

# Strategic Improvement Plan 2021-2025

## Orange High School 8134



# School vision and context

## School vision statement

**At Orange High School we ignite a life-long love of learning that supports us to explore, challenge and create our place in the world.**

## School context

Orange High School has proudly provided high quality learning experiences to students in Central Western NSW for over 100 years. Today, we educate up to 1200 students, 8% of which are Aboriginal, from within the regional city of Orange and its rural surroundings on Wiradjuri country. The foundation of our school community is based on honouring the past with respected traditions while creating the future. Our school provides comprehensive secondary education underpinned by the motto: whatever we do, we do to the best of our ability.

At Orange High School we understand that for our students to reach their potential they must know how to interact with others in respectful, safe, stimulating and rewarding learning environments. We aim to prepare our students with the skills needed for lifelong, effective participation in their communities. We relentlessly pursue excellence in all aspects of education and understand our vital role in educating young people to become connected, engaged, knowledgeable and productive individuals.

Aboriginal heritage and culture are present in our school and make our lives richer. We acknowledge and celebrate the contributions that Aboriginal and Torres Strait Islander people make to our school culture while honouring their contributions to our school's proud history. Authentic respect for culture equips students with the skills and experiences to succeed and positively contribute to the Orange High Family and the world beyond the school.

Staff are honoured to serve our community of students from a diverse range of backgrounds and experiences. Our teachers have crafted a responsive foundation of inclusive learning that can be practiced in students' lives while respecting their different backgrounds. Acknowledging diversity enhances our learning experience by exploring new ways of knowing, being, and doing we take proactive steps to build confident and resilient young people. Our ongoing and unwavering dedication to well-being and positive school culture supports all our students to thrive within and cherish their time at Orange High School.

Our teachers are invested in our student's success. Staff work collaboratively to ensure every student is engaged through careful evaluation of student data and community feedback. Teachers have the opportunity to guide students in discovering their talents and reminding our youth that they have the ability to make change. Our educators continually review and reform their teaching strategies with the aim of improving our external results in NAPLAN and the HSC by using evidence-based best practice to enhance academic outcomes.

At Orange High School, we remain determined that our students are provided with a wealth of extracurricular opportunities. Through holistic education, students are supported to develop their own identity by pursuing their passions in music, agriculture, hospitality, student voice, leadership, sport, work experience, dance, languages, arts and STEM areas. Our co-curriculum is designed to support students to perform at their best, and while success is celebrated, active participation is widely respected by the school community. The annual Astley Cup is indicative of the school spirit, determination and collaboration that

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## School vision statement

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is cultivated by our strong extracurricular programs.

Our school's relationships with important community groups and organisations facilitate quality learning opportunities, supporting students to explore diverse career pathways. As a school community, we are proud to contribute to local events particularly Orange's annual ANZAC memorial service. We have an active Parents and Citizens Committee, close links with the Orange AECG and meaningful relationships within the fields of arts, sport, industry and culture.

As a result of a rigorous situational analysis, Orange High School has identified three key areas for school improvement: growth and attainment for all students, best practice teaching and a relentless focus on enhancing staff and student capacity to cultivate a stronger community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes and develop skills in literacy and numeracy through collaborative and data driven practices to empower students to achieve their goals.

## Improvement measures

### Aboriginal student HSC attainment

Achieve by year: 2023

Aboriginal Student HSC attainment - increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students achieving 90% attendance to be above the agreed lower bound target of 69.4%

### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

### A learning culture of high expectations

Embed a learning culture that promotes high expectations of all students and their attendance and engagement through individualised learning and goal setting, in order to challenge students and encourage continual improvement.

- Support students to identify and develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.
- Embed clear and consistent expectations for learning, attendance and behaviour across the school.
- Staff participate in high-impact professional learning around teaching and learning strategies.

### Explicit teaching for literacy and numeracy acceleration

Improve student achievement of learning outcomes through a focus on explicit teaching practice and the effective use of data to monitor and respond to student learning and progress.

- Embed the explicit teaching of literacy and numeracy skills into high impact teaching programs.
- Develop effective systems and processes to monitor and track student learning and growth.
- Develop deep staff understanding of differentiated literacy and numeracy strategies to inform planning and programming.

### Enhancing Aboriginal education within our culturally rich curriculum

Develop the capabilities of all staff to authentically engage and build the achievement of Aboriginal students and consequentially, all students.

- Through the leadership of the Head Teacher, student engagement and Aboriginal Education Officer, the Aboriginal Education team will bring staff and students together to create a culturally safe and rich

## Success criteria for this strategic direction

- Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes
- The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.
- School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.
- Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using consistent and clear expectations on student learning and behaviour across the school, and has student performance increased? What is the impact of explicit teaching on literacy and numeracy acceleration? What effect has the implementation of a culturally safe Aboriginal Education initiative had?

**Data:** Literacy and numeracy progressions, external student performance measures (CHECK IN, internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, coaching records, Sentral data, Scout school dashboard, check-in data.

