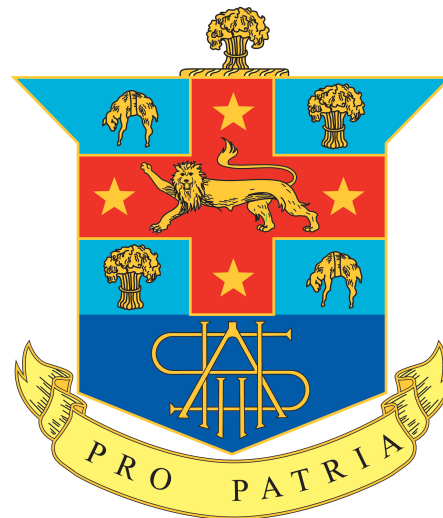


Strategic Improvement Plan 2021-2024

Hurlstone Agricultural High School 8121



HURLSTONE
AGRICULTURAL HIGH SCHOOL

School vision and context

School vision statement

Hurlstone Agricultural High School is committed to ensuring wellbeing is placed at the heart of every educational experience we facilitate for our students. Our school nurtures the whole child in an inclusive environment where gifted and high potential learners are encouraged to develop a passion for life-long learning and strive to maximise their personal potential. The synergy between parents, teachers, support staff, students and external partnerships strengthens our identity, as we continue to follow a model based on high expectations for our community. Emotionally intelligent leadership is valued and enhanced through all strategic directions. Our strategic directions identified through our situational analysis will enable all staff and students to develop aspirational goals. This includes a proactive commitment to equity to enhance shared understandings and connections to learning and opportunity, so all staff and students continue to flourish and thrive.

The creation of our purpose-built Science, Technology, Engineering, Art, Mathematics (STEAM) facility delivered in 2019, provides an exceptional opportunity for our community to develop and deepen understanding and innovation in a trans disciplinary approach to education. In 2020 the Honourable Minister for Education and Early childhood learning, Sarah Mitchell announced Hurlstone Agricultural High School would remain at Glenfield. This announcement has revitalised our school vision with exciting possibilities in our dynamic and unique setting and resolves in re-imagining curriculum through an innovative agricultural lens and state of the art farm. For all residential students this includes the creation of a world class residential facility dedicated to meet the needs of our gifted and high potential rural, remote and regional young people which will commence design and delivery in 2021.

Our staff provide a dynamic, creative, innovative, collaborative and differentiated curriculum and foster connected partnerships to maximise student engagement. We maintain a proud tradition of preparing resilient, resourceful, critical and creative thinkers who strive to make a difference in our rapidly changing world. Over the next four years the school will continue to supply this level of care and academic success as it begins to re-invigorate Hurlstone Agricultural High School, the only public Agricultural, residential, co-educational, selective high school in NSW.

School context

This school plan was developed through a process which had at its core the canvassing of all sectors of the school community and the formulation of three strategic directions which brought together the concerns of staff, students and parents into three attainable strategic directions. This Strategic Improvement Plan has been built and completed by an in depth and comprehensive situational analysis conducted throughout 2020.

Hurlstone Agricultural High School has an enrolment of 990 students, including 2 Aboriginal and/or Torres Strait Islander students and 481 English as an additional language or dialect language students (EAL/D). Hurlstone Agricultural High School is the only NSW Government fully selective, coeducational, agricultural, boarding high school. It is located in Glenfield, 36 km south west of the Sydney central business district.

The school nurtures the whole child in an inclusive environment where high potential and gifted learners are known, valued and cared for. Student voice is active and dynamic. Students give back to the community in numerous ways including extensive extra-curricular programs in Creative and Performing Arts (CAPA), Sports, Agricultural, Student Representative Council (SRC), Interact, Student Union, Enviro Club, debating, Model United Nations Assembly (MUNA), Solar Car, mentoring and other leadership development programs highlighted by an exceptional student leadership body.

The school is strongly supported by an engaged and active Parents and Citizens' Association, Boarder Parent Welfare and alumni network.

Students: student voice has been recognised through the peak student bodies at the school. The SRC, Prefects and Student Union have all been encouraged to review all planning documents and have input into its formation. Ongoing interaction between the educational leaders and the student representatives is expected as they alter over the life of the school plan.

Parents and Carers: Parents have been consulted through the P and C and Boarder parent welfare groups. Both the overarching strategic concepts and the ways in which they will be realised in the school have been presented to parents and their concerns and questions taken into account. Parents will continue to participate in "tell them from me" survey tool as well as being invited to School Development Days (SDD) and twilight sessions to support, inform strengthen our school strategic directions.

