

School Excellence Plan 2024-2027

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 dynamic learning environment.

We ensure students have the strong foundations in literacy, numeracy and independent learning to enable them to succeed in life beyond school. Our teaching and learning develops a sense of community and identity through personal connection.

School context

Marsden High School is a comprehensive secondary school located in the Ryde local area in Sydney. The student population of 1260 which includes the Intensive English Centre (IEC) - 148 students and Support Unit of 21 students with identified needs. 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 and/or Torres Strait Islander background. Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence.

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

The school is committed to continually improving effective classroom practices through evidence informed professional learning and engagement with data to improve student outcomes in literacy and numeracy and the Higher School Certificate.

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. All students, including Aboriginal and students with additional needs, will be encouraged and supported to achieve their personal best.

Improvement measures

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

- To achieve an uplift of 8 points in Year 9 NAPLAN numeracy mean scaled score by 2027.

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

- To achieve an uplift of 10 points in Year 9 NAPLAN reading mean scaled score by 2027.

Initiatives

Embedding best practice

A whole-school consistent approach to writing with a focus on the elements and structure of the PEEL paragraph and the transferability of skills through the ALARM matrix

Learning and Support Teacher (LaST) & EALD specialists analyse student data to develop support strategies for identified student learning needs.

LaST & EALD specialists develop and implement support timetables after discussions with relevant HTs and DPs.

Literacy teacher identify student literacy needs through a range of internal/external data sources. They develop and implement timetabled withdrawal lessons after discussions with relevant HTs and DPs.

Term 2:

- Presentation to all staff to reinforce PEEL Paragraph writing strategy
- Super Session Term 2 - Sentence starters collated - shared to staff; collate strategies that have been tried; share strategies from the team that have been tried in Week 1 Term 2; move to faculty groups to implement in one lesson/one assessment/ one program

Term 3:

- Student Reflection using PEEL - develop resources and professional learning to support students in using PEEL strategy to reflect on their learning
- Cumberland PEEL paragraph posters - after discussion with staff, develop common posters to go up across the school

Term 4:

- Post-reporting period follow-up - focusing on target groups who need intensive support in developing PEEL paragraphs

Success criteria for this strategic direction

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Effective classroom practice - Explicit Teaching)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers expertly implement formative assessment, incorporating student voice and agency. (Assessment - Formative Assessment)

Teachers review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (Effective classroom practice - Feedback)

Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching. (Assessment - Student engagement)

Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness (Data skills and use - Data use in teaching)

Evaluation plan for this strategic direction

To evaluate these processes, teams will regularly report progress towards improvement and progress measures by analysing external and internal data (including

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

NAPLAN, HSC, Check-In assessment, SCOUT, surveys, student work samples, student focus groups and Tell Them From Me) and seeking feedback to ascertain client satisfaction.

Feedback will be collected systematically to inform cyclic planning processes and further enhance programs based on community need.

Data sources will be collected and analysed by relevant teachers, leaders and teams, and presented at meetings twice a term and the evidence uploaded into SPARO.

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

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Collective Efficacy

Purpose

At Marsden High School we will continue to enhance our use of explicit, evidence-based teaching and feedback methods to optimise learning progress for all students. Our staff will be supported through our strategic use of instructional leaders, faculty led professional learning meetings and ongoing engagement with targeted professional learning. This will ensure a consistent, school wide approach to embedding, implementing and evaluating explicit teaching strategies and differentiated instruction. This will enable students across the full range of abilities to achieve continuous improvement and maximise their learning progress.

Improvement measures

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 three achievement bands in 2027 compared to 2023 and 2022.

Initiatives

High Impact Teaching Strategies

Teacher collective efficacy is the level of confidence teachers have in their ability to guide student success on a whole school basis. Student assessment data is used systematically school wide to identify student achievement and progress, in order to reflect on teaching strategies and inform future directions. All teachers are committed to identifying and implementing effective and explicit, evidenced -based teaching strategies.

