

Strategic Improvement Plan 2021-2024

Inverell High School 8122



School vision and context

School vision statement

Inverell High School has a strong, 84 year tradition of inspiring students to achieve their personal best, by following our school motto, 'Contendo Procedere' - Strive to Achieve. This, coupled with our school mission statement, 'Proud to provide excellent standards in a caring and stimulating environment', informs Inverell High School's vision for the future in educating the young people of our community.

The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, with parents, school leaders and teachers working together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

School context

Inverell High School is situated in northern New South Wales. It is one of two public high schools in the township of Inverell and the Sapphire Community of Schools. Student population includes 24.4% Aboriginal and Torres Strait Islanders, a Support Unit including classes for mild, moderate and severe intellectual disabilities, as well as a three Multi-Categorical classes. A strong and well-recognised culture of inclusion and achievement is supported by extensive wellbeing initiatives. The school ensures students have a balanced, well-rounded education with access to a diverse range of academic, sporting and cultural opportunities. There is a strong tradition of student and parent participation and the school maintains productive links with local businesses and organisations.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 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 situational analysis identified the need for greater teacher collaboration and developing a professional learning community. Visible Learning was a focus of the 2018-2020 school plan but was not deeply embedded in practice. Through the Learning Alliance and through the lens of What Works Best 2020 all staff will develop a practical understanding of the structures to improve teaching practice by working collaboratively within and across faculties.

The school is committed to continually improving effective classroom practices with the building of a professional learning community. Professional development was a strong focus in the feedback from staff and learning about and identifying a professional learning community as a way to build consistent expectations and practice about the way the whole team and smaller teams within it operate. This initiative will make it possible to re-engage parents/community as contributors to their school. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning.

It was also determined that a whole school approach, including with all members of the school community, is required to achieve improvement in student performances. These approaches will include;

- * The evaluation, development and application of strong school pedagogical practices that are informed by research such as Visible Learning, What Works Best 2020 and High Impact Professional Learning.

- * Embedding the use of formative data collection and feedback and reflection on teaching effectiveness

- * Develop deep staff understanding and effective implementation of programs related to High Potential and Gifted Education policy.

School vision and context

School vision statement

School context

- * The development of staff evaluative practices, data use and skills
- * The development of comprehensive staff induction processes for both teaching and executive staff.
- * Developing and embedding whole school and community practices to improve student attendance.
- * Developing and embedding evidence based modification to whole school practices resulting in improvements in wellbeing and engagement to support learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top two NAPLAN Reading bands by 4.9%.

Target year: 2022

Increase the proportion of students achieving in the top two NAPLAN Numeracy bands by 6.4%.

Target year: 2024

Increase the percentage of Aboriginal students in the top 3 bands to be above the school's lower bound system negotiated targets.

Target year: 2023

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

Target year: 2023

Improve the percentage of students achieving expected growth in NAPLAN Numeracy by 6.4% from system negotiated target baseline.

Target year: 2023

Improvement in the percentage of HSC course results in the top 3 bands to reach the lower bound system negotiated target uplift of 3.4%

Target year: 2024

Initiatives

Reading and Numeracy

Embeds sustainable whole school practices for collecting and analysing data in reading and numeracy. The evaluation of this data will inform:

- evidence of impact on student learning
- selection of teaching strategies in relation to differentiated learning needs
- teacher professional learning and resourcing.
- clear reading and numeracy goals in Aboriginal PLP's.

HSC

Embeds sustainable whole school assessment practices for collecting and analysing data to support student improvement. The evaluation of this data will inform:

- evidence of impact on student learning
- selection of teaching strategies in relation to differentiated learning needs
- teacher professional learning and resourcing.
- retention and improved learning outcomes for Aboriginal students to Year 12

Writing

Establish and embed a culture of agreed practices in the delivery of writing on improving student learning outcomes . This will include:

- professional learning to strengthen staff capacity to explicitly teach the range of text types encountered in Key Learning Areas to support school's priority of across curriculum literacy.
- develop staff capabilities to use data to inform their teaching practice and improve student achievements
- selection of teaching strategies in relation to differentiated learning needs.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF - professional standards)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data Skill and use)

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 based judgement and moderation of assessments (SEF - assessment)

The school uses an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - curriculum)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice (SEF - Learning and Development)

Evaluation plan for this strategic direction

Q - In what ways and to what extent have school wide practices for collecting and analysing whole school data supported student learning?

D - HSC RAP

- NAPLAN

- Best start Year 7

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of Aboriginal students obtaining the HSC whilst maintaining their cultural identity of a minimum of the system negotiated lower bound target.

Initiatives

Evaluation plan for this strategic direction

- PLAN2 - progressions (reading and numeracy - stage 4)
 - student reflection
 - teacher observation
 - individual student learning plans
 - assessment as, of and for learning
 - LST diagnostic testing including YARC, South Australian Spelling
 - Teaching and Learning programs (Reading and numeracy)
 - Faculty and whole school meeting minutes
 - Teacher reflection on professional learning
 - PDP
- A - (Scheduled and timely evidence gather to identify the facts)
- I - The findings of the analysis (Facts) will inform future direction and reporting on student progress measures.

Strategic Direction 2: School culture in a professional learning community

Purpose

Through the development of a professional learning community we will ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning to collaboratively build high expectations and explicit teaching practice.

Improvement measures

Target year: 2024

- **Learning:** Learning Culture, Curriculum and Assessment are maintained at Sustaining and Growing but themes moving to excelling
- **Teaching:** Effective Classroom Practice and Learning and Development are maintained at Sustaining and Growing but themes moving to excelling
- **Leading:** Educational Leadership is maintained at Sustaining and Growing but themes moving to excelling

Target year: 2024

Initiatives

Building a professional learning community

The school will be a professional learning community to support all staff to identify, promote and implement the most effective strategies to promote teaching and learning.

- Explicit systems for collaboration and feedback will sustain quality teaching practice.
- Develop the school professional learning community based on current evidence based research
- Build a shared understanding of outstanding teaching and a collective commitment to achieving it, using an inquiry approach embedded in the day-to-day work of every teacher
- Build self-awareness and leadership skills that build collective efficacy through a culture of high expectations for all

Teaching and Learning Framework

- Best practice as described in the What Works Best suite of documents and the Teaching and Learning Alliance will be embedded as integral components of school operation
- Explicit systems to facilitate professional dialogue, classroom observation and collaboration in teaching practice and student learning will drive ongoing school wide improvements.
- Develop staff understanding and implementation of the High Potential and Gifted Education (HPGE) Policy

Assessment to confirm Students' Learning

- Consistent school-wide practices for assessment are designed and implemented to monitor, plan and report on student learning
- Assessment tasks, as. of and for learning will be strategically conducted to provide a comprehensive view of the impact of teaching and learning.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - learning Culture)

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF - Curriculum)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessment)

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 based judgement and moderation of assessments. (SEF Assessment)

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. (SEF - Effective classroom practice)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF - Learning and Development)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership)

Strategic Direction 2: School culture in a professional learning community

Initiatives

- Formative assessment is used across the school to ensure that students learning what is taught.
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Evaluation plan for this strategic direction

Question: In what ways and to what extent has the formation of the Professional Learning Community had on the school wide practices for supportin student learning?

Data: These data sources will be collected and analysed by;

- Evaluation of the impact of professional learning conducted by the Sapphire Community of Schools
- Teaching and learning programs evidence planning that response to assessments
- Feedback on student learning.
- Data from Quality Teaching Rounds

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

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

Strategic Direction 3: Strong and sustainable systems and practices

Purpose

The development of transparent, highly effective and sustainable school systems, practices and processes that are consistent, supportive and built on a collaborative practice resulting in measurable improvement in wellbeing and engagement.

Improvement measures

Target year: 2024

To increase the percentage of students with attendance greater than 90% to meet the upper band system negotiated target of 59.5%

Target year: 2024

Improve the percentage of positive wellbeing outcomes for students from the Tell It From Me (TTFM) indicators to meet the upper bound system negotiated target of 66.80%.

Target year: 2024

- Learning: Learning Culture, Wellbeing, Curriculum are maintained at Sustaining and Growing but themes moving to excelling
- Teaching: Data Skills and Use is maintained at Sustaining and Growing but themes moving to excelling
- Leading: Educational Leadership is maintained at Sustaining and Growing but themes moving to excelling

Initiatives

Wellbeing to Optimise Learning

- Collaboratively review and develop the schools wellbeing procedure to support the effective implementation of the current NSW Department of Education Behaviour Strategy that inclusion of the Berry Street Education Model BSEM.
- Review and revise the school's merit system to reflect the new school's behaviour management and wellbeing processes.
- Implementation of a consistent school wide processes for regularly monitor attendance data and providing additional support for students who have less than 90% attendance.
- Collaboratively review the whole school wellbeing procedures using the Wellbeing Framework for School Excellence.

Building High Reliability Leadership

Leadership across the school will focus on building instructional leadership to facilitate a high expectations culture and community engagement. The school will develop shared understandings, beliefs and values about teaching and learning, consultation and the school's vision in order to achieve whole school continual improvement by:

- building a culture in which common language is employed, ideas are shared and staff members operate within the norms of cooperation.
- operating from well articulated and visible set of ideals and beliefs regarding schooling, teaching and learning
- establish concrete goals relative to student achievement as well as curriculum, instruction, and assessment practices in the school and keeping these prominent in the day to day life of the school.
- establishing and fostering procedures that ensure the staff members have input into key decisions and

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture)

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

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. (SEF - Wellbeing)

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, with in which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. (SEF - Curriculum)

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Strategic Direction 3: Strong and sustainable systems and practices

Initiatives

procedures

- establishing and fostering clear lines of communication to and from the staff as well as within the staff.

Technology for Learning

Develop a comprehensive and consistent school process to facilitate technology for teaching and learning to:

- develop, implement and monitor Digital Improvement Plan (DIP)
 - using technology to access and analyse school data to inform decision making in teaching and learning.
 - develop and maintain a collective approach to share, promote and model best practice strategies to improve learning by integrating technology to enhance curriculum delivery.
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Evaluation plan for this strategic direction

Question:

Data: These data sources will be collected and analysed by; 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 implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning