School background 2015 - 2017

School vision statement

‘As a progressive educational community, we are committed to inspire and challenge students to achieve individual success in preparation for effective participation in a changing world’.

School context

At Muswellbrook High School, our highly qualified and dedicated teaching and non-teaching staff work together to create an environment that truly embodies our school motto, ‘Striving for Excellence in a School that Cares’.

The school is built on the land of the Traditional owners of the Wanaruah and Kamilaroi people. It boasts a proud history of educating families of the Upper Hunter; drawing students from the Muswellbrook, Denman and Martindale communities. The economic viability of these communities is based upon; mining, agriculture, viticulture, the equine industry and power generation.

The school is dedicated to developing a culture of academic achievement, success in sport, agriculture and the opportunity to enhance student performance in the cultural and performing arts.

Muswellbrook High School promotes public education by; catering for the diverse learning needs of students in our Support Unit, providing successful pathways into tertiary study or into employment, fostering the talents of our gifted and talented students, providing enrichment opportunities for Aboriginal students via the Graham (Polly) Farmer Foundation and enhancing the opportunities of students to experience cultures from different countries, including our sister school relationship with the Sayama Seiryo School, Japan.

All school programs and initiatives are well supported by an active parent community and P & C.

School planning process

In 2014 and early 2015, an extensive school evaluation and consultation process has guided our school’s vision and three strategic directions.

Significant consultation was undertaken with staff, students, parents and community members through surveys, discussions and a two day executive planning conference. The P & C and Aboriginal Education Worker contributed to the school planning process. This ensured that a broad range of the school community was able to have a voice in the planning process.

Critical analysis of the school’s internal data using Millennium, as well as, the National assessment data for NAPLAN, the HSC results and the Tell Them From Me (staff, student and surveys) assisted in the development of the strategic directions.

The School Plan reflects current DEC priorities and reforms with a strong focus on the Great Teaching, Inspired Learning (GTIL) reform.

The school vision consultation was undertaken over a 4 month period, with specific consideration given to the Melbourne Declaration and the School Excellence Framework.
Purpose
Students develop a love of learning, which leads to higher levels of engagement, success and improvement. This occurs through teachers continually developing their expertise in their craft.

Purpose
21st Century learners live in a changing world. As a result, students will be provided with an environment that fosters the development of resourcefulness, independence, self-direction and resilience.

Purpose
Positive relationships actively contribute to an individual, the school, the community and the society in which we live.
### Strategic Direction: Excellence in Teaching

The basis for improving student learning is high quality teaching and leadership

#### Purpose

Students develop a love of learning, which leads to higher levels of engagement, success and improvement. This occurs through teachers continually developing their expertise in their craft.

Staff will continue to work collaboratively to improve student outcomes, by ensuring quality teaching and learning are delivered in the classroom.

#### People

<table>
<thead>
<tr>
<th>Students</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have opportunity to give constructive feedback (via reflective surveys) to drive and sustain ongoing school-wide improvement in teaching practice and student outcomes.</td>
<td>GTIL school-based project All staff are in-serviced and participate in lesson observations and classroom walkthroughs.</td>
</tr>
<tr>
<td>Staff</td>
<td>Quality Teaching Rounds in partnership with Newcastle University will form a large part of the Professional Learning time.</td>
</tr>
<tr>
<td>Effectively engage in professional learning that addresses the skills of quality teaching. Work collaboratively to improve teaching and learning through participation in lesson observation and professional dialogue.</td>
<td>Teachers will work collaboratively in faculty and cross curricular groups to improve teaching and learning in their classrooms, provide and receive timely, constructive feedback and maximise opportunities to further progress their professional learning goals.</td>
</tr>
<tr>
<td>Parents/Community</td>
<td>Performance and Development Framework Form a leadership accreditation group, exploring BOSTES and ATSIL.</td>
</tr>
<tr>
<td>Have the opportunity to give constructive feedback to drive and sustain ongoing school-wide improvement in student outcomes through surveys and focus groups.</td>
<td>Consolidate Induction and beginning teachers program.</td>
</tr>
<tr>
<td>Executive Team</td>
<td>Provide support for staff pursuing higher levels of accreditation.</td>
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<tr>
<td>Will enhance leadership capacity through engaging with the School Excellence Framework and the Performance and Development Framework.</td>
<td>Evaluation Plan</td>
</tr>
</tbody>
</table>