- Whole school professional learning ensures that all staff are up skilled in the areas of data literacy, data analysis and data use in teaching and planning.
- Establish whole school effective data analysis practices to ensure regular monitoring of student performance and inform refinement of curriculum delivery in every classroom
- School leaders create a growth culture through a coaching/mentoring framework which is focused on continuous improvement of teaching and learning.
- Professional collaboration of school leaders creates a growth culture focused on continuous improvement of teaching and learning.
- Teachers regularly analyse student data to provide differentiated and culturally responsive instruction.
- Engagement of staff in instructional rounds regularly evaluates and informs school direction.

HSC Strategies

All staff will foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement and learning. Teachers will implement high impact teaching strategies into their classroom practice, and provide regular feedback to students.

We will achieve this through:

- Professional learning for all staff to engage them in the Department of Education's HSC Strategy.

Success criteria for this strategic direction

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement. [Curriculum: Teaching and learning programs]

Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes. [Curriculum: Differentiation]

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments. [Assessment: Whole school monitoring of student learning]

The school fosters a strong collaborative culture, embedded in evaluative practices. These systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice, and the provision of specific and timely feedback among teachers within the school. [Learning and development: Collaborative practice and feedback]

The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing. [Educational leadership: High expectations culture]

Evaluation plan for this strategic direction

To evaluate these processes, teams will regularly report

Strategic Direction 2: Collective Efficacy

Initiatives

- Support of staff, including Early Career Teachers, to complete targeted HSC Professional learning.
- Teachers collaboratively analyse HSC data and implement responsive high-impact HSC practices such as lesson structure, questioning, HSC sample questions deconstruction and construction, development of complex writing scaffolds, feedback, formative assessment, and explicit teaching.
- Teachers collaborate for student improvement and ensure effective teaching and learning strategies are embedded in programs and classroom practice for intellectual quality and deep knowledge transfer.
- Teachers engaging in collaborative practices to strengthen consistent teacher judgement.
- Supporting teachers in the implementation of new curriculum.

Evaluation plan for this strategic direction

progress towards improvement and progress measures by analysing external and internal data (including NAPLAN, HSC, Check-In assessment, SCOUT, surveys, student work samples, student focus groups and Tell Them From Me) and seeking feedback to ascertain client satisfaction.

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Data sources will be collected and analysed by relevant teachers, leaders and teams, and presented at meetings twice a term and the evidence uploaded into SPARO.

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Strategic Direction 3: Sense of Belonging

Purpose

We will investigate further strategies to build upon the creation of a sense of valuing education, sense of belonging, and motivation so that students can connect, succeed, thrive and learn through strengthened community partnerships. We will develop a consistent and shared understanding of the implementation of whole school, evidence based well-being practices so that there is a collective responsibility for student learning and success, which is shared by staff, parents, caregivers and students. This will lead to measurable improvement in student well-being and engagement to support learning and develop student efficacy.

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 88.99% in 2023 to 89.99% by 2027.

Initiatives

Wellbeing

To create teaching and learning environments that enable staff and students to be healthy, happy, engaged, and successful. There will be a planned approach, which includes proactive and preventative classroom and school-wide strategies.

We will achieve this through:

- Targeted professional learning to build staff capacity in developing positive relationships with students and creating safe, productive and inclusive learning environments.
- Implementing and supporting whole school processes to build a positive attendance culture and effectively monitor attendance for all students including Aboriginal students.
- Reviewing, maintaining and enhancing social and emotional programs to build holistic student wellbeing, supported by the 'Emotional Health and Wellbeing' website.
- Establishing processes to enable authentic student voice and identity that informs wellbeing, attendance, inclusion and curriculum planning.
- Recognising Aboriginal and Torres Strait Islander cultures, histories and languages to ensure that students know that their histories and cultures are taught and appreciated across the school.

Success criteria for this strategic direction

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance. [Wellbeing: Caring for students]

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom. [Wellbeing: Behaviour]

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs. [Wellbeing: A planned approach to inclusion and wellbeing]

Evaluation plan for this strategic direction

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Strategic Direction 3: Sense of Belonging

Evaluation plan for this strategic direction

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