It is acknowledged that our P and C and Boarder parent welfare group require further consultation as we continue to build this important community document. Our parent community come from diverse locations across Australia, including Norfolk Island and beyond NSW and Australian borders. Our Hurlstone community values the significant contribution of our dedicated parent and community groups such as our current and future industry partners and HAHS Alumni and look forward to the continuation of collaborative partnerships working together to strengthen opportunities and face future challenges.

Staff: Staff were canvassed at twilight sessions and SDD about their ideas regarding the three strategic areas and were given the chance to raise any challenges to the development

School vision and context

School vision statement

School context

of these areas and to explore further opportunities.

Executive Staff: The executive team collaboratively led faculty and cross faculty discussions these initial ideas and formulated broad plans for the areas of development, ensuring that they would have cross faculty foci and purpose. Executive staff utilised Schools Excellence Framework in faculty groups. Situational analysis was created looking inward, looking outward and looking forward.

Senior Executive: The leaders of the school identified three core areas for development across the school after collating all student, parent, teacher and executive feedback from surveys, focus groups and data. The collation was enhanced by the Head Teacher, Teaching and Learning who fed forward all data into the situational analysis with the senior executive team.

Area of strategic improvement:

- significant school improvement focus based on the findings of the situational analysis focus on innovation, feedback loops, data analysis and interrogation of minutiae data points for high potential gifted students, learning ecosystems, continuous teacher growth and development, wellbeing and strengthening opportunities for our residential community
- high level of resourcing to support each strategic direction
- maintain and strengthen significant alliances and partnerships
- maintain and strengthen the achievement and support for students with additional needs, and Aboriginal students, students learning English as an additional language (EAL/D students).

It is important to note that this document is intended to be a living, changing document and that, even though it has reached a stage which is published, it is expected that it will undergo alteration as this implementation unfolds.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to have every student at HAHS engaged and challenged to continue to learn and to maximise their potential. We are tasked to present HAHS students with opportunities to attain excellent outcomes and succeed beyond the classroom as resourceful, resilient, critical creative thinkers with high level of literacy and numeracy.

Through embedded wellbeing programs and practices, programming for high potential students using our data sets and staff trained in high potential and gifted education, we will cater for our students to grow and thrive.

Improvement measures

Target year: 2022

Attendance

Increase percentage of students attending school more than 98% of the time .

Target year: 2023

Attendance

Increase percentage of students attending school more than 98.2% of the time .

Target year: 2024

Attendance

Increase percentage of students attending school more than 98.3% of the time .

Target year: 2022

NAPLAN - Reading

Improvement in the percentage of students achieving in the top 2 bands to be above SSSG at 95.4%, an increase of 0.4% in 7 and increase by 0.2% to 88.8% in 9.

Initiatives

Attendance improvement

Activities

- The leadership team including the Head Teacher Administration, Head Teachers Welfare lead teachers, parents, non teaching staff and the community to ensure consistent and systematic processes so that student absences do not impact on learning outcomes. External agencies and Home School Liaison Officers partner with the school to promote attendance.
- Increase student attendance for whole school event days and to celebrate gifted and talented athletes, artists and performers.
- Strengthen students, parents and carers knowledge of assessment processes and adherence to school assessment procedures relating to attendance before an assessment task. Students to follow this procedure and provide suitable documentary evidence to explain the absence.
- Students, parents and carers value the importance of why attendance matters. Students to complete exemption from school for extended absence approved by the Principal.

NAPLAN improvement

Our high potential and gifted students are perform at a high level compared to State and Statistically Similar School Group (SSSG). In all system derived improvement measures high level projects and activities are interrogated across the school and each faculty has identified data points relative to the student attainment and potential growth in their key learning areas and cross-curricular work. Each faculty uses the minutiae of data and evidence based approach to inform scope and sequence, programs, units of work, annotations, feedback, surveys to inform strategic improvement for differentiated learning at point of need for individual students to inform improvement measures for student growth and attainment. High level projects and activities have included data sets from Best Start -early snapshot which revealed our learners were achieving exceptional

Success criteria for this strategic direction

Through strong collaboration between teachers, parents and community and aspirational expectations of student learning for all partners; student attendance supports learning progress and achievement. [*High Expectations and Attendance: Excelling*]

The school has implemented an evidence-based wellbeing program and practices that demonstrates and responds to measured improvements in wellbeing and engagement measured in TTFM. [*Wellbeing: Excelling*]

Students' learning is monitored and reported on, longitudinally to ensure challenge and continual improvement. Teaching and learning programs across the school show evidence of adjustment in response to data analysis. [*Curriculum: Excelling*]

