Strategic Improvement Plan 2021-2025

Moree Secondary College Albert St Campus 8325

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 implements 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 outcomes for all students by developing positive partnerships with families, community groups, Moree Local AECG, MSC P&C and external agencies to enable the realisation of the aspirations of its individual students.

The MSC School Reference Group works collaboratively with the Executive Principal in the development, planning and shared decision making of the implementation of the Connected Community Strategy.

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

HSC achievement - top 3 bands

Achieve by year: 2023

50% of HSC course results in the top 3 bands.

HSC achievement - top 2 bands

Achieve by year: 2023

20% of HSC course results in the top 2 bands.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Wellbeing

Achieve by year: 2023

Initiatives

Attendance Team

Strategic Attendance Planning:

- Employ an Attendance SAO.

- Work with all stakeholders to determine underlying factors impacting student attendance.

- Implement evidence-based strategies to improve attendance.

Educational Pathways Program

- Increase career awareness and aspirations.

- Increase job readiness.

- Increase career engagement.

HSC Parent Partnership Learning Ecosystem

- Stage 6 Student Learning Focus: to improve the quality of extended response writing across Stage 6 subjects.

- Teaching and Learning Focus: to support teachers to have greater awareness of the discriminating features of band 5/6 responses.

- Learning Ecosystem Focus: to support parents and families to have a better understanding of the HSC and how to work collaboratively with families throughout Stage 6.

Success criteria for this strategic direction

- Attendance SAO is supporting the Attendance Team
- All staff have a clear understanding of their roll in supporting attendance.
- Attendance data is regularly monitored and shared with relevant staff.
- Initiatives are in place to support increased student attendance.
- All students have a post school transition plan.
- Post school transition data reflects a positive post school destination for all students.
- All teachers actively engage in analysis of RAP.
- All teachers implement a range of strategies including CUBE and ALARM to support extended writing.
- Teachers across all KLAs participate in HSC Professional Learning.
- Increase in parent and family and knowledge of the HSC and how to support students.

Evaluation plan for this strategic direction

Questions:

- To what extent has attendance improved?
- To what extent has student engagement improved?
- To what extent has there been an increase in engagement with careers?
- Do students and teachers indicate increased confidence in the HSC?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiative:

- Attendance
- External assessment data, HSC data via RAP
- Internal assessment data, school based assessment, T&L programs, work samples, student focus groups and teacher feedback via exit slips
- Post School Transition Plans

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 70%

Attendance <80%

Achieve by year: 2023

Decrease proportion of students attending <80% of the time.

Analysis:

The evaluation process will involve:

- Regular reviews of data sources to provide clarity of progress
- Structures scheduled check-in meetings with key personnel to reflect on progress

Implications:

The findings of the analysis will inform future directions.

- Identify success
- Identify next steps

SIP Progress measures 1: Student growth and attainment

HSC achievement - top 3 bands

2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure	2025 Progress measure
Improvement in the percentage of results in the top 2 bands in HSC to be above the system negotiated target baseline of 13.4%.	Improvement in the percentage of results in the top 2 bands in HSC to be above the system negotiated target baseline of 13.4%.	50% of HSC course results in the top 3 bands.	Improvement in the percentage of results in the top 2 bands in HSC to be above the system negotiated target baseline of 22.5%	Improvement in the percentage of results in the top 2 bands in HSC to be above the system negotiated target baseline of 25%.

HSC achievement - top 2 bands

2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure	2025 Progress measure
		20% of HSC course results in the top 2 bands.		

