

Strategic Improvement Plan 2021-2024

Tamworth High School 8139



School vision and context

School vision statement

To be recognised as a centre for innovation and excellence; to deliver a dynamic curriculum in a responsive, caring and flexible learning environment.

School context

Tamworth High School is a comprehensive co-educational high school of approximately 700 students, located in a large regional city. It provides an education for students from a large cross-section of the community, including children from urban and rural environments, and from a wide range of socio-economic backgrounds.

Tamworth High was the original public secondary school established in the city in 1919 and has been located on its current site since 1961. As such, the school enjoys a strong community identity with traditions in academic, sporting, leadership and cultural pursuits.

The school's 2017 Family Occupation and Education Index is 145 indicating that 81% of NSW school communities are more advantaged than the THS school community (FOEI average = 100). The school has a small but steadily increasing number of students requiring English Language Proficiency support.

There is an Aboriginal population of approximately 43% who enjoy the support of a strong and proactive Aboriginal Education Team. This team is led by a regionally funded Head Teacher - Learning & Engagement. The school actively supports the local Aboriginal Education Consultative Group and encourages leadership and student voice through an active Junior Aboriginal Education Consultative Group.

The Parents and Citizens Association is actively committed to continued improvements via financial support and in an advisory capacity.

The school conducted a thorough situational analysis process, reviewing a range of school data, which culminated with decisions about the strategic directions for the 2021-2024 Strategic Improvement Plan. We found that the school is in a position to consolidate major strategic strategies that were implemented midway through the 2018-20 school planning cycle. This will provide continuity as we move into the new SIP planning cycle, with minor adjustments made to ensure continued growth in areas of student growth and attainment, enriched learning culture and enhanced leadership.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in the area of literacy and numeracy as the foundation for academic success, including the further development and refinement of teacher practices that are determined by the learning needs of individual students. Engaging directly with student wellbeing to support learning engagement.

Improvement measures

Target year: 2022

Improvement in the percentage of students attending school > 90% of the time to be above the lower bound system negotiated target of 54.2%

Target year: 2023

Improvement in the percentage of students achieving **expected growth** to be above the schools lower bound system negotiated target in **reading** of 59%

Target year: 2023

Improvement in the percentage of students achieving **expected growth** to be above the schools lower bound system negotiated target in **numeracy** of 67.6%.

Target year: 2022

Improvement in the percentage of students achieving **in the top two bands** to be above the schools lower bound system negotiated target in **reading** of 12.2%

Target year: 2022

Improvement in the percentage of students achieving **in the top two bands** to be above the schools lower bound system negotiated target in **numeracy** of 14.3%.

Target year: 2022

Improvement in percentage of students achieving in the **top three bands of the HSC** to be above the schools lower band negotiated target of 42.3%.

Initiatives

Literacy & Numeracy inc. COVID Initiatives

- Intensive Literacy & Numeracy program for Years 8 to 10
- Homework and subject-specific tutoring support
- Extension of QuickSmart Literacy and Numeracy program
- HSC Minimum Standards Preparation and Remediation
- English as an Additional Language or Dialect (EAL/D) Stage 6 Support
- Year 7 Small Group Literacy Program

Student Engagement and Wellbeing

- Senior Success Program
- External Examination Support
- Careers and Transition
- Forge Wellbeing
- Phone Intervention Program (Attendance)
- Head Teacher - Transition and Engagement

Success criteria for this strategic direction

- Increase in attendance data
- Improvement in parent understanding of the importance of regular attendance
- Decrease in suspension rate
- Increase in early resolution of suspensions
- Decrease in truancy rates
- Increase in submission rates of assessment tasks
- Decrease in N-Award warnings and determinations
- Improved summative assessment results from internal assessments
- Improved NAPLAN results
- Improved Value Add Data Years 7-12
- Improved HSC Data
- Increased Minimum Standards attainment earlier in their school career
- Decrease in reliance on support measures in literacy and numeracy
- Reduction of amount of Stage 4 & 5 students meeting threshold for HSLO referrals

Evaluation plan for this strategic direction

Question

- To what extent have growth and attainment targets been met?

