total enrolment for the College is 459 students of which there are 254 students who identify as ATSI. Student attainment in the HSC has been positive, with a sustained trend of increasing numbers of ATSI students completing the HSC.

College staff are committed to achieving the best possible options for all students by developing strong links with parents, community groups and organisations to enable the realisation of the aspirations of its individual students. Moree Secondary College provides an environment where students explore their learning strengths and build on their "skills for life" in a supportive, safe and respectful educational setting in preparing them to be lifelong learners and operate confidently in the 21st Century.

The college is committed to create connected classrooms with staff who have completed targeted professional learning to strengthen their knowledge and understanding of assessment capable visible learners. We will continue to create strong connections with the school community to improve attendance and engagement in all aspects of school life to ensure a sense of belonging and achievement across the college community.

College staff are committed to achieving the best possible options for all students by developing strong links with parents, community groups, Moree Local AECG and external agencies to enable the realisation of the aspirations of its individual students.

Strategic Direction 1: Student growth and attainment

Purpose

To provide a committed, collaborative and innovative approach to evidence-based teaching practices. Whereby, high performing learning communities utilise evidence-based teaching and learning processes that centre on the reflective use of data to guide the teaching and learning for all students.

Attendance, literacy and numeracy are strong areas of focus for all subjects.

The development of learning hubs in each Stage provides the opportunity for teachers to meet twice per term to evaluate student data to inform teaching and learning practices.

Quality, evidence based professional learning will provide a basis for a consistent, assessment driven approach to the implementation of the curriculum and the school targets.

Improvement measures

Target year: 2022

Improvement in student attendance to be above the system negotiated target baseline of 50%

Target year: 2022

Improvement in the percentage of results in the top 2 bands in HSC to be above the system negotiated target baseline of 25%.

Target year: 2022

Improvement in the percentage of results in the top 3 bands in HSC to be above the system negotiated target baseline of 50%

Target year: 2022

Improvement in the percentage of students that have a positive sense of belonging at Albert Street campus to be above the system negotiated target baseline of 80%

Initiatives

Student Attendance and Engagement

To improve attendance practices through a focus on engagement, well being, and cultural strategies.

- Regular daily breakfast program
- Employment of a Student Support Officer
- Clontarf program
- Senior Leader Community Engagement planning cultural and family interventions
- Memorandum of Understandings developed for partnership with inter agencies
- providing well being programs
- Elder in Residence

Quality HSC Teaching and Learning Project

- RAP data analysis for all subjects
- Senior Success (ALARM/CUBE)
- NESLO support
- Continuation of Essential Skills Lessons
- Continuation of Senior Learning Centre

Success criteria for this strategic direction

Through learning hubs teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

Attendance data is regularly monitored and communicated at Mentor meetings and then shared with relevant staff.

Initiatives and reward strategies are in place for students.

Improved growth in identified targets.

Changed teacher practice in targeted areas results in improved student outcomes.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

RAP data

HSC data

Grade based school assessments

Attendance

Strategic Direction 2: Visible Leadership Visible Learning

Purpose

Through the facilitation of collaborative, evidence-based, learning initiatives, teachers become evaluators of their own teaching, leading and learning. Our school will strive to develop a culture of visible leadership.

Creating a culture of professional growth, through action research, will support the continual improvement of all teachers and enhance student learning.

Students will develop the capability to understand their learning goals, progressively assess where they are at in their learning and identify steps to move forward in their learning journey.

Improvement measures

Target year: 2022

- 60% of staff to identify and embed the learning dispositions in their classroom practice
- 60% of all students to identify and use the learning dispositions to become effective learners
- 60% of executive staff to attend *COVEY 7 Habits of the Mind* professional learning
- aspiring leaders to attend COVEY Leadership Course: *Great Teams, Great Leaders, Great Results professional learning*.
- Achieving, sustaining and growing in the theme of instructional leadership across the school as measured in the college excellence framework.

Target year: 2023

- 75% of staff to identify and embed the learning dispositions in their classroom practice
- 75% of all students to identify and use the learning dispositions to become effective learners
- 75% of executive staff to attend *COVEY 7 Habits of the Mind* professional learning.
- aspiring leaders to attend COVEY Leadership Course: *Great Teams, Great Leaders, Great Results professional learning*.

Initiatives

Build knowledge, make meaning and apply visible learning strategies.

- Learning disposition/classroom dispositions
- Learning intentions and success criteria
- Assessment capable visible learning
- 10-week impact cycles
- Effective feedback
- Shared language of learning
- Mindframes professional learning

Staff Leadership development through the PLC process

- Principals continue to address student body at all assemblies.
- Front gate welcome by executive
- Leadership opportunities created within all PLCs
- Continue Head teacher's leadership training
- Encourage staff to attend the Middle Leaders PL.
- Increase leadership density through the number and range of leadership opportunities for staff.
- Principals provide feedback on strategic direction at whole staff meetings.
- Support the development of high performing teachers through executive succession planning – building initiatives (through PLCs) and the teacher accreditation processes

Creating effective student leaders

- Capacity building of students emphasising the development of effective leadership, management skills and leadership attributes through: AECG, SRC, Peer support.

Success criteria for this strategic direction

- Teachers successfully complete the PDP process and can effectively evaluate their own learning needs in terms of visible leadership and visible learning and modify their PDP accordingly.
- Students demonstrate how they can become Assessment Capable Visible Learners.
- Enhanced teacher capability reflects the Visible Learning strategies.
- Effective creation and use of resources to drive desired improvement.
- Teachers collaborate, share and analyse evidence based learning initiatives in faculties or PLCs to inform changing practice.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Corwin Mind frames survey
- Tell Them From Me survey
- Visible Learning walk-through data
- Visible Learning focus group data
- Assessment Capable Visible Learner Survey
- Data of attendance and exit slips at junior AECG\SRC meetings
- Audit of media that shows schools leaders
- Survey data from extra curricular activities
- SLCE provide data from community events

- Achieving, sustaining and growing in the theme of instructional leadership across the school as measured in the college excellence framework.
-

Target year: 2024

- 90% of staff to identify and embed the learning dispositions in their classroom practice
 - 90% of all students to identify and use the learning dispositions to become effective learners
 - 90% of executive staff to attend *COVEY 7 Habits of the Mind* professional learning.
 - aspiring leaders to attend COVEY Leadership Course: *Great Teams, Great Leaders, Great Results professional learning.*
 - Excelling in the theme of instructional leadership across the college as measured in the schools excellence framework.
-

Strategic Direction 3: Connected Classrooms

Purpose

To increase the impact on student learning through building and sustaining a positive and connected classroom culture, where students are supported in their learning pathway.

Teachers will ensure the on-going collaboration with staff, student and the school community, to ensure evidence-based classroom practices are assessed, developed and implemented across all subject areas, to deliver the best possible outcomes for all students.

Improvement measures

Target year: 2022

- The school is 'delivering' in the theme of classroom management as measured in the school excellence framework.
- The school is 'delivering' in the theme of explicit teaching.
- All staff participate in professional learning on the Quality Teaching Framework [QTF]
- 20% of teaching staff participate in Quality Teaching Rounds [QTR]

Target year: 2023

- The school is achieving 'sustaining and growing' in the theme of classroom management as measured in the school excellence framework.
- The school is 'sustaining and growing' in the theme of explicit teaching.
- 40% of teaching staff have participated in Quality Teaching Rounds [QTR]

Target year: 2024

- The school is achieving 'excelling' in the theme of classroom management as measured in the school excellence framework.
- The school is 'excelling' in the theme of explicit teaching.
- 60% of teaching staff have participated in Quality Teaching Rounds [QTR]

Initiatives

Implementation of PIVOTAL Training

- Implementation consistent whole-school behaviour management systems and practices and promote positive relationship and student engagement. (PIVOTAL/Micro-skills).
- Leadership team attend PIVOTAL training (HTs).
- Leadership team trained in Micro-skills (HTs)
- PIVOTAL and Micro skills are facilitated across the college.

Quality Teaching Rounds

- Re-establish the Quality Teaching Rounds – one round per term
- Development of a QT Team
- QT team attend QT conference in Newcastle 2021
- All staff have the opportunity to attend QT Professional Learning.

Positive Behaviour in School Program

- Develop a whole school positive behaviour/social and emotional program.
- Implement a whole school social and emotional learning program supporting students to connect, succeed and thrive.

Community Connections

- Collaboratively planning and consulting with our community of schools to establish stronger connections for all learners.
- Community stakeholders will continue to be respectfully consulted regarding strategies to improve learning outcomes and future directions for learners.
- Community members have continued connections and involvement within the classroom environment
- Senior Leader Community Engagement collaborates with external agencies to provide connections between and amongst the school and wider community.

Success criteria for this strategic direction

- The whole-school behaviour management system, including procedures and practices are reviewed and a new system is developed.
- Teachers consistently follow the whole school behaviour management system.
- Positive, respectful relationships are evident and widespread among students and staff in all context of school life.
- A shift in the culture of learning occurs at Moree Secondary College.
- Staff are able to identify key areas of the QTF
- Community attendance data is regularly administered and communicated by the Senior Leader Community Engagement [SLCE]

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Staff feedback on PL
- Number of QTR completed
- Positive and negative behaviour incidents recorded on Millennium.
- Attendance numbers at parent information evenings and interviews, show case evenings and school events.

Connected Communities Schools Induction Program

- A comprehensive, inclusive induction program is developed and delivered to all Early Career Teachers and staff newly appointed to Moree Secondary College.
-