The adjustments to teaching and learning programs are evaluated and reflect evidence based teaching and assessment. [*Assessment: Excelling*]

School data demonstrates all student progress at or above SSSG levels, reflecting positive student growth, including EAL/D and Aboriginal and Torres Strait Islander students. [*Student performance measures: Excelling*]

Learning goals for students reflect data analysis and use and progress is monitored through the collection of valid, reliable data across the school and staff confidently reflect and implement improvement utilising the analysis. [*Data skills: Sustaining and growing, towards excelling*]

The explicit inclusion of literacy and numeracy strategies, to meet student needs, is evident in teaching programs across the school - in response to data analysed student needs. [*Professional standards: Excelling*]

The executive leadership team maintains a culture of instructional leadership that is focused on continuous improvement that results in our school being recognised for its best practice measures that impact continuous improvement. [*Educational Leadership: Excelling*]

The school leadership team deploys resources (teaching and otherwise) to meet the best needs of students and

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

NAPLAN - Reading

Improvement in the percentage of students achieving in the top 2 bands to be above SSSG 95.6% in 7 and increase by 0.1% to 88.9% in 9.

Target year: 2024

NAPLAN - Reading

Improvement in the percentage of students achieving in the top 2 bands to be above SSSG 95.8% in 7 and increase by 0.1% to 89% in 9.

Target year: 2022

NAPLAN - Numeracy

Increase the % of students achieving in the top 2 NAPLAN numeracy bands by 0.1% to 99% in 7 and 0.1% to 98.8% in 9.

Target year: 2023

NAPLAN - Numeracy

Increase the % of students achieving in the top 2 NAPLAN numeracy bands by 0.1 to 99.1% in 7 and 0.1% to 98.9% in 9.

Target year: 2024

NAPLAN - Numeracy

Increase the % of students achieving in the top 2 NAPLAN numeracy bands by 0.1 to 99.2% in 7 and 0.1% to 99% in 9.

Target year: 2024

Expected Growth - Reading

Improvement in the percentage of students achieving

Initiatives

results overall but needed explicit teaching to support understanding context and inference. This data was adopted as a whole school approach and high impact professional learning, action research, learning walks, explicit teaching were supported by all faculties to ensure that literacy and numeracy growth was supported by appropriate teaching and learning interventions to support student growth and attainment.

High level projects and activities include faculty based initiatives including but not limited to the list below.

- **HSIE** will update programs to extend HPGE learners and support EAL/D learners, with a focus on a Literacy and Numeracy to foster skill mastery [HPGE Policy 1.4.1, 3.7.1, 4.2.2]
- **Science** - 2021 Year 9 cohort performed below SSSG in extended responses in VALID 8. The Science faculty will embed literacy skill development in all teaching programs in Stage 5. Follow up with 2022 VALID 10 and 2024 HSC data. [HPGE Policy 1.2.1, 1.2.2, 1.4.1, 1.6.1, 4.2.4]
- **Teaching & Learning** will develop student led conferences where students will articulate and evaluate their progress on negotiated learning goals, including, but not limited to literacy, numeracy and general capability focus. [HGPE 1.5.2, 3.7.4]
- Establishment of small group tutoring to address student needs as part of the COVID-ILSP program, each with common and established learning goals, derived from data analysis, monitored and evaluated using PLAN 2

HSC improvement

All faculties reflect on HSC results with annual analysis of student achievement. Moving forward, analysis will extrapolate to item analysis which will inform teaching program evaluation.

Faculties have identified projects and activities that they will initiate and monitor to support improved results at HSC levels.

Success criteria for this strategic direction

facilitate high quality service delivery and identified priorities. [School resources: *Excelling*]

Evaluation plan for this strategic direction

Question

To what extent have we maintained continual growth across all system derived improvement measures?

Data

Data we could use for evaluation could include:

- Attendance records and reports and evidence of action items attended to.
- Evidence through analysis of HSC, NAPLAN and VALID (development and utilisation of templates as a tool for analysis)
- Annotated teaching programs across school community across the period of the SIP that show evidence of data informed changes and evaluation.
- Faculty based annual reviews of attendance monitoring responsibilities with surveys.
- PLAN 2 for COVID-ILSP groups
- NSW DoE Attendance - Whole School Evaluation analysis
- Assessment, both formative and summative results is reflected in teaching programs.
- Tell Them From Me surveys
- Sentral Wellbeing Day/Boarding reports
- Wellbeing Framework for School Excellence - school assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

expected growth in NAPLAN reading to be in line with lifting the potential of gifted students through the minutiae of data by mapping the HPGE and student led conferences. Continued emphasis on improving student inference with teaching strategies.

