

Strategic Improvement Plan 2021-2024

Goulburn High School 8116



School vision and context

School vision statement

At Goulburn High School we are committed to educating our school community through cultivating a culture of high aspirations and inclusivity to ensure that all students are empowered to learn and achieve, experiencing high-quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

School context

Goulburn High School was established in 1913 and is an inclusive, co-educational, comprehensive high school with a Support Unit that has five classes, located in Goulburn, NSW. The student population of 672 students for 2021 includes approximately 9% Aboriginal and Torres Strait Islander students. The school's FOEI is 124 and the ICSEA index is 946.

The school offers a broad junior and senior curriculum and is renowned for its innovative and cutting-edge teaching and learning programs across all KLAs, including the academic enrichment class in Stage 4, and outstanding programs in a range of areas such as STEM and Robotics, Aboriginal education, sports, music and creative arts, learning support, vocational education and careers, and inclusive support classes for students with disabilities.

Goulburn High School has excellent facilities, including six dedicated future-focused learning spaces, state of the art Industrial Technology workshops, a thirteen-acre farm for rural education, assembly / multi-purpose hall and sporting facilities, including a gymnasium to provide students with excellent learning opportunities and experiences.

The school's staffing entitlement in 2021 was 56 and 14 non-teaching staff. The school employs a school-funded Deputy Principal to support whole school programs. Our executive staff is stable, with the majority being here for more than five years. 30% of our staff are in their early career as teachers.

A comprehensive situational analysis has been conducted, which led to the development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This learning will ensure that literacy and numeracy levels can be enhanced through improved data analysis and the support of individualised and differentiated learning.

The school will focus on building collaborative teaching practice through Professional Learning Communities and embedding evidence-based programs such as formative assessment, Quality Teaching Rounds and Future-focused pedagogies. Goulburn High is a Positive Behaviour for Learning school with a strong emphasis on the core values of Respect, Responsibility and Resilience. The school proactively supports and enhances student wellbeing through several student wellbeing programs.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading, writing, numeracy, HSC and to build strong foundations for success, we will further develop and refine evidence-based data-driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

- Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system-negotiated target in reading of 16% and numeracy of 16.7%.

Target year: 2023

- Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading from 50.18% to be above the school's lower bound system-negotiated target of 59.20%.

Target year: 2023

- Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy from 65.7% to be above the school's lower bound system-negotiated target of 70.30%.

Target year: 2024

- Improvement in the percentage of students achieving Band 8 and beyond for Year 9 NAPLAN Writing from 16% to 25%.

Target year: 2022

- Improvement in the percentage of HSC course results in the top three bands to the lower bound target 55.5% or above.

Target year: 2023

Initiatives

Personalised Learning

All students are challenged and engaged in order to achieve their potential fully. A culture of high expectations supported by strategies that both challenge and support student learning needs with appropriate curriculum differentiation.

- **Numeracy Approach**- Development and adoption of school-wide strategies and programs to improve numeracy, specifically Smart Lab, Numeracy Focus in HAP, Numeracy strategy integration across the curriculum, Numeracy Coach and Instructional Leader
- **Literacy Approach** - Development and adoption of school-wide strategies and programs to improve literacy, specifically: SEAL Scaffolding, ALARM Planning, Literacy Focus in HAP, Literacy strategy integration across the curriculum, Literacy Coach
- **Aboriginal Education** - Development and adoption of school-wide strategies and programs to improve engagement with and understanding of Aboriginal culture for all students specifically: Aboriginal Educational instructional Leader, Teacher Workshops for understanding and skill development with elements of 8 Ways incorporated

Data Driven Practices

Implement a focus on the use of data to inform teaching decisions.

- **Data Skills and Use** - School Leaders provide PL for consistent collection of data, data literacy, data analysis, and data use in teaching for all staff. This is linked to gap analysis data for individual student strengths and across a range of data sources. Data is used to develop student learning profiles and is used to inform decision making for teaching practices as part of a continuous improvement cycle

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching (programs, assessment, scope and sequence) that leads to measurable improvement. (1.3.4.3)
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted, and modelled, and students' learning improvement is monitored, demonstrating growth. (2.1.3.3)
- 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 (1.6.3.3)
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements and student feedback and provides continuous improvement for all students, across the full range of abilities. (2.1.1.3)
- All teachers have a thorough understanding of data collection, analysis and application skills to inform collaborative planning, modify teaching practice, assessment practice and identify interventions. (2.2.1.3)

Evaluation plan for this strategic direction

Question: What has been the impact of using Personalised Learning approaches on student performance? How well teachers use data to inform their practice?

Data: These data sources will be collected and analysed

Strategic Direction 1: Student growth and attainment

Improvement measures

- Increase Aboriginal and Torre Strait Islander student retention to HSC from 47.6 to 64.1 of the student cohort

Target year: 2024

- Improve school self-assessment against SEF in data skills and use from sustaining and growing to excelling by 2024

Evaluation plan for this strategic direction

by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures; teaching programs; classroom observations; student work samples; School Excellence Framework assessments.

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 implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 2: High impact teaching

Purpose

To build the capacity of all teachers and leaders by identifying, understanding and implementing the most effective evidence-based explicit teaching methods in every classroom through the framework of coaching, mentoring and disciplined collaboration.

