

Strategic Improvement Plan 2021-2024

Young High School 8155



School vision and context

School vision statement

Growth, Resilience, Empathy, Acceptance, Teamwork (GREAT) - at Young High School we create an aspirational culture that nurtures, inspires and challenges students and staff to learn collaboratively, embrace academic excellence and develop the skills to make informed, positive contributions as citizens and leaders.

School context

Young High School (YHS) is a rural comprehensive high school serving the diverse and multicultural community of Young and its surrounding areas. Proudly located in Wiradjuri Country in the South West Slopes region of NSW, the school is an active member of the local learning community which involves seven partner schools working together to promote a comprehensive education from Kindergarten to Year 12. YHS has a culturally diverse enrolment with a student population of 560 students, including 14% Aboriginal students from various Aboriginal nations across Australia and 8% with a Language Background Other Than English. In addition, we have a Support Unit consisting of four multi categorical support classes. There are approximately 50 Teaching Staff and an additional 13 School Administration and Support Staff across the school. We have dedicated staff with a wide range of experiences who are enthusiastic, committed and work towards supporting students with academic, social and emotional development. YHS has an active working relationship with the local AECG and P&C who are the school's strongest advocates.

YHS provides a dynamic and caring learning environment in which all students are encouraged to be lifelong learners. The school supports each student as an individual through offering a full range of subjects, both academic and vocational, to cater for the needs of all students. The vast range of sporting and cultural opportunities offered at Young High School foster collaboration and create an environment of success. A Family Occupation Employment Index of 125, indicates the socioeconomic structure of the school. YHS receives significant equity funding which supports both existing programs and the introduction of new initiatives to boost student learning and wellbeing outcomes. Wellbeing is enhanced through the Care Connect and the WHIN initiatives, linking students and their families with both external agencies and internal support services.

YHS's physical resources and facilities provide a safe environment for learning. The school is constructed of buildings of various ages with upgraded learning spaces. The upgrade of facilities including the music room, new toilet blocks and canteen facilities have been completed as part of the YHS new joint-use library and community facility funded through a partnership between Hilltops Council and the NSW Department of Education. The new 2.5 storey facility will be located on Young High School grounds and integrated with Carrington Park. The new building will have state of the art resources including the new learning spaces, Wiradjuri learning and cultural centre, Technology including video conferencing facilities and multimedia spaces.

YHS is committed to continually improving effective classroom practices through strengthening staff professional knowledge and collaborative practices. Ongoing staff professional learning will continue to have a strong focus on evidence and research-informed pedagogy including Chris Sara's Stronger Smarter philosophy, Framework for Understanding Poverty, John Hattie's Visible Learning and Lyn Sharett's Clarity. This learning will ensure that literacy and numeracy levels, HSC achievement, student growth and engagement are enhanced. Effective classroom practice will be informed from high impact practices from What Works Best specifically in high expectations, collaboration, explicit teaching, data use, feedback and assessment.

Strategic Direction 1: Student growth and attainment

Purpose

To have a minimum of a year's growth in reading, numeracy and HSC student achievement for every student, through the implementation of school-wide, evidenced-based teaching and assessment.

Improvement measures

Target year: 2022

HSC Data

- Improvement in the percentage of HSC course results in top two bands to the lower bound target 15.3% or above
- Improvement in the percentage of HSC course results in top three bands to the lower bound target 41.6% or above

NAPLAN data

- Improvement in the percentage of students achieving in the top two NAPLAN bands to be above the school's lower bound system-negotiated targets in a reading of 18.4% and numeracy of 15.6%
- Increase in the percentage of Aboriginal students achieving top 3 NAPLAN from the 2019 SCOUT attainment in numeracy and reading

Target year: 2023

HSC Data

- Uplift to support the Network target of 48.9% lower bound system target for the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity

% of students achieving expected growth

- Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading from 60.2% to be above the school's lower bound system-negotiated target of 65.4%.

Initiatives

Data informed teaching, learning and assessment

Student assessment data is regularly used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform future learning. Routines for collecting, recording and using data to measure growth and achievement of every student are incorporated as a regular part of teacher practice. Engaging in collaborative data analysis to evaluate evidence of student learning promotes learning excellence and responsiveness in meeting the needs of all students.

- *Regularly dedicate time to using data effectively*
- *Make informed teaching decisions based on data analysis*
- *Through high impact, professional learning embeds staff use of formative assessment and the literacy and numeracy learning progressions to embed valid and reliable monitoring of student learning*
- *Make student assessment a part of everyday practice*

Highly effective classroom practice

Explicit planning, teaching and learning in response to student achievement data will actively enhance staff capacity and confidence to make informed decisions about differentiated teaching practice. A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities. Student feedback is produced by teachers and informs their teaching. All students' can state clearly what they are learning and 'where to' next.