Target year: 2022

Expected Growth - Numeracy

Increase the % of students achieving expected growth in NAPLAN numeracy by 2.0%, from 48% for NAPLAN 9 to 50%.

Target year: 2023

Expected Growth - Numeracy

Increase the % of students achieving expected growth in NAPLAN numeracy by 2% , from 50% for NAPLAN 9 to 52%.

Target year: 2024

Expected Growth - Numeracy

Increase the % of students achieving expected growth in NAPLAN numeracy by 2% , from 52% for NAPLAN 9 to 54%.

Target year: 2022

HSC achievement - top two bands

Increase the percentage of HSC course results in top two bands.

Target year: 2023

HSC achievement - top two bands

Increase the percentage of HSC course results in top two bands.

Target year: 2024

Initiatives

- HSC analysis templates include item analysis and occurs annually in conjunction with Stage 6 teaching program review. [HPGE policy 1.2.2]
- Mathematics - Develop teaching programs that connect Stage 5 to Stage 6 outcomes and assessment requirements, to reflect the HPGE policy. [HPGE Policy 1.4.3, 1.3.3]
- CAPA - Development of a framework for student reflection and self-evaluation; including both strategies and tools, embedding self evaluation up to and across all stages so that students can articulate their strengths and areas in which they need to improve in CAPA subjects. [HPGE policy 1.2.1, 1.2.2, 1.4.1, 1.5.2, 3.7.2, 4.2.1]
- PDHPE - Employ high leverage strategies (evidenced based) across Stage 6 programs with the aim of increasing the % of candidates achieving Band 6. [HPGE Policy 1.1.1, 1.4.1, 1.4.1, 1.6.1, 4.2.4]
- Establishment of small group tutoring to address student needs as part of the COVID-ILSP program, each with common and established learning goals that are monitored evaluated, using HSC and Preliminary assessment data. [HPGE policy 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.5.1]
- Agriculture/Technological Applied Science /Language other than English- Teachers adjust teaching and learning programs analysing data sets from SCOUT and RAP data. [HPGE policy 1.2.2, 1.4.1, 3.7.3]

Evidence Based Wellbeing Programs

The Welfare faculty reflects on the welfare and wellbeing of all students. We aim to create teaching and learning environments that enable students to connect, succeed and thrive.

The Welfare team leads the implementation of evidence based wellbeing programs. Wellbeing programs are informed by multiple data sets within the school to plan and initiate appropriate interventions and identify outcomes for each cohort.

Evaluation plan for this strategic direction

Analysis

Analysis will be embedded in ongoing data review and goal setting and evaluative thinking cycles.

Examples of questions for which we would seek answers that may inform our analysis and measurement of impact:

Are we increasing the number of staff accurately marking rolls and enacting the clear school and system processes to support regular school attendance that providing all students access to curriculum?

What have faculties unearthed with data mining to inform program modifications that could be shared across the school? Has evaluation shown shown improvement in those areas/data points?

What improvement can be seen in student attendance for whole school sporting events?

Has the attendance % of students on the Learning Support register improved?

Are the HSC analyses done by faculties translating to programs, with impacts tracked in the following year(s)? Where to next?

Are staff teaching Stage 4, engaging with Best Start data to establish a baseline for knowing their students? Do those classes experience greatest growth?

Where is the evidence gathered from assessment tasks results being used in teaching program evaluation?

How will we know that students are connected in their welfare lessons and that they are taking advantage of the welfare resources available to them?

Implications

The ongoing results of analysis will inform the initiatives through to 2024.

The development of a cross school culture of data

Strategic Direction 1: Student growth and attainment

Improvement measures

HSC achievement - top two bands

Increase the percentage of HSC course results in top two bands.

Target year: 2022

HSC performance - top three bands

Improvement in the % of HSC course results in top 3 bands.

Target year: 2023

HSC performance - top three bands

Improvement in the % of HSC course results in top 3 bands.

Target year: 2024

HSC performance - top three bands

Improvement in the % of HSC course results in top 3 bands.

Target year: 2022

Wellbeing

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at 75%, continuing our improvement journey.

Target year: 2023

Wellbeing

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at 76%, continuing our improvement journey.

Target year: 2024

Initiatives

The Head Teacher's Welfare develop and review evidence based whole school Wellbeing programs informed by the the Department of Education Wellbeing Framework and mapped to Wellbeing for School Excellence.

High impact professional learning reflects evidence based programs including but not limited to, benefit mindset, SAFEMinds, Be You, Smiling Minds.

The school facilitates university research such as Macquarie University's *Youth Mental Health Screening in Schools Study* and the University of Sydney's *Preventure Program*. Student data is de-identified and contributes to the research to measure impact on enhancing student wellbeing.

Evaluation plan for this strategic direction

analysis and use to improve wellbeing and teaching and learning will be ongoing.

Strategic Direction 1: Student growth and attainment

Improvement measures

Wellbeing

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at at 77%, continuing our improvement journey.

Target year: 2022

VALID

Students achieve above SSSG levels in extended responses for VALID 10

Strategic Direction 2: Teacher growth and attainment

Purpose

Our purpose is to support the delivery of the DoE strategic goals where every student, every teacher, every leader and every school improves every year within a system that is a great place to work and the workforce is of the highest calibre.

Our teachers will engage in developing skills about data use to inform rigorous teaching and learning programs and resources while engaging in a culture of observation and feedback with reflective practices to become the best teacher leaders.

Improvement measures

Target year: 2022

100% of staff including temporary staff engage in high impact professional learning in HPGE, data literacy, literacy and numeracy, EAL/D and/or Curriculum focus areas including wellbeing and embed knowledge in programs.

Target year: 2023

100% of staff including temporary staff engage in high impact professional learning in HPGE, data literacy, literacy and numeracy, EAL/D and Curriculum focus areas including wellbeing and embed knowledge in programs.

Target year: 2024

100% of staff including temporary staff engage in high impact professional learning in HPGE, data literacy, literacy and numeracy and EAL/D Curriculum focus areas including wellbeing and embed knowledge in programs.

Target year: 2022

All stage 6 teachers use data, including RAP and TTFM and NAPLAN projections to review teaching and learning programs.

Target year: 2023

Initiatives

Learning and development based on the Australian Professional Teaching Standards

Why

Teachers share responsibility for student improvement. To contribute to a transparent culture of high expectations of effective practice, teachers demonstrate personal responsibility for improving their teaching knowledge and craft. Expertise is valued and shared to build collective teacher efficacy to uplift student learning progress. The cultivation of instructional leaders is vital in modelling and coaching staff to develop. The activities outlined below will deploy the expertise of the Metropolitan South and West School Support coordinators, advisors, facilitators and officers.

Activities

Staff develop aspiring career pathways through the performance and development process using the *Australian Professional Teaching Standards* to set strategic goals to expand their sphere of influence and impact on teaching and learning for high potential and gifted, dual and multi-exceptionalities and EAL/D students.

Increase staff cultural competence through professional learning on culturally responsive pedagogy (based on the work of Professor Gloria Ladson-Billings) to meet the needs of high potential gifted culturally and linguistically diverse (CALD) students. This includes staff cultural competency within Aboriginal and Torres Strait Islander education.

Support aspiring highly accomplished and lead teachers, that are recognised and respected by colleagues, parents/carers and the community as exemplary teachers with opportunities to undertake action research and initiate projects to improve teacher implementation of high potential and gifted pedagogies.

Establish coaching and mentoring criteria, structures and program that builds coach/mentor capacity to effectively

Success criteria for this strategic direction

Teaching and Learning programs show evidence of staff using data analysis from a variety of sources to inform changes, along with evidence of differentiation for student needs. Pedagogy is centred on evidence based practice. [*Differentiation: Excelling*]

Programs are collaboratively designed and adjustments are made as required. Lesson planning and assessment reference student needs and voice and provides improvement for students across a full range of abilities, with evidence based practices. [*Lesson planning: Excelling*]

Teaching staff are confident in analysing, interpreting and extrapolating data to create informed learning goals for students. They create assessment tasks that are used to assess student progress and utilise results to reflect on teaching effectiveness. Staff are actively involved in using data in school planning processes at the classroom and at school level for planning. [*Data Skills and use: Excelling*]

Early career teachers build capabilities with mentors with particular expertise to plan, develop, monitor, evaluate professional learning goals that improve professional knowledge, professional practice and professional engagement. [*Professional Standards: Sustaining and Growing*]

All staff are confident in identifying higher levels of standards to improve their professional knowledge, professional practice and professional engagement that aligns with the school's strategic directions in their performance and development plans. The school establishes a visible culture of continual improvement. [*Professional Standards: Sustaining and Growing*]

Evaluation plan for this strategic direction

Questions:

Do all teaching programs include revisions that are based on data collected before, during and post teaching units/courses in all stages and courses to adjust

Strategic Direction 2: Teacher growth and attainment

Improvement measures

All stage 4 & 5 teachers use data, including RAP, TTFM, NAPLAN to review learning programs

Target year: 2024

All teachers use data to review and modify learning programs.

Target year: 2022

All staff use the Australian Professional standards to plan and monitor their professional learning in their PDP.

Target year: 2023

All staff use the Australian Professional standards, the SIP to plan and monitor their professional learning in their PDP.

Target year: 2024

All staff use the Australian Professional standards, SIP and school research to plan and monitor their professional learning in their PDP.

Initiatives

support early-career teacher and aspiring leaders.

Evidence informed practice

Why

Action the *CESE What works best: Evidence-based practices* to help improve the high potential and gifted student performance with a focus on:

- explicit teaching
- effective feedback
- use of data to inform practice.

Activities

Build teacher capacity to plan and integrate effective lesson intentions and success criteria in their lesson delivery, teaching and learning cycle, programs and assessment practice.

Build teacher contemporary content knowledge and expertly implement effective explicit teaching strategies including *Harvard Graduate School of Education Project Zero's Thinking Routines Toolbox*.

Embed thinking routines in classroom practice. A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking.

Strengthen staff expertise to make accommodations and adjustments to suit student needs as they arise using the *Model-Farms Teaching for Inclusion* tool and monitor, evaluate and refine interventions.

Build teacher knowledge of the work of Professor Dylan Willam to inform feedback practice. Strengthen teacher capacity to give high-quality timely formative and summative feedback that focuses on student improvement in tasks that relate to:

- processes

Evaluation plan for this strategic direction

instruction or differentiation? Do these adjustments reflect the high impact professional learning undertaken by staff? Do all teacher PDPs reflect the school plan and improvement measures?

Data:

- Students performance data sets and work samples
- Lesson plans, teaching and learning programs, assessment tasks
- 2020-2024 Performance Development Plans including draft, early, during and post annotations; lesson observations notes
- Meeting minutes
- Model-Farms Teaching for Inclusion reports annotations, Sentral entries
- AITSL teacher self assessment tool reports

<https://www.aitsl.edu.au/teach/improve-practice/teacher-self-assessment-tool>

Analysis:

Are all teachers engaging in more than one high impact professional learning in a year?

Are student data sets showing improvements?

Are more teachers aspiring and/or demonstrating higher-level standards in their PDPs?

Does ongoing AITSL self-assessment tool reports of staff indicate areas of growth? Are staff using the advice provided about areas of development in their PDP?

Implications:

Analysis of involvement in particular courses and staff use of data will inform the future direction for professional learning for all staff to continue to meet the needs of students. to Staff will realign PDPs to the teaching standards as their capacity to deliver high

Strategic Direction 2: Teacher growth and attainment

Initiatives

- student self-regulation that moves them as learners forward.

Strengthen teacher data literacy practice by increasing their ability to understand, develop and expertly apply a full range of assessment strategies:

- assessment for learning
- assessment as learning
- assessment of learning;

to collect, review and analyse student data to make informed decisions and interventions in the teaching and learning cycle.

Strategic Direction 3: Confident and creative communities

Purpose

To improve learning partnerships that engage individuals to connect and contribute meaningfully to local and global communities with the skills, innovation and expert knowledge to tackle current and future challenges. This strategic direction is our school's explicit commitment to realise the national vision of the *Mparntwe (pronounced M-ban tua) Education Declaration* that education systems should provide the best educational opportunities for young Australians to thrive creatively and confidently in a rapidly changing world.

Improvement measures

Target year: 2022

Each faculty has at least 1 teacher trained in QTR and/ or QAP and undertaken at least 2 rounds within the school and across network of schools.

Target year: 2023

Each faculty has at least 2 teachers and the head teacher trained in QTR and/ or QAP and undertaken at least 2 rounds within the school and across networks.

Target year: 2024

All teachers are trained in QTR and/ or QAP and undertaken at least 2 rounds within the school and across networks.

Target year: 2022

All students are aware of the General Capabilities.

All year advisors capture student survey data and report on the General Capabilities that students have identified as areas of strength and development.

70% students complete the survey.

Increase the score of student expectations for success from the Tell them from Me survey from the NSW Government Norm and our school mean.

Initiatives

1. Strengthening community connectedness

Why

Improve sustainable partnerships and learning ecosystems to optimise and challenge the talent development pathways for high potential and gifted students from all backgrounds including rural and remote to engage in diverse quality learning opportunities across all domains of potential: intellectual, creative, socio-emotional and physical [*High Potential and Gifted Education Policy*].

The activities outlined below will deploy the expertise of the Metropolitan South and West School Support coordinators, advisors, facilitators and officers, Aboriginal Education Team, and General Capabilities advisors.