Aboriginal student HSC attainment

2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure	2025 Progress measure
Improvement in the percentage of results in the top 3 bands in HSC to be above the system negotiated target baseline of 39%	Improvement in the percentage of results in the top 3 bands in HSC of Aboriginal students to be above the system negotiated target baseline of 39%	Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	Improvement in the percentage of results in the top 3 bands in HSC of Aboriginal students to be above the system negotiated target baseline of 43.5%	Improvement in the percentage of results in the top 3 bands in HSC of Aboriginal students to be above the system negotiated target baseline of 50%

Wellbeing

2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure	2025 Progress measure
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 66%	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 66%	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 70%	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 75%	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%

Attendance <80%

2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure	2025 Progress measure

Attendance <80%				
2021 Progress measure	**2022 Progress measure**	**2023 Improvement measure**	**2024 Progress measure**	**2025 Progress measure**
	Improvement in student attendance to be above the system negotiated target baseline of 25%	Decrease proportion of students attending <80% of the time.	Improvement in student attendance to be above the system negotiated target baseline of 40%	Improvement in student attendance to be above the system negotiated target baseline of 50%

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

Achieve by year: 2025

- 90% of staff to identify and embed LISC and the learning dispositions in their classroom practice.

Staff Wellbeing

Achieve by year: 2025

Leadership Staff

Achieve by year: 2025

Leadership Students

Achieve by year: 2025

Visible Learning

Achieve by year: 2025

Initiatives

Visible Learning

- All staff participate in the Visible Learning Workshops that are delivered (face to face or online) by CORWIN and school developed workshops at each staff meeting.
- The Visible Learning Leadership Team, along with all staff, develop and maintain a shared language for learning across the school community in the areas of Learner Dispositions and Learning Intention and Success Criteria. These areas are engrained throughout our teaching and learning practices, including lessons, programs, and reward systems.
- Learner dispositions and LISC are visible throughout the school community and continually reinforced.
- Students apply the Learner Dispositions to meet lesson success criteria

Staff Leadership

- Develop the role of the HT Mentor.
- Professional learning to support experiences executive staff.
- Professional learning to support inexperienced or aspiring executive staff.

Staff Wellbeing

- Engage with 6 Step Approach to Staff Wellbeing

Student Leadership

- Evaluate current social-emotional development programs specifically catering for the needs of high potential and gifted students from all backgrounds using the HPGE evaluation tool.
- Increase the opportunities for students to participate in social-emotional development programs.

Success criteria for this strategic direction

Visible Learning

- All staff participate in the Visible Learning Workshops that are delivered (face to face or online) by CORWIN and school developed workshops at each staff meeting.
- The Visible Learning Leadership Team, along with all staff, develop and maintain a shared language for learning across the school community in the areas of Learner Dispositions and Learning Intention and Success Criteria. These areas are engrained throughout our teaching and learning practices, including lessons, programs, and reward systems.
- Learner dispositions and LISC are visible throughout the school community and continually reinforced.
- Students apply the Learner Dispositions to meet lesson success criteria

Staff Leadership

- All leaders, and aspiring leaders, have the opportunity, appropriate to their career stage, to develop their leadership skills.

Staff Wellbeing

- A clear staff wellbeing action plan
- A staff wellbeing team

Student Leadership

- Staff have a clear understanding of the social-emotional domain of HPGE
- There are opportunities for students to develop their leadership skills

Evaluation plan for this strategic direction

Questions

Visible Learning

- To what extent can we demonstrate:
  - Have all staff engaged in Visible Learning PL?
  - Can we demonstrate that we are a Visible Learning school?
  - Are staff utilising LISC and Learner Dispositions in their teaching practice?
  - Are students applying Learner Dispositions?

Leadership and Wellbeing

- What has been the impact on the professional learning for executive staff?
- What has been the impact of the 6 Step Approach to staff wellbeing?
- What opportunities have there been for student leadership?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiative:

- Teaching programs
- Focus groups (staff and students)
- SDD and Staff meeting exit slips
- Classroom observations/ walkthroughs
- Surveys of students, staff, and parents

Analysis

The evaluation process will involve:

- Termly reviews of data sources to provide clarity of progress.
- Structured scheduled check in meetings with faculty leaders to reflect on targets.

Implications

The findings of the analysis will inform future directions.

- Identify success
- Identify next steps

SIP Progress measures 2: Visible Leadership Visible Learning

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
50% of staff to identify and embed the learning dispositions in their classroom practice.	60% of staff to identify and embed the learning dispositions in their classroom practice	75% of staff identify and embed Learning Intentions and Success Criteria in their classroom practice.	75% of staff to identify and embed the learning dispositions in their classroom practice	• 90% of staff to identify and embed LISC and the learning dispositions in their classroom practice.

