School Excellence Plan 2024-2027

Macintyre High School 8490

School vision and context

School vision statement

At Macintyre High School, we provide all students with the opportunity and support to achieve to their potential in an inclusive, safe and supportive environment where they develop a passion for learning and a sense of belonging within the school community. Students will be comprehensively and individually supported to establish and achieve personalised learning pathways, tailored to their potential and goals.

Our school works collaboratively to ensure that the diverse needs, achievements and strengths of every individual are recognised, nurtured and appreciated through high expectations instructional leadership practices. This will occur through a whole school focus on the development of positive growth mindsets, resilience, initiative and teamwork to enhance our learning. Our staff aim to deliver high quality, comprehensive teaching and learning through explicit teaching strategies and effective assessment practices. Student growth and attainment will be optimised by demonstrating high expectations in all that we do and placing emphasis on evidence informed practices.

School context

Macintyre High School is a comprehensive and progressive school of 505 students located in Inverell. The student population includes 18% Aboriginal students. Our school has an excellent reputation in the local community for the success of our students, our extensive wellbeing support, the commitment of staff, strong leadership development initiatives and the wide variety of interests which are catered for through the school's diverse curriculum. A learning centre operates to provide targeted support to a wide range of students and we host three multi-categorical (MC) classes as well as managing the Inverell Tutorial Centre.

Macintyre operates an extensive vocational education and training program, including school based apprenticeships and traineeships, in conjunction with TAFE, local industry partners and other providers. Our school has established trade training centre facilities for hospitality, metal fabrication & engineering and primary industries. In all, our students have access on-site to six nationally accredited Industry Curriculum Frameworks. We have expanded our farm enterprise to support specialised agricultural education initiatives including qualifications to Certificate III level.

Our school is proud to be part of the Sapphire Community of Schools where a strongly developed learning alliance has resulted in collaborative approaches to teaching and learning based on evidence informed practice.

Strategic Direction 1: Student growth and attainment

Purpose

To implement high quality teaching and learning programs with a rigorous focus on explicit teaching strategies. Teachers will use a range of effective summative and formative assessment practices, with a strong emphasis on timely and effective feedback for students. They will evaluate the impact of their teaching and adapt their practice in response to analysis of student assessment data. Teachers will work to ensure that all students demonstrate the reading, numeracy and writing skills necessary to facilitate enhanced learning achievement across all subject areas from Years 7-12.

Improvement measures

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

- An increased proportion of 2027 student cohort achieving the HSC Minimum Standard compared to 2023 and 2022.

Improved numeracy outcomes

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

Achieve by year: 2027

- An increased proportion of 2027 student cohort achieving the HSC Minimum Standard compared to 2023 and 2022.

Initiatives

Explicit Teaching

Explicit teaching of reading and numeracy to improve effective classroom practices through teaching and learning programs and analysis of data.

- Professional learning and teaching practices are informed by research such as What Works Best 2020 Update.

- Use of high-quality departmental resources and professional learning.

- Strength and collaborative support for teacher performance development evidence-based programs guided by the school Excellence Framework.

- Continued use of school-based data tracking and monitoring.

- Continued use of formative data collection for feedback and reflection of teacher effectiveness.

- Develop staff understanding and effective implementation of differentiated programs aligned to the HPGE policy.

Effective Assessment

Effective summative and formative assessment underpins high quality teaching and learning practices.

- Consistent school wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.

- Formative assessment practice is integrated in every classroom and is recorded and reported on effectively.

- Formative assessment is used as an effective tool to inform future teaching and learning and provide timely and effective feedback to promote student growth.

- Summative assessment supports learning across the school through a range of assessment tools supporting

Success criteria for this strategic direction

Teachers collaborate in professional learning that applies a narrow and deep focus on explicit teaching practices and effective assessment strategies. This professional learning would lead to:

Teachers collaborate to share curriculum knowledge, explicit teaching strategies, data, feedback and other information about student progress and achievement.

