

# Strategic Improvement Plan 2021-2024

## Coffs Harbour High School 8109



# School vision and context

## School vision statement

At Coffs Harbour High School, the entire school community is committed to excellence in teaching and learning, where every student and teacher learns and improves every year. We value and celebrate diversity, inclusion and positive wellbeing through respectful, harmonious relationships between all stakeholders and safe and orderly classrooms and playground areas.

We will achieve our vision by developing solid foundations in literacy and numeracy through explicit teaching and a commitment to personalised learning and support. We will implement targeted strategies to maximise student attainment in the HSC or other educational pathways leading to work, vocational training and higher education so that our students can lead active and productive lives in our community. We will foster a culture where students participate actively in the school's social and cultural life through a commitment to improving engagement in learning and attendance at school.

## School context

Coffs Harbour High School is a comprehensive secondary school located on the North Coast of NSW with an enrolment of 914 students and a support unit comprised of two classes. The school incorporates a diverse student population, including 9.3% Aboriginal and Torres Strait Islander students and 19.4% of students with a Language Background Other than English, with the majority of these coming from a refugee background, and 10.7% with English as an additional language or dialect (EAL/D) currently receiving additional learning support. Our Family Occupation and Education Index (FOEI) is 109, with 70% of students in the lowest two income quartiles.

The school's staffing entitlement in 2020 was 66.1 teaching staff and 12.972 non-teaching staff. The school employs a Transition Adviser and a Headspace Youth Worker one day per week from equity funding. Five executive members are in relieving positions, and there has been the recent appointment of a new Principal to the school.

We have an active and committed Parents and Citizens' (P&C) Association and strong ties to the local Aboriginal community and Aboriginal Education Consultative Group (AECG). The school has robust connections in the community to support the transition to work and further study for students, including a well-established School-Based Apprenticeships/Traineeships (SBATS) program, work experience, TAFE and University Scholarship opportunities.

The school has an extensive range of intervention programs for student's social and emotional support, including a supported alternate learning space called the Lighthouse Learning Centre, a Wellbeing Hub with a full-time Student Support Officer, and a program of camps and reward excursions promoting student wellbeing and participation. We have a long and proud history of sporting success and a significant number of State and National level representatives across many sports and activities each year.

The school undertook a comprehensive Situational Analysis through genuine consultation with students, staff, parents, and the local community. Extensive communication followed by online surveys, engagement with P&C and AECG executive, and school planning teams working in key target areas contributed to developing the 2021-2024 Strategic Improvement Plan. Priorities include a literacy strategy focusing on writing and reading, a numeracy strategy and a high potential and gifted student strategy focusing on raising expectations and aspirations for all students, with particular attention to the middle to upper bands of achievement. There is an emphasis on teacher professional development concerning the analysis and use of summative and formative assessment data and teaching practice relevant to achieving success in specific HSC curriculum areas. Specialised strategies focus on lifting Aboriginal students' academic performance and ensuring that the school environment fosters and values local Aboriginal language and culture. Targeted programs and support will meet the learning needs of EAL/D students, with a particular focus on literacy and numeracy skill development. Wellbeing programs will improve the "sense of belonging" students feel towards the school. Explicit strategies will focus on improving attendance rates to increase the proportion of students who attend over 90% of school days.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that every student has a strong foundation in literacy and numeracy essential for success in the HSC and future engagement with work and study beyond school. Teachers will deliver high-quality and explicit literacy and numeracy teaching in every classroom to ensure student growth and attainment. We will improve student HSC outcomes by focusing on writing and vocabulary in written responses and intensive monitoring and support for students needing additional assistance to meet minimum literacy and numeracy standards.

## Improvement measures

### Target year: 2023

Increase the percentage of Year 9 students achieving expected growth in NAPLAN above the system-negotiated target baseline in Reading by 3.65% and Numeracy by 2.69%.

### Target year: 2022

Increase the percentage of students achieving in the top 2 NAPLAN bands above the system-negotiated target baseline in Reading by 2.51% and Numeracy by 2.13%.

### Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Reading and Numeracy to be above the school's lower bound system-negotiated targets.

### Target year: 2024

Increase the percentage of non-exempt students achieving HSC Literacy and Numeracy minimum standards by the commencement of Year 11 by 23.2% and Year 12 by 21.7% above the target baseline.

## Initiatives

### Using data to inform practice

Improve teacher capacity and establish embedded systems to analyse NAPLAN, HSC, Best Start, HSC minimum standards, and other relevant data to inform school priorities and classroom practice.