Data

- NAPLAN
- HSC Value Add Data
- NAPLAN and HSC Band Data
- PLAN2 (COVID ILSP)
- Best Start Year 7
- Check-In Assessment Year 9
- PAT Testing

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

Increase the percentage of **Aboriginal students achieving the top three NAPLAN bands** to above the schools lower bound system negotiated target in **reading** of 26.6%.

Target year: 2022

Increase the percentage of **Aboriginal students achieving the top three NAPLAN bands** to above the schools lower bound system negotiated target in **numeracy** of 15.8%.

Target year: 2024

Increase in the number of Aboriginal Students achieving The Higher School Certificate or equivalent (based on 2019-Year 8 student numbers of 42) by 50% by the year 2022 (22 Aboriginal students).

Evaluation plan for this strategic direction

- Sentral N-Award Data
- Attendance (Whole School and 90%+)
- Homework Centre attendance roll
- Forge Wellbeing Data
- SIP Data
- HT Transition & Engagement Data
- Pre & Post Testing of small groups
- Suspension Data

Analysis

- Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards improvement measures.

Implications

- The findings of the analysis will inform future actions
- Annual reporting on school progress measures published in the annual report and published on the school website at the end of Term One each year.

Strategic Direction 2: Enriched Learning Culture

Purpose

To create a discourse of learning with students to facilitate deeper knowledge and understanding through the ideals of Instructional Leadership, Visible Learning and Formative Assessment. To explore alternative physical environments and curriculum structures with the intention of high impact learning environments.

Improvement measures

Target year: 2024

HIGH IMPACT TEACHING: Instructional Leadership

- Teachers have been able to incorporate a holistic mindset change in their approach to teaching and learning.
- All teachers have demonstrated an embedded approach to the professional learning and enhancement of practice that has occurred through the Corwin Visible Learning structure.
- Teachers are active in their innovation of classroom practice and engaged with their own development and the development of others.
- Teachers seek out feedback from their peers and utilise this in their development.

Target year: 2024

HIGH IMPACT LEARNING: Visible Learning

- All students have a strong understanding of work as a self-regulated learner in the classroom, with a strong understanding of Learning Dispositions and how that impacts their learning.
- Students are able to critically view their learning and develop goals and strategies to assist themselves in their learning. Students actively seek feedback from their teachers and peers to self-assess and set learning goals.

Target year: 2024

QUALITY LEARNING ENVIRONMENT

Initiatives

High Impact Teaching: Instructional Leadership

- Corwin Professional Learning
- Impact Coaching
- Instructional Gatherings

High Impact Learning: Visible Learning

- Visible Learning
- Engaging with external provider Corwin Visible Learning PLUS to support staff in their understanding and implementation of the foundational concepts of contemporary pedagogy

Quality Learning Environment

- Big Picture Education
- Establishing flexible learning spaces increase student engagement

Success criteria for this strategic direction

Teachers will be able to

- Implement and reflect on their professional learning delivered by Corwin
- Demonstrate embedded evidence-based teaching strategies that are selected and evaluated for their impact and effectiveness on student learning
- Positively interact and seek feedback from colleagues from both their faculty and across the whole staff
- Incorporate flexible learning environments in planning for learning to enhance student engagement

Students will be able to

- Utilise the concepts of feedback and self-assessment to become an assessment capable learner
- Self-regulate their feedback to set future learning goals and evaluate their ability to achieve them
- Identify the flexible learning environment which best suits their learning dispositions

Evaluation plan for this strategic direction

Question

- Has the learning culture at Tamworth High School changed or improved as a result of enriched learning opportunities through developed Instructional Leadership and enhanced learning environments?

Data

- Learning Inventories
- Staff completion of professional learning, including qualitative commentary
- Big Picture student applications and staff EOI
- Staff EOI for flexible learning
- Picture artefacts of pre and post flexible learning

Strategic Direction 2: Enriched Learning Culture

Improvement measures

- Dynamic Learning Spaces developed for use in all faculty areas incorporating purpose built furniture and supporting technology
 - Big Picture established in Stage 4 and 5 to support alternative learning for students identified as meeting program criteria.
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Evaluation plan for this strategic direction

resources

- Pre and Post student assessment and satisfaction to see impact of flexible learning resources and curriculum
- Student attendance comparison pre Big Picture to current date

Analysis

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Implications

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Strategic Direction 3: Leadership Across the School and Community

Purpose

To foster enhanced leadership at all levels of engagement with staff, students and the community to provide measurable support for growth and development in an evolving professional and academic landscape; including Instructional Leadership, Accreditation, Professional Learning, Student Equity and community engagement.