Assessments are reviewed, developed and used expertly across the whole school to promote consistent and comparable judgement of student learning, to monitor student learning progress and identify gaps in skills or areas for extension.

Observations of teacher practice, modelling highly effective explicit teaching strategies and feedback, highlighting student engagement.

Explicit teaching strategies evidenced in lesson planning and program evaluations across the school.

Effective implementation of the whole school assessment practices and processes focused on formative and summative assessment in line with Departmental policy.

Use and analysis of whole school data monitoring and tracking, demonstrating student progress and achievement.

Staff use assessment data to inform curriculum planning and reporting at regularly scheduled intervals throughout the year.

Evaluation plan for this strategic direction

Question:

What explicit teaching strategies and assessment practices have been more impactful to student learning outcomes?

Data:

Strategic Direction 1: Student growth and attainment

Initiatives

consistent teacher judgement regarding student achievement.

 - Reliable and consistent processes for whole school monitoring of student learning.

Evaluation plan for this strategic direction

These data sources will be collected and analysed by school leaders, teachers and relevant staff:

- External student performance measures (Check-in assessment, NAPLAN, VALID, HSC)

- Internal student performance measures

- Teaching and learning programs registers and evaluations

- Observation of teacher practice

- Student voice seeking feedback on learning and engagement

- School Excellence Framework, on balance judgements

Analysis:

Data is analysed and triangulated at scheduled intervals throughout the year to determine the extent to which the purpose and improvement measure have been achieved.

Implications:

Rigorous analysis of the data will determine impact to guide ongoing implementation, as well as future school planning to ensure every student demonstrates growth in achieving their potential.

Strategic Direction 2: A Culture of High Expectations

Purpose

To achieve student growth by enhancing engagement and wellbeing through facilitating academic development, cultural awareness, emotional resilience and building social intelligence. A positive and dynamic school culture will focus on high expectations for student attendance, learning progress and achievement. Wellbeing practices and school procedures support all students in valuing their cultural identity and instil in all students a strong sense of belonging. The whole school community is committed to implementing programs and practices to increase attendance rates, ensure the school is safe and inclusive and build positive partnerships both within and around the school.

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

The attendance rate for the school is increased from 76.3% in 2023 to 78.5% by 2027.

Enhancing Wellbeing

Achieve by year: 2027

Self assessment against the School Excellence Framework will show the school is performing at excelling in the element of wellbeing.

Initiatives

Attendance

Teachers, parents/carers and the community work together to support consistent and systematic school-wide processes that ensure student absences do not impact on learning outcomes.

- DoE Attendance policy is implemented to the highest standard that include accurate attendance records

- Monitoring and following up student absences

- Parents/carers provide explanations for absence within 7 days of absence

- School-wide strategic planning for improvement in attendance

Regular attendance helps students to: develop a sense of belonging; develop and maintain friendships; be more engaged at school; progress with their learning; and have increased levels of career and life options.

https://education.nsw.gov.au/student-wellbeing/attendance-matters-resources-for-schools

Enhancing Wellbeing

A whole-school approach is implemented to create positive school cultures and value student voice. Wellbeing in the school works to address the interconnected and interdependent nature of wellbeing through programs that create a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills.

Systems are in place to build positive teacher relationships to influence student learning outcomes and lead to more positive classroom behaviours.

Student wellbeing is integrated in to the school learning environment through all procedures and into the stakeholder relationships within and outside the school, including teachers, parents, students, support staff,

Success criteria for this strategic direction

Effective school-wide Learning and Support systems and practices in place that support all students to reach their learning potential, through a process of identification of student learning and wellbeing need.

- School-wide attendance processes and procedures that effectively support students and families to improve attendance rates.

- Parents/carers understand and recognise the importance of high levels of student attendance and use of evidence-based practices implemented by school staff to encourage positive attendance.

- Student voice is proactively sought by staff to ensure understanding and clarification of factors that impact positive attendance.

- Overall attendance targets (increasing the actual number of students attending school at greater than 90%) are being achieved.