#### Improvement Measures

- School data will equal or exceed State norms for the Learning Bar surveys; Focus on Learning Teacher survey and the Tell them from Me student survey. These results will be sustained over time due to improved teacher pedagogical practices.
- 100% of staff participation in collegial discussion and observation based on elements and dimensions of the Quality Teaching Framework.
- All staff are registered with BOSTES and should be working towards Proficient or Highly Accomplished Accreditation.

#### Products and Practices

**Product**

School data will equal or exceed State norms for the Learning Bar surveys; Focus on Learning Teacher survey and the Tell them from Me student survey. These results will be sustained over time due to improved teacher pedagogical practices.

**Practice**

100% of staff participation in collegial discussion and observation based on elements and dimensions of the Quality Teaching Framework.

All staff reflect on and evaluate the quality of their classroom practice through QTR, lesson observations and classroom walkthroughs.

**Practice**

Improved teacher pedagogical practices sustained over time fostering personal growth and personal wellbeing.

**Evaluation Plan**

- 100% of staff have Professional Development Plans (PDPs) which reflect AITSL National Standards and align with...
All faculties participate in the Learning Bar surveys.

Data analysis is the basis for all planning, decision making and driving future learning and improvement. The executive team will report regularly against the milestones.

Utilise the School Excellence Framework as a guide for future planning.

All staff will maintain documentary evidence of their professional learning goals demonstrating deep understanding of consistent, sound quality teaching practices.

**Product**

Better leadership and collaborative management.

**Practice**

All leadership positions have a plan for succession management.

Staff, students and community actively contribute to the school planning process and assist with future school direction.
Strategic Direction: 21\textsuperscript{st} Century Learners

<table>
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<th>Processes</th>
<th>Products and Practices</th>
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</thead>
<tbody>
<tr>
<td>21\textsuperscript{st} Century learners live in a changing world. As a result, students need to be provided with an environment that fosters the development of resourcefulness, independence, self-direction and resilience.</td>
<td>Students</td>
<td>Learning Support</td>
<td>Product</td>
</tr>
<tr>
<td></td>
<td>Develop deep knowledge and understanding as learners with the ability to reflect on their own learning. They set explicit learning goals and identify the strategies required to achieve them.</td>
<td>Students are identified for the National Collection of Data (NCCD) and provided with a range of support structures and plans relevant to their needs. Data is collected and evaluated. Students are familiarised with the Literacy Continuum outcomes, their cluster placement and develop an understanding of specific strategies designed to facilitate progress on the Continuum.</td>
<td>Student NAPLAN growth will equal or exceed the State average growth.</td>
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<tr>
<td></td>
<td>Staff</td>
<td>Technology</td>
<td>Increased value-added results at HSC level.</td>
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<td></td>
<td>Differentiate curriculum delivery to meet the needs of individual students. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Curriculum delivery integrates technology, library and information services.</td>
<td>Teachers develop their own expertise in BYOD technologies and their delivery of rich tasks to engage learners and encourage deeper thinking skills.</td>
<td></td>
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<tr>
<td></td>
<td>Parents /Community</td>
<td>Creating innovative learning spaces</td>
<td>Assessment data (school and external) is utilised to monitor achievements and gaps in student learning. They are used extensively to inform planning for particular student groups and individual students.</td>
</tr>
<tr>
<td></td>
<td>Develop an understanding of the Literacy Continuum. Parents will know where their child is positioned on the Literacy Continuum. They will have opportunity to engage in meaningful conversations about their child’s learning.</td>
<td>Staff teams engage in learning partnerships with other schools of best practice – e.g. NBCS, to create flexible learning spaces that meet the needs of 21\textsuperscript{st} Century learners.</td>
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<td></td>
<td>Executive Team</td>
<td></td>
<td>New staff members are in-serviced about NCCD. NCCD and Literacy Continuum are used when transitioning students.</td>
</tr>
<tr>
<td></td>
<td>Promote learning excellence and responsiveness in meeting the learning needs of all students by fostering an integrated approach to quality teaching, curriculum planning and delivery.</td>
<td>Autonomous learners demonstrating practical skills, creativity and initiative (Higher order thinking skills).</td>
<td></td>
</tr>
</tbody>
</table>