Activities

Strengthen student capacity to participate in and articulately evaluate their impact on communities through enrichment, extension and extra-curricular programs using the *Australian Curriculum General Capabilities* continua and Australia's Dr Thomas William Nielsen's *Curriculum of Giving*. [*HPGE Policy 1.5*]

Build staff capacity to develop and map alignment of teaching and learning programs that show students links to enrichment, extension and extra-curricular programs. Increase teachers capacity to promote and report on these opportunities using the *Australian Curriculum General Capabilities* continua and Australia's Dr Thomas William Nielsen's *Curriculum of Giving*. [*HPGE Policy 1. 7, 3.7*]

Develop and facilitate a high potential and gifted parent/ carer community of engagement, inclusive of parental diversity and geographical locations, with knowledge, communication and parenting strategies to support optimal student talent pathways of learning and effective stage transitions. [*HPGE Policy 1.5.2*]

Staff and students develop expertise and leadership to

Success criteria for this strategic direction

The school has an effective collaborative learning culture focused on ongoing improvement of teaching, learning and student achievement. [*Learning and Development: Excelling*]

Teachers and leaders use the shared concepts and language of the Quality Teaching Model and What Works Best as a basis for professional dialogue, deployment of effective teaching and assessment strategies and evaluation across faculties and with other schools. [*Learning and Development: Excelling*]

The school is recognised as responsive to community needs as a leader in cultivating high expectations and effectively catering for a range of equity issues. [*Educational Leadership: Excelling*]

The leadership team continues to focus on distributed instructional leadership and sustain professional learning communities focused on continuous improvement of teaching and learning. [*Educational Leadership: Excelling*]

The school is recognised as a leader for its impact on learning progress, its effective practices and pursuit of continuous improvement and supporter of improvement of other schools. [*School Planning, Implementation and Reporting: Excelling*]

The school takes a creative problem-solving deployment approach that optimises community use of facilities so that staff across networks, students and parents can host regular community events, professional learning and conferences. [*School Resources: Excelling*]

Evaluation plan for this strategic direction

Since this strategic direction focuses on our ability to create, influence and impact ecosystems and communities, the *Cooperrider and Whitney (2005) Appreciative Inquiry* model, will be utilised. The Appreciative Inquiry model allows for celebrating strengths through the lens of what worked well to sustain improvement. It also provides a structured approach

Strategic Direction 3: Confident and creative communities

Improvement measures

Target year: 2023

All year advisors continue capture student survey data and report on the General Capabilities that students have identified as areas of strength and development which is used to inform changes to the Wellbeing teaching and learning programs.

75% students complete the survey.

Increase the score of student expectations for success from the Tell them from Me survey from the NSW Government Norm and our school mean.

Target year: 2024

All year advisors continue capture student survey data and report on the General Capabilities that students have identified as areas of strength and development which is used to inform changes to the Wellbeing teaching and learning programs.

85% students complete the survey.

Increase the score of student expectations for success from the Tell them from Me survey from the NSW Government Norm and our school mean.

Target year: 2022

Target year: 2022

Target year: 2023

Proportionally contribute to the Glenfield Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.

Initiatives

support the Glenfield Network of Schools in the implementation of the *High Potential and Gifted Education policy* through the design and development of high quality innovative educational program offerings. These talent development programs leverage Hurlstone's unique agricultural setting and staff talents and expertise in their field of specialisation. Through community, these partnerships build a culture of high expectations for learning and strengthen collective teacher efficacy (*CESE What Works Best*) to reduce the impact of disadvantage on young people (*DoE Strategic Plan 2018-2022 goal 10*). [*HPGE Policy 1.6, 3.2*]

2. High impact professional learning communities

Why

A current and future challenge for educators is ensuring *every student, every teacher, every leader and every school improves every year*.

To achieve this, sustainable support structures to strengthen teacher capacity to work together to research, plan and design effective teaching strategies and programs must be established. Professional learning communities will be utilised. They are characterised by inclusive collaborative cultures and professional dialogue which builds collective ownership of learning goals and outcomes, for both the teacher and the whole school. By working together as evaluators of impact on student outcomes, the professional learning communities make learning inviting, intentional and evidence-based.

Professional learning communities utilise the *Quality Teaching Model*, the *Australian Institute for Teaching and School Leadership Essential Guide to Professional Learning: Collaboration*, and *CESE What Works Best* as foundations to develop:

- a shared vision, high trust, high challenge learning community
- a culture of high expectations for development for all
- instructional leaders.

Evaluation plan for this strategic direction

(discover, dream, design, deliver/ destiny) to examine what did not work well so that future efforts and resources are optimised to achieve the strategic direction's purpose.

