

Strategic Improvement Plan 2021-2024

Parkes High School 8146



School vision and context

School vision statement

Parkes High School staff engage with students to make real connections with the rapidly changing world using transferable and enduring skills. They are engaged and motivated learners equipped with resilience, knowledge, skills and deep understanding to succeed and participate in local and global communities. Parkes High School staff are committed to supporting student wellbeing and achieving excellence in teaching and learning.

School context

Parkes High School is a comprehensive secondary high school (enrolment 555 students, of which 20% are Aboriginal) providing education to an expanding rural community in the Central West of NSW. The school attracts Equity Funding and is focused on quality teaching, differentiated learning opportunities and pathways, literacy and numeracy.

Parkes High School uses the Positive Behaviour for Learning process and is part of the Henry Parkes Learning Community. The school is highly inclusive and supports students with disabilities. It has six special education classes and a Tutorial class. Programs exist to support transition and High Potential and Gifted Education (HPGE) students and has established strong partnerships with the community.

Parkes High School has strong connections to the local Aboriginal Education Consultative Group (AECG) and has a Junior AECG with our students. The school facilitates Bro Speak and Sista Speak with all students who identify having the opportunity to participate. The school employs an Aboriginal Education Officer and a mentor for Bro Speak. The school facilitates Aboriginal students attendance at the To Reach Your Potential (TRYP) camp. The camp develops student understanding of their culture and leadership potential. The school commits additional funds each year for staff to undertake Strong Smarter professional learning and has adopted several Stronger Smarter strategies.

The school works together with external service providers to support the wellbeing of students and has a dedicated Wellbeing Teacher and funds are used to support the employment of a Head Teacher Learning and Support and Wellbeing. The School Chaplain works together with the Head Teacher Wellbeing to give additional support to students. The school is sourcing a Student Support Officer Youth Outreach Worker to further support student wellbeing.

The school has a proud history of outstanding academic, sporting, cultural and performing arts achievements, and offers a range of vocational education and training courses.

The school has implemented specific programs to support student achievement in literacy - reading and writing and numeracy.

The school has undertaken a situational analysis and this has identified the need for continual explicit teaching of literacy and numeracy skills, data analysis, improved attendance and wellbeing programs.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and achievement in literacy and numeracy through evidenced based, data informed teaching and learning across the curriculum.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 bands in NAPLAN reading by 7%.

Target year: 2022

Increase the proportion of students achieving in the top 2 bands in NAPLAN numeracy by 7%.

Target year: 2022

Increase the proportion of students achieving in the top 2 bands in HSC course results by 8%.

Target year: 2023

Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity and contribute to the Mitchell Network system negotiated target of 57.1%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN reading by 7%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN numeracy by 7%.

Initiatives

Effective Classroom Practice

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Data Driven Practices

High impact professional learning ensuring all staff have a collective understanding in the use of data to monitor student learning and progress and the use of data to inform teaching practice and student learning.

HSC Success

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations and ongoing quality teacher professional learning with curriculum experts and leading educators.

Success criteria for this strategic direction

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.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning .

Teachers analyse summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

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.

Evaluation plan for this strategic direction

Questions:

What has been the impact on student growth and attainment as a result of the sustained focus and implementation on effective classroom practice and data informed practices?

Has teacher engagement in professional learning resulted in higher student growth and achievement across the curriculum?

Data:

External performance measures including: HSC, NAPALN, Best Start, Year 8 Check-in, National Minimum

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Standards, VALID, RoSA grades.

Internal performance measures including: student work samples, PA testing, PLAN2 (ALAN), student goal setting and tracking, Quicksmart, and Literacy Intensive Program monitoring, IEP and Review Meeting records, Renaissance Star Reading records. PDPs, Professional Learning Team survey and feedback, Teaching and Learning Programs (Internal faculty review data). Cohort tracking against progressions. Ongoing year profile data collection.

Analysis:

What facts can we extract to provide insight and meaning?

Implications:

What do we do next in light of the analysis?

Strategic Direction 2: SD 2 Building Capacity

Purpose

To build high expectation relationships which underpin the collaborative work of all staff to drive continuous school improvement within the learning community.

Improvement measures

Target year: 2024

In the School Excellence Framework self-assessment Teaching Domain element of Learning and Development moving from delivering to sustaining and growing.

Target year: 2024

In the School Excellence Framework self-assessment Teaching Domain element of Professional Standards moving from delivering to sustaining and growing.

Target year: 2024

In the School Excellence Framework self-assessment Leading Domain element of Educational Leadership moving from delivering to sustaining and growing.

Initiatives

High Expectations

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Educational leadership

The leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Success criteria for this strategic direction

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.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Focus on high expectations relationships promoting a culture of continuous improvement and development supported by sustainable systems.

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community

Evaluation plan for this strategic direction

Questions:

Have high expectation relationships which underpin the collaborative work of all staff within the learning community resulted in improved student outcomes?

What is the impact on student learning as a result of these shared understandings and practices?

Data:

School Excellence Framework self-assessment survey, External and internal performance measures, People Matter Employee Survey, Performance and Development Plans.

Analysis:

Strategic Direction 2: SD 2 Building Capacity

Evaluation plan for this strategic direction

What facts can we extract to provide insight and meaning?

Implications:

What do we do next in light of the analysis?

Strategic Direction 3: SD 3 Student Engagement and Wellbeing

Purpose

To engage students in a positive learning culture where every student has a strong sense of belonging (connect), achieves educational and personal success (succeed) and reaches or exceeds their potential (thrive).

Improvement measures

Target year: 2022

Increase the proportion of students attending school more than 90% of the time by 5% or above.

Target year: 2024

Positive Behaviour for Learning (PBL) Tiered Fidelity Index (TFI) consistently scores at or above 80% across all three tiers.

Target year: 2022

Increase the proportion of students identifying positive wellbeing through the Tell Them From Me (TTFM) survey by 6%.

Target year: 2024

Increase the proportion of students identifying 'Explicit Teaching Practices and Feedback' to an upward lift in trend data for drivers of student outcomes in the Tell Them From Me (TTFM) survey.

Initiatives

Wellbeing

A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed and, thrive.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning.

Strengthen collaborative partnerships within the Henry Parkes Learning Community, parents and wider community.

High Potential and Gifted Education

To embed the High Potential and Gifted Education Policy ensuring the active engagement and success of High Potential and Gifted Education students.

Attendance

Develop and embed comprehensive school procedures to improve attendance which incorporates members of the school community and external service providers ensuring attendance every day is the standard.

Success criteria for this strategic direction

Expectations of behaviour are explicitly, consistently and supportively applied across the school.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

The school collects and analyses information to inform and support students' successful transitions to support continuity of learning.

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

Learning and teaching programs and practices extend high potential and gifted students beyond their current level of mastery, as informed by assessment, data and evidence.

Evaluation plan for this strategic direction

Questions:

What has been the impact of the implementation of a school wide systematic approach to wellbeing?

What has been the impact of the school attendance procedures?

Do teaching and learning programs and whole school procedures reflect the High Potential and Gifted Education policy?

Data:

Attendance data, Sentral data, internal and external assessment. TTFM, student surveys, SRC engagement and feedback. Feedback from service providers and parents. School enrolment data. Students transitioning to work, other post-school options and achievement of the

Evaluation plan for this strategic direction

HSC.

Analysis:

What facts can we extract to provide insight and meaning?

Implications:

What do we do next in light of the analysis?