Improvement Measures

- Student NAPLAN growth will equal or exceed the State average growth for Literacy.
- 80\% of PL funds are allocated to support teachers and faculties to meet their identified goals and the goals of the school plan.
- Increased student engagement as measured by improvement in attendance, reduction in truancy, the completion of assessment tasks.
- Raise teacher confident in utilising learning technologies to maximise 21\textsuperscript{st} Century learning.
- Adjustments for learning (for all students including the Gifted and Talented) are embedded in all teaching and learning programs.
- All eligible students (Yr.7 to 10) are mapped on the Literacy Continuum.
### Evaluation Plan

All faculties participate in the Learning Bar surveys.

Data analysis is the basis for all planning, decision making and driving future learning and improvement.

Regular reporting against the milestones by the Executive Team.

Utilise the [School Excellence Framework](#) as a guide for future planning.

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**Super Six Comprehension Strategies** are embedded and explicitly linked to programs and assessment tasks.

Whole school focus on literacy and Extended writing.

Senior study skills program.

**Product**

Students to develop skills in critical thinking and analysis in relation to technology.

**Practice**

Technology is integrated into programs and pedagogy.

**Product**

Well-resourced learning spaces are created for flexible delivery.

**Practice**

Teachers flexibly utilise learning spaces within the school.
Strategic Direction: Quality Relationships
A whole school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

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<th>Products and Practices</th>
</tr>
</thead>
</table>
| Positive relationships actively contribute to an individual, the school, the community and the society in which we live. | **Students**
Positive Behaviour for Learning (PBL) is demonstrated in all settings, building resilience, social competence and responsibility for their own behaviour. Development of student leadership capacity through SRC and leadership teams. | Develop and implement Positive Behaviour for Learning (PBL). Develop increased leadership opportunities for students. Introduce whole school projects that enhance well-being and a positive learning culture. Student recognition of positive behaviour. Lead and engage in professional learning for all staff in the Stronger Smarter Leadership. | **Product**
School engagement data from the *Partners in Learning* survey will equal or exceed State norms. |
| **Staff**
A deeper understanding of their beliefs and attitudes towards:
- Cultural perspectives
- Home-school partnership
- Relational Trust between staff. | **Practice**
Inclusive school community that accommodates and enables all stakeholders. Increased opportunity for student, staff and community voice on whole school teams and committees. Retention and transition programs. | **Product**
Students will use enhanced social skills and demonstrate improved resilience, thus reducing negative incidents recorded on Millennium. |
| **Parents/Community**
Parents and community members have an opportunity to engage in a wide range of school-related activities. | **Practice**
Implement the PBL initiative in whole school areas. | **Product**
Student achievement is acknowledged. |
| **Executive Team**
Leadership strategy promotes succession planning, distributed leadership and organisational best practice. | |

**Improvement Measures**
- School engagement data from the *Partners in Learning* survey will equal or exceed State norms.
- 85% of students showing positive behaviour for effective learning.
- Improve the retention rate at transition points.
<table>
<thead>
<tr>
<th>Evaluation Plan</th>
<th>Practice</th>
<th>Product</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the Learning Bar surveys.</td>
<td>Promoting and acknowledging positive student achievement through VIVO, Awards and Certificates.</td>
<td>Increased staff awareness of cultural competence (the behaviour practices and filters).</td>
<td>Students engage in quality cultural activities and programs that enrich cultural identity across whole school community.</td>
</tr>
<tr>
<td>Data analysis is the basis for all planning, decision making and driving future learning and improvement.</td>
<td></td>
<td></td>
<td>Staff are in-serviced in the Stronger Smarter Leadership Program.</td>
</tr>
<tr>
<td>Regular reporting against the milestones by the Executive Team.</td>
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<tr>
<td>Utilise the School Excellence Framework as a guide for future planning.</td>
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