1. STRENGTHENING COMMUNITY CONNECTEDNESS

Question

- With reference to the initiatives, to what extent have we achieved our Strategic Direction 3 purpose?
- How many parents and carers have engaged with the Community of Engagement?
- To what extent have teaching and learning programs explicitly embed the Australian Curriculum General Capabilities that connect to enrichment, extension and/or extra-curricular programs that reflect aspects of the Curriculum of Giving?
- How many students have engaged with the *Australian Curriculum General Capabilities* continua through enrichment, extension and extra-curricular programs? Is this evident in student-led conferences?
- To what extent have students evaluated their impact on communities using the *Australian Curriculum General Capabilities* continua?
- How many students have reported an increase in intercultural capabilities?
- How many Stage 2-3 primary school students from the Glenfield Network applied to sit for the Selective Schools entrance test?
- How many Aboriginal Stage 2-3 primary school students from the Glenfield Network applied to sit for the Selective Schools entrance test?

Data

Staff HPGE survey, *Tell Them From Me Teacher* survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.

Parent perceptions survey, *Tell Them From Me Parent* survey

Strategic Direction 3: Confident and creative communities

Initiatives

Activities

Implement the nested communities model: interest, engagement and practice which ensures every teacher and every leader professional development needs will be met in the specific professional learning communities.

Embed explicit systems for teacher collaboration and the provision of timely and constructive feedback to build collective teacher efficacy through the implementation of:

(1) Quality Teaching Rounds [QTR]

(2) Quality Assessment Practice [QAP] professional learning communities

(3) Global professional learning communities

Teachers will collaboratively analyse and discuss their own and each other's teaching and/or assessments in the professional learning communities.

Faculties led by head teachers and instructional leaders will support colleagues to sustain the Quality Teaching Model through lesson observations, feedback and analysis of data captured to build PLC capacity.

Teachers are supported by the leadership team within the school and across schools to strengthen collaborative capacity, consistent teacher judgement and evaluation of PLC impact with reference to the *High Potential and Gifted Education Policy* statements.

Instructional leaders and aspiring leaders collaborate with the Asia Education Foundation (an initiative of Asialink at The University of Melbourne) to support other educational systems. As part of these professional learning communities, Hurlstone Agricultural High School staff build cultural literacies and cultural competencies. Teams learn to evaluate high impact teaching and learning practices from Asia-Pacific educators. Staff learn about and develop skills of instructional leadership.

Evaluation plan for this strategic direction

Student Up2Now portfolios, student applications, *Tell Them From Me* survey, pre, during and post General Capabilities survey, student focus groups

High Performing Students Team (selective test data)

Student General Capabilities surveys including intercultural understanding, student-led conference notes

Ecosystem partners survey (Asia Education Foundation, Wawin National High School, DoE advisors)

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

Include activity coordinators in the allocation of roles and responsibilities.

Continuation of Asia Education Foundation program with Papua New Guinea with expected adaptations from face to face to digital and online collaborations to meet pandemic challenges for Students.

Embed in School calendar timetable meetings to plan, monitor and evaluate programs.

2. HIGH IMPACT PROFESSIONAL LEARNING COMMUNITIES

Questions

- How many teachers have engaged with the *Quality Teaching Model*?
- How do teachers feel it has improved their knowledge and practice?
- How effective have the *Quality Teaching Rounds* and the *Quality Assessment Practice* been in fostering professional dialogue about improving teaching and learning?

Strategic Direction 3: Confident and creative communities

Evaluation plan for this strategic direction

1. within the faculty
 2. across the school
 3. across the school network?
- To what extent have professional learning communities achieved our Strategic Direction 3 purpose?
 - Is there an increasing trend from the nested communities model data of teachers shifting from community of interest to community of engagement to community of practice?

Data

De-identified lesson observations, assessment task notification/ design samples, *Tell Them From Me* survey data, student growth measures (NAPLAN, HSC, internal assessments).

Quality Teaching Rounds and Quality Assessment Practice participation rate, professional learning logs, professional development scope and sequence, meeting minutes, pre & post teacher surveys, focus groups

Staff perceptions survey, *Tell Them From Me Teacher* survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.

Evidence of inclusion of *Quality Teaching Model* concepts and language in teaching programs (planning and assessment).

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

Include *Quality Teaching Rounds*, *Quality Assessment Practice* and *Quality Teaching Model* in the allocation of roles and responsibilities.

Refine professional learning schedule to provide regular

Strategic Direction 3: Confident and creative communities

Evaluation plan for this strategic direction

opportunities for collaborative analysis of data and professional learning about Quality Teaching Rounds and Quality Assessment Practice.

Include Quality Teaching elements in faculty program and assessment checklists/ templates.