Improvement measures

Target year: 2024

- All executive staff are trained in an accredited coaching program.

Target year: 2024

- Improve School self-assessment against SEF in Professional standards from sustaining and growing to excelling.

Target year: 2024

- Improve School self-assessment against SEF in Effective Classroom Practice from sustaining and growing to excelling.

Target year: 2024

- Improve School self-assessment against SEF in Curriculum from sustaining and growing to excelling.

Target year: 2024

Over 50% of staff are engaged in a leadership role

Initiatives

Evidence Informed Practice

Identify and integrating high impact teaching strategies that will improve Effective Classroom Practice and Curriculum through the provision of professional learning opportunities that share and build expertise in evidence-informed teaching practices:

- Key Feedback - Formative Assessment** involving embedding the use of formative and summative data collection, based on Dylan Wiliam's work leading to changes to explicit teaching practice.
- Future Focussed** involves the integration of contemporary learning and teaching approaches that will diversify teaching practices and provide for a flexible repertoire of strategies for classroom management and student engagement and responsibility for learning.

Learning and Development

Using the Australian Professional Standards for Teachers and Principals to plan and lead the professional learning programs that address the professional learning needs of all teachers and leaders to enable professional dialogue for growth within and beyond the school that is informed by feedback, analysis of current research, and best practice to improve the educational outcomes of all students. The systems for improving teaching quality include:

- Professional Learning Communities** - All teaching staff are attached to a PLC group and participate in regular meetings to implement evidence-based high impact teaching practice as well as Quality Teacher Rounds through trios across the year
- Leadership Aspiration Program** - Establish Leadership development pathways for aspiring HTs through the 2IC program and develop the capacity of all staff in leading whole school programs through mentorship, explicit coaching along with distributive leadership using the PLCs and targeted programs

Success criteria for this strategic direction

All teachers engage in effective evidence-based teaching methods and programming to optimise learning progress for all students, across the full range of abilities.

All courses employ the same format of scope and sequence, programming and assessment schedules and tasks that have been collaboratively designed and include accommodation and adjustments to suit student learning needs as they arise.

Establishment of the Professional Learning Community and evidence-based teacher and leadership development programs which are focused on continuous improvement of teaching and learning (3.1.2.3).

Evaluation plan for this strategic direction

Q: Has Evidence-informed practice led to teacher and leadership improvement?

D: (1) PD Sessions & Materials, Surveys (2) T&L Program integration, (3) Student Assessment Feedback Structures (Formative + Summative) (4) Work Book Feedback elements, (5) Teacher Observations, (6) Student Survey Feedback (7) Key Details Document

A: Examination of work samples, assessment samples, programs, student survey feedback and other data sources, consolidation of insights, matching our school assessment result with researched evidence of expected student growth and analysis of distributive leadership across the school

I: Effectiveness of activities on improving teacher practice to inspire expected student growth and attainment

Strategic Direction 3: Aspirational inclusive culture

Purpose

To build and strengthen a culture focused on learning and development of educational aspirations with ongoing improvement and engagement across the school community.

Improvement measures

Target year: 2022

- Increase the % of students reporting a positive sense of wellbeing from a baseline target of 60.6% to 65.1%

Target year: 2022

- Increase the proportion of student with 90% and above attendance from 62% to 66.5%

Target year: 2024

- Maintain school self-assessment against SEF in Wellbeing at Excelling

Target year: 2024

- Increase school self-assessment against SEF in Learning Culture from sustaining & growing to excelling

Target year: 2024

- Increase school self-assessment against SEF in Educational Leadership from Delivering to excelling

Initiatives

Student Agency

Expand opportunities for the development of Student Voice to encourage students to feel connected to their learning. For example, ask for student feedback, conduct surveys, listen to self-evaluations and encourage suggestions. Communicate changes based on this feedback to show students that their opinions and experiences have been considered and are valued and important.

- **Student Leadership Program** - Students participate in the Student Representative Council and Prefects to represent student voice as a key consultative body that provides students with agency and contribute to the whole school decision making
- **Goal Setting and Student Driven Award System**- Teachers will provide students with detailed and specific feedback about what they need to do to achieve growth in their learning and be encouraged to self-assess, reflect, and monitor their work. Students are recognised for their positive behaviour through the PBL reward system
- **Engaged Learners** Through developing a positive classroom environment characterised by supportive, collaborative relationships and frequent student-teacher classroom interactions including Safeguarding Kids Together Program, Positive Education System (PES) and Attendance Improvement Program.

Community Engagement

Community Engagement Program.

- Implement a community engagement strategy that is responsive to the needs of the school community. Establish and maintain partnerships with local businesses and universities to support the post-school pathways for students. Develop a communication plan to inform and consult with parents.

Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (1.2.4.4)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (1.1.1.4)

The school 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. (3.3.4)

Evaluation plan for this strategic direction

Q. Has high-level Student Agency and Community Engagement led to improved outcomes for students?

D. (1) Tell them from Me, (2) Student Surveys, (3) Community Surveys, (4) P&C Consultation and Initiatives, (5) Parental engagement (6) Partnership Agreements and Community Charter

A. Examination of Data to ascertain the extent to which the purpose has been achieved

I. Determine how best to support students engagement and post-school pathways

Strategic Direction 3: Aspirational inclusive culture

Initiatives

- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community
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