Staff Wellbeing

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
		Staff increase their knowledge to recognise personal wellbeing concerns and are equipped with a variety of strategies to support themselves and their colleagues.		

Leadership Staff

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
		All HTs undertake Leadership PL appropriate to their career stage.		

Leadership Students

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
		Increase in social-emotional development programs specifically catering for the needs of high potential and gifted students from all backgrounds.		

Visible Learning

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
		60% of all students identify the Learning Intention and Success Criteria in 80% of their lessons.		

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

Achieve by year: 2025

Aboriginal students and communities report an increase in the percentage that the school values their identity, culture, goals and aspirations, as evidenced in TTFM and community surveys.

Aboriginal Pedagogies

Achieve by year: 2025

Community Connections

Achieve by year: 2025

Connected Classrooms

Achieve by year: 2025

Initiatives

Aboriginal Pedagogies

- Self-evaluate teaching programs against Aboriginal Pedagogies
- Upskill staff to increase knowledge of, and confidence in utilising, Aboriginal Pedagogies across all KLAs

Community Connections

- Increase opportunities for parents and families to attend events at Moree Secondary College
- Increase opportunities for students to engage with external agencies, employers and tertiary education sectors.
- Effective induction program for all staff, including cultural awareness training.

Classroom Culture

Behavior and Well-being team develop an action plan for the implementation of the Classroom Culture CPI training at Moree Secondary College.

The development of a common framework of sustainable, common and practical classroom practices, that become effective in preventing and mitigating disruptive behaviors.

Success criteria for this strategic direction

- Aboriginal pedagogies are embedded in all teaching and learning programs
- Staff indicate increased confidence in embedding local and relevant Aboriginal perspectives and teaching using Aboriginal Pedagogies.
- Increased parent and community engagement at all school events.
- All students have the opportunity to engage with external agencies, employers and tertiary education sectors.
- All new staff undertake induction and cultural awareness training.
- All staff participate in Connecting to Country.
- All 5 modules are embedded in our behaviour management strategies to support student engagement.

Evaluation plan for this strategic direction

Questions

- To what extent can we demonstrate:
    - Have we embedded Aboriginal Pedagogies?
    - Have all staff engaged in Classroom Culture Professional Learning?
    - Can we demonstrate that we have a common framework for classroom management the school?
    - Are staff utilising the classroom culture practices in their teaching practice?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiative:

- Focus groups (staff and students)
- SDD and Staff meeting exit slips
- Faculty meeting feedback from HTs
- Staff feedback on PL
- Teaching and Learning programs
- Attendance numbers at evenet
- Student participation rates at events

Analysis

The evaluation process will involve:

- Termly reviews of data sources to provide clarity of progress.
- Structured scheduled check in meetings with faculty leaders to reflect on targets.

Implications

The findings of the analysis will inform future directions.

- Identify success
- Identify next steps

SIP Progress measures 3: Connected Classrooms

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
Aboriginal students and community members report an increase in the percentage that the school values their identity, culture, goals and aspirations, as evidenced in TTFM and community surveys.	Aboriginal students and community members report an increase in the percentage that the school values their identity, culture, goals and aspirations, as evidenced in TTFM and community surveys.	Aboriginal students and community members report an increase in the percentage that the school values their identity, culture, goals and aspirations, as evidenced in TTFM and community surveys.	Aboriginal students and community members report an increase in the percentage that the school values their identity, culture, goals and aspirations, as evidenced in TTFM and community surveys.	Aboriginal students and communities report an increase in the percentage that the school values their identity, culture, goals and aspirations, as evidenced in TTFM and community surveys.

Aboriginal Pedagogies				
2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
		Aboriginal Pedagogies will be reflected in all Teaching and Learning programs		

Community Connections				
2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
		Increase the number of opportunities for staff and students to engage with local community members.		

Connected Classrooms				
2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Improvement measure
		Executive staff implement the action plan for Classroom Culture CPI training at Moree Secondary College.		