- Professional Learning and use of evidenced-based strategies to promote positive attendance incorporated through school processes and practices.

Evaluation plan for this strategic direction

Question: What has been the impact of a whole school focus on student engagement and wellbeing (including attendance and enhanced wellbeing)?

Data: These data sources will be collected and analysed by Leadership Team, teachers and relevant staff:

- SCOUT data (attendance/Professional Learning)
- Student voice - feedback / reflections
- Use of departmental resources
- Tell Them From Me survey
- Attendance rate monitoring (internal data and SCOUT data)
- Parent / caregiver feedback

Initiatives

community groups and external agencies.

Evaluation plan for this strategic direction

- School Excellence Framework on-balance judgements against relevant elements
- Wellbeing data, including specific analysis of students behaviour and suspension data.
- Routine review of wellbeing practices

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring student wellbeing is enhanced.

Strategic Direction 3: Leadership for Learning

Purpose

To develop a high performance leadership team with a focus on distributed, instructional leadership to sustain a high expectations culture within the school. To inspire a strong culture of relational trust, collaborative feedback and high performance. The leadership team will be committed to ongoing capacity building with a focus on continual school improvement. The leadership team will monitor and evaluate the effectiveness of leadership practices and develop strategies for greater whole school impact and improvement with HSC results and attainment. A particular focus will be on ensuring the whole school supports, informs and inspires all students to choose and achieve post-school pathways aligned to their personal goals.

Improvement measures

Educational Leadership

Achieve by year: 2027

Self assessment against the School Excellence Framework determines that the school is excelling in the element of educational leadership.

Pathways

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

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2023 and 2022.

Initiatives

Educational Leadership

The leadership team maintains a focus on distributed instructional leadership to sustain a high expectations culture of evidence based teaching, highly effective assessment practices and ongoing school improvement.

The leadership teams develop a professional learning community which is focused on continual improvement of school procedures and practices in line with Departmental policies.

The leadership team is committed to ongoing professional development and will participate in professional learning with a focus on middle leaders, facilitating building instructional capacity within the school.

The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole school impact.

Transitions and Pathways

Every student finishes school ready to succeed in their chosen pathway equipped with the confidence and pathway readiness for their post school destination.

Support, inform and inspire all students to choose post school pathways aligned to their personal goals and strengths.

Enhance and sustain access to high quality vocational education and training (VET) in schools, school based apprenticeships and traineeships, and HSC pathways.

Success criteria for this strategic direction

School leaders engage in rigorous, targeted professional learning focused on improving instructional practice. A deep focus will be applied to the Department's Middle Leaders Role Description in conjunction with the School Leadership Institute resources.

The leadership team collaboratives effectively to build a culture of high expectations, inclusion and community engagement, resulting in sustained and measurable school improvement.

School leaders routinely reflect on the implementation of whole school procedures and evaluate the impact on the operation of the school and student learning outcomes.

The leadership team actively seek feedback from teachers, support staff, students, parents, community groups and external agencies to ensure the effective communication and implementation of whole school procedures and practices.

Evaluation plan for this strategic direction

Question:

What has been the impact of the high expectations, collaborative instructional leadership within the school and how has this has an impact on improving student engagement and supporting students in to post school pathways?

Data:

These date sources will be collated and analysed by school leaders and teachers to evaluate the impact of leadership and transition practices within the school:

- SCOUT Data

- Tell Them From Me survey

- Attendance data

Strategic Direction 3: Leadership for Learning

Evaluation plan for this strategic direction

- N Award data

- Attainment data

- Staff surveys

Analysis:

Data and feedback is used in regular meetings for triangulation and evaluation. Self assessment against the School Excellence Framework is the benchmark for this analysis. Transition, pathways and HSC data is collated and published to staff.

Implications:

Deep reflection against the School Excellence Framework in the element of educational leadership will continue to guide and inspire ongoing school improvement and embedded high quality instructional leadership practices. Highly effective teams will continue to strive to equip all students with the skills and knowledge to achieve personal transition and pathway goals.