### Explicit literacy and numeracy teaching

Establish whole-school practice in explicit teaching in every classroom to improve student achievement in literacy and numeracy progression levels, specifically targeting areas identified from ongoing assessment data analysis.

### Targeted and accountable individualised learning

Refine processes and resourcing for personalised learning support for students, including support for students with disabilities impacting learning, Aboriginal and EAL/D students and high potential and gifted students, to ensure all students can achieve growth and reach their potential.

### High impact professional learning

Improve teacher efficacy in pedagogy and practice supporting literacy and numeracy development through professional learning related to the Literacy and Numeracy Progressions, explicit literacy and numeracy teaching, understanding and using assessment data to inform teaching and personalise learning, strategies for teaching EAL/D and ATSI students, and strategies for engaging and extending high potential and gifted students.

## Success criteria for this strategic direction

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels, demonstrated in curriculum and lesson planning and delivery

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success measured by improved student progress and achievement data.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them, particularly concerning literacy and numeracy skill progression.

The school has identified what growth is expected for each student, and students are achieving higher than expected growth on internal school progress and achievement data.

Aboriginal students' progress and achievement are equivalent to all students' progress and achievement in the school.

EAL/D and Learning and Support teams work collaboratively to build all teachers' capabilities through whole-school approaches to language, literacy, and numeracy programs.

Senior student responses in school and external assessment demonstrate high levels of numeracy, reading and writing skill attainment.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading, writing and numeracy?

**Data:** external student performance measures including Best Start, NAPLAN, HSC Minimum Standards data, HSC RAP data. Internal student performance measures

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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including classroom summative and formative assessment and collection of work samples from stage 4 and 5 students from each faculty. Review of teaching programs through faculty monitoring processes.

**Analysis:** Data will be triangulated across different sources and analysed at key milestones within the year, including academic reporting periods, to generate appropriate feedback to inform teachers, students and parents. Teacher formative assessment will be analysed regularly as part of a whole-school focus for identified literacy/numeracy target areas.

**Implications:** Validation of student work samples against other assessment will improve consistent teacher judgement and teacher understanding of their students' capabilities to inform future teaching. Annual analysis and reporting will inform future planning and identification of targeted focus areas and students requiring targeted interventions to ensure growth and attainment.

# Strategic Direction 2: Wellbeing and engagement

## Purpose

Our purpose is to ensure that all students feel valued, cared for and supported to reach their potential. We will increase our students' sense of belonging and connection to the school to improve overall attendance and engagement. We will provide all students with social/emotional support and opportunities to maximise outcomes and bridge the gap for our diverse student population, including Aboriginal students and students with a language background other than English.

## Improvement measures

### Target year: 2022

Increase the percentage of Year 7 - 10 students attending school more than 90% of the time by 3.54% above the system-negotiated target baseline.

### Target year: 2022

Increase the percentage of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in Tell Them From Me survey data by 2.25% above the system-negotiated target baseline.

## Initiatives

### Embed high expectations for student attendance

Establish and promote high standards, and positive recognition of attendance as part of the schools ASPIRE wellbeing and merit system. Ensure that whole-school extracurricular and sporting activities are meaningful and engaging for students. Engage with parents and carers to encourage high expectations for their child's attendance.

### Regular review of attendance and related data

Establish procedures to collect and analyse data to identify and address issues and barriers inhibiting student attendance and provide targeted interventions and supports promptly.

### Evidence-based strategies to support and promote student wellbeing

Utilise Tell Them From Me survey and other wellbeing and behaviour data, along with engagement with "Be You" school action planning, to refine and develop evidence-based wellbeing processes and supports. Establish a focus on developing student resilience, sense of belonging, and positive relationships between students, teachers, and peers.

### Promote cultural understanding and recognition

Engage with community leaders and organisations to deliver language and cultural programs that promote Aboriginal student cultural identity and provide cultural awareness for non-Aboriginal students. With external agencies and communities' support, strengthen school processes around anti-racism and multicultural education to promote harmony and acceptance of diversity.

### High impact professional learning

Ensure staff participate in quality professional learning concerning student mental health and wellbeing and Aboriginal and multicultural awareness so that all staff can support our diverse student population's complex needs.

## Success criteria for this strategic direction

Increased sense of belonging, school spirit and pride demonstrated through increased student engagement in the school merit system, extracurricular and sporting activities.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches improve regular attendance rates for all students, including those at risk.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum student learning conditions across the whole school.

Aboriginal and EAL/D student culture and identity are recognised and celebrated in all students' learning and extracurricular experiences, promoting greater cultural acceptance and understanding.

The school has implemented evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate improvement in attendance, engagement, sense of belonging and connection to the school?

**Data:** Tell Them From Me survey results. Overall attendance data and attendance rates for whole-school events. Sentral student management software - negative and positive incident data and data related to school merit system achievement. Student voice through feedback

### Evaluation plan for this strategic direction

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from the Student Representative Council (SRC) and Captains/Prefects. Aggregated meta-data related to student wellbeing referrals such as Year Adviser, Anti-Racism Contact Officer (ARCO), Student Support Officer (SSO), Head Teacher Wellbeing and Counsellor referrals.

**Analysis:** Data will be triangulated across different sources. Attendance data will be analysed regularly and following sporting and extracurricular events that impact the whole school. Tell Them From Me data analysed following both survey windows. Sentral data will be analysed twice per term.

**Implications:** Analysis of attendance data and attitudes will inform future planning and identification of critical times, events and factors impacting student attendance. Regular analysis of Sentral data will identify whole-school focus areas and students requiring individual interventions and supports.

# Strategic Direction 3: High expectations learning culture

## Purpose

Our purpose is to raise aspirations and expectations so that all students, including those considered high potential and gifted, can improve each year and achieve their maximum potential. Teachers will engage in professional learning to enhance their understanding of curriculum, quality teaching and the use of formative and summative assessment data, and effective and timely feedback to maximise and personalise learning for all students, especially concerning the HSC. We will establish routines and practices within classrooms and across the school that promote a positive, supported, high expectations learning culture.

## Improvement measures

### Target year: 2022

Increase the percentage of HSC course results in the top 3 bands by 2.87% above the system-negotiated target baseline.

### Target year: 2023

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity above the school's lower bound system-negotiated target.

## Initiatives

### Embed high expectations for student achievement

- Establish whole-school programs and expectations that foster a culture of academic success and aspiration
- Guide and support students through goal setting and self-reflection opportunities embedded explicitly in curriculum planning and delivery, focusing on success in the HSC.
- Provide individualised mentoring and support for senior students, including additional support for Years 10-12 Aboriginal students to improve goal setting, task completion and achievement, leading to improved retention and successful completion of the HSC.
- Engage with parents and carers to encourage high expectations for their child.
- Implement strategies to identify and lift high potential students' performance through differentiation, enrichment, and individual mentoring and support.

### Establish quality assessment processes that embed effective feedback

Incorporate high-leverage curriculum and assessment planning strategies that provide students with timely, detailed and specific feedback about what they need to do to achieve growth as a learner.

### High impact professional learning and effective teacher collaboration

Improve teacher efficacy in pedagogy and practice, supporting high expectations and HSC achievement through professional learning related to high leverage strategies and HSC success, and learning focussed specifically on personalised, high-challenge learning and high potential and gifted students. Establish whole-school processes for teacher collaboration, planning and observation focussing on quality teaching.

## Success criteria for this strategic direction

The school demonstrates aspirational expectations of learning progress and achievement for all students. It is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive timely, quality feedback on their learning that motivates and empowers them to deliver their best and continually improve.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Aboriginal students' rates of attainment and success in the HSC equal those of all students.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate increased student aspiration, engagement and participation, as well as enhanced teacher practice in assessment and feedback leading to greater HSC attainment and achievement?

**Data:** Senior subject selection data, HSC RAP data, Sentral student management software data relating to N-warning letters and task completion/participation. School Excellence Framework (SEF) self-assessment and external validation. Participation data concerning extracurricular and enrichment activities. Internal student performance measures including classroom summative

### Evaluation plan for this strategic direction

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and formative assessment and collection of work and assessment samples. Review of teaching programs and assessment through faculty monitoring processes. Teacher performance and development plans (PDPs) including participation in professional learning and data from lesson observations.

**Analysis:** Data will be triangulated across different sources than previous data to determine any growth/improvement. HSC data will be collected at key milestones defined by the HSC assessment schedule and analysed yearly. Student participation data collected and analysed following each reporting period. Teaching programs will be examined as part of faculty monitoring and overall trends and issues reported to executive staff. Teacher professional learning data will be collected as part of PDP milestones.

**Implications:** Annual analysis and reporting will inform future planning and identification of targeted focus areas. Contribute to identifying students potentially at risk of attaining the HSC and requiring targeted intervention and support. Professional learning and sharing of practice among teachers will lead to more consistent and improved practice.