Improvement measures

Target year: 2024

STUDENT LEADERSHIP:

- Enrolment in Stage 4-5 in the LiMS program exceeds SRC representation
- Improved representation of students in formal leadership roles with link to LiMS qualification as prerequisite

Target year: 2024

NON TEACHER LEADERSHIP:

- P and C able to fill executive positions through a competitive election process
- Representation on advisory committees as appropriate
- Leading regional staff development initiative
- Regional Deputy Principal networking mapped across the year
- Professional Development for SASS aligned with whole school targets
- Education program initiated by TSO

Target year: 2024

TEACHER LEADERSHIP:

- Students actively used a common discourse regarding their learning and seek new learning opportunities

Initiatives

Student Leadership

- Students as Leaders of Learning (Learning Dispositions)
- Leadership in Middle School program
- Formal leadership structures (Student Representative Council, Jnr Aboriginal Education Consultative Group, Prefects, Mentors)

Teacher Leadership

- Corwin Visible Learning PL - Instructional Leaders in the Classroom
- Agreed Peer Development Program (APD)
- Accreditation (Beginning Teachers, Highly Accomplished and Lead Teachers)
- Line Management Leadership Development
- Curriculum development team

Non-Teacher Leadership

- Building engagement, strength and capacity in P&C as an advisory body to the school
- Re-Establish connections with professional and community networks (Aboriginal Education Consultative Group, Deputy Principal's association, Head Teacher support networks, Regional Office Learning and Wellbeing staff)
- School Administration and Support Staff engage in professional networks to share and gain experience, whilst leading themselves and others to develop shared capacity to be interchangeable with any School Administration and Support Staff role within the school
- School Learning Support Officers to engage with professional learning to improve their capacity to be leaders of learning in the classroom
- All non-teaching staff to lead and build capacity in innovative technologies to assist in the administration of all school activities

Success criteria for this strategic direction

- Students can articulate and plan for their learning
- Students can actively identify leadership qualities and engage with diverse opportunities with the classroom and wider community with minimal guidance from staff

Evaluation plan for this strategic direction

Question

- Has there been an increase in leadership capacity across the school and the community?

Data

- Election data
- Student voice (surveys, focus groups etc) and signage articulating chosen Learning Dispositions
- Take up of Leadership in Middle School program
- Completion of Levels of Leadership within Leadership in Middle School program
- Involvement of students in whole school leadership opportunities (varied artefacts)
- Qualitative data from peer observations
- Beginning Teacher program attendance
- Accreditation completion rates
- Accreditation at Higher Levels applications, associated with PDPs
- Calendar entries for Line Management meetings
- Staff EOI for Curriculum Development Team
- Modifications to curriculum based on feedback from Curriculum Development Team
- Meeting minutes from P&C meetings
- Increased P&C representation
- Staff Development Day Term 3 and associated network connections
- Re-establishment of connections between Senior

Strategic Direction 3: Leadership Across the School and Community

Improvement measures

- Embed learning dispositions in every classroom and learning environment and used in student self reflection
- Students regularly engage in discussions about their learning as an organic part of the learning cycle
- Visible learning is the primary pedagogical approach used in every classroom
- All teachers to have participate in Approved Peer Development
- teacher mentors supporting peer development at higher levels of accreditation
- Professional Learning Community an integral feature of the professional learning at Tamworth High School

Initiatives

Evaluation plan for this strategic direction

Executives across Tamworth-based schools

- Email traffic
- Evidence of Flexible Work arrangements
- Attendance records at School Administration and Support Staff network meetings
- Professional Learning records for School Learning Support Officer staff
- Professional Learning materials for School Administration and Support Staff training in innovative technologies

Analysis

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Implications

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