- *Prepare for explicit teaching*
- *Monitor student progress and check for understanding*
- *Develop and embed strategies to provide students with detailed and specific feedback about what they need to do to achieve growth as a learner*

Success criteria for this strategic direction

- Teachers use a range of formative assessments to inform their teaching, adapt their practice and differentiate to meet the learning needs of students
- All teaching and learning programs are responsive to the needs of all learners, indicating reflection and evaluation based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement
- Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension
- Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students
- Visible learning intentions, success criteria and feedback are embedded practices in all learning spaces across the school
- Explicit and timely formative feedback related to the success criteria is provided to students to support improved student learning

Evaluation plan for this strategic direction

Q - To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading, numeracy and HSC?

D - We will use a combination of data sources. These will include:

- External student performance measures (NAPLAN, Best Start, Check-in Assessments and HSC - RAP)
- Internal student performance measures (PLAN 2 - literacy and numeracy progressions, PAT testing, SENA testing)
- Teaching programs

Strategic Direction 1: Student growth and attainment

Improvement measures

- Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy from 55.2% to be above the school's lower bound system-negotiated target of 63.3%

Note: System negotiated targets will be reset after 2022.

Target year: 2024

HSC Data

- Uplift of XX% of students achieving above the reset system negotiated target baselines

NAPLAN Data

- Uplift of XX% of students achieving above the reset system negotiated target baselines

% of students achieving expected growth

- Uplift of XX% of students achieving above the reset system negotiated target baselines

Initiatives

- *Encourage students to self-assess, reflect and monitor their work and ensure that they act on feedback that they receive*

Evaluation plan for this strategic direction

- Classroom observations
- Student work samples
- Surveys
- SCOUT - growth and value add data
- School Excellence Framework assessments
- Student PLPs and IEPs

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

- Collaborative, five weekly review of data sources by teaching staff to provide clarity around whether we are on track for achieving the intended improvement measures.
- Determination of where to next after analysis of data for individual students
- Termly triangulation of data including qualitative and quantitative, internal and external data source

I - The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website throughout the year)

Strategic Direction 2: Teaching Excellence

Purpose

There is a strong professional learning community with explicit systems of frequent and ongoing collaboration and feedback using distributed knowledgeable others, that drive quality teaching and learning to achieve expected student growth.

Improvement measures

Target year: 2022

HSC Data

- Improvement in the percentage of HSC course results in the top two bands to the lower bound target 15.3% or above.
- Improvement in the percentage of HSC course results in top three bands to the lower bound target 41.6% or above.

NAPLAN data

- Improvement in the percentage of students achieving in the top two NAPLAN bands to be above the school's lower bound system-negotiated targets in reading of 18.4% and numeracy of 15.6%
- Increase in the percentage of Aboriginal students achieving the top 3 NAPLAN from the 2019 SCOUT attainment in numeracy and reading

Target year: 2023

% of students achieving expected growth

- Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading from 60.2% to be above the school's lower bound system-negotiated target of 65.4%
- Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy from 55.2% to be above the school's lower bound system-negotiated target of 63.3%

Note: System negotiated targets will be reset after

Initiatives

Collaboration - Collective Teacher Efficacy

"Collective teacher efficacy is the collective belief of the staff to positively affect students." Establishing a shared belief that all students can and will improve through embedded collaborative practices, that support teachers to meet the needs of all students. Development of consistent school-wide practices to align, observe and evaluate the effectiveness of teaching, learning and assessment practices (e.g. Learning Walks, Quality Teaching Rounds, Professional Learning Communities) and the provision of specific and timely feedback between teachers will drive ongoing and sustained school-wide improvement in teaching practice and student growth.

- *Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs*
- *Work in partnership with colleagues to achieve shared collaboration goals*
- *Develop consistent school-wide practices to align, observe and evaluate the effectiveness of teaching, learning and assessment practices*

Building Staff Leadership Capacity - Instructional Leadership

"Instructional leaders focus on students. They consider the teachers' and schools' impact on student learning." A focus on consistent high-quality teaching and learning to improve student outcomes through the implementation of systems and structures so teachers can evaluate their teaching practice and use data and evidence to plan and measure the impact of their teaching on student learning and growth.

- *Seek professional learning opportunities to share and gain expertise in evidence-based teaching practices*
- *Regularly participate in structured lesson observations that focus on how different teaching approaches impact student learning*