**Analysis:** Analyse the range of data to determine the extent to which the purposes around literacy, numeracy and high expectations have been achieved across the three initiatives.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- curriculum.
- Orange High School develops effective strategies to support literacy and numeracy improvement, HSC attainment, and attendance for Aboriginal students through the strategic implementation of Individual Education Plans.
- Staff engage in high-impact professional learning and are supported by the Aboriginal Education Team to develop their understanding of Aboriginal perspectives to ensure they are authentically embedded into teaching programs and are taught in all KLA's across the school.

## Evaluation plan for this strategic direction

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**Implications:** Data analysis will ensure progress across the strategic direction and allow for refinement and review of initiatives.

## Strategic Direction 2: Best practice teaching

### Purpose

To develop an ongoing culture of a reflective, adaptable and expert teaching team through the use of evidence-based strategies, high-impact collaboration and effective classroom management to continually improve student knowledge, skills and understanding.

### Improvement measures

#### HSC achievement - top 2 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in the top two bands to the lower bound target of 30% and above (upper bound 35%).

Achieve by year: 2025

Orange High School is validated in excelling in the School Excellence Framework across the domain Effective Classroom practice.

Achieve by year: 2025

Collaborative practice is used to promote teaching and learning improvement and evidenced through PDPs and use of High Impact Professional Learning Self Reflection Tool.

### Initiatives

#### Stage 6 Strategy

Establish a targeted Stage 6 strategy with embedded, explicit systems of effective classroom practice and skill development to support students pursuing all pathways to achieve the best Stage 6 outcomes.

- Embed whole school strategies to improve results in all HSC courses.
- Provide authentic opportunities into Stage 6 to ensure Stage 6 readiness.
- Strengthen appropriate pathways for both ATAR and Non-ATAR students and school leavers.

#### Teacher Expert Collaboration

A coordinated, targeted professional learning program characterised by strategic discussion, collaboration and professional sharing to plan and prepare for the new curriculum.

- Promote and implement the delivery of high-impact, explicit and differentiated learning. Introduce ongoing cross-department collaborations and evaluations.
- Develop analytical skills for classroom teachers to use internal and external data to inform their practice.
- The professional learning committee creates and identifies high-level professional learning focusing on key improvement measures.

### 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 that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgment and moderation of assessments.
- Strategies implemented reflect research on best practice and include ongoing monitoring of success.
- There is a high functioning professional learning community that is focused on continuous improvement of teaching and learning. Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students.
- Teaching staff demonstrate and share their expertise within their school and with other schools.

### Evaluation plan for this strategic direction

**Question:** What has been the impact of the Stage 6 Strategy, improving teaching practice and our professional learning program? Has student performance across stages 4, 5 and 6 increased due to these initiatives?

**Data:** HSC Data (RAP and Scout), Min Stds data, check in teaching programs, classroom observations, student work samples, coaching records, PDP reflections and exit surveys for internal professional learning.

**Analysis:** Analyse external data to ensure teaching and learning is tailored to the needs of students and that a positive impact is being evidenced. Triangulate internal and external summative and formative assessment data to refine programs and assessments, ensuring value-add is occurring for all students.

**Implications:** Where do we go from here? Using internal and external data sources, have we seen an improvement in student performance?

## Strategic Direction 3: Cultivating Capacity

### Purpose

To build capacity in every individual at Orange High School through strong connections and evidence based approaches to enable students and staff to lead, learn and achieve their potential.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Increased proportion of students reporting expectations for success, advocacy, and sense of belonging at school.

Achieve by year: 2025

Orange High School is validated in excelling in the School Excellence Framework across the wellbeing domain.

### Initiatives

#### Evidenced based wellbeing initiatives

Embed evidence-based practices and programs that support the wellbeing of staff and students to enable them to connect, succeed and thrive. Use best practice to embed a culture of high expectations that is recognised by the community. Strong community partnerships developed and maintained throughout Orange.

- Select and develop evidence-based programs to proactively teach healthy coping strategies, resilience, self-regulation and the positive impact of sport and physical activity.
- Develop and implement effective processes that enhance staff wellbeing.
- Deliver high-impact professional learning to develop all school staff in supporting student wellbeing.
- Create frequent, authentic and valued engagement and partnerships with the school community.

#### Student and Staff Leadership

Enhanced student leadership and involvement in the community are encouraged by school leadership and students are provided opportunities to lead in different aspects of the school environment. Staff capacities are continually built to ensure every student experiences high quality teaching and staff have the opportunity to develop their leadership skills.

- Orange High School develops student's skills and opportunities are created for growth across a range of domains.
- Enhanced leadership initiatives and opportunities exist to build staff leadership capacity and to support career development.

### Success criteria for this strategic direction

- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school leadership team support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### Evaluation plan for this strategic direction

**Questions:** What has been the impact of the evidence-based wellbeing programs, staff and student leadership programs? Has student performance across Stages 4, 5 and 6 increased?

**Data:** TTFM teacher and student data, Be You Data, Sentral data, staff PDPs and reflection, community surveys and feedback.

**Analysis:** Analyse external data (Be you, TTFM) to ensure wellbeing is tailored to the needs of students and that a positive impact is being evidenced. Analyse internal data (Sentral data, PDP reflections, OHS community consultation) to ensure staff capacity building is evidenced.

**Implications:** Continued collection and analysis of wellbeing, leadership, community connections and capacity building data and continued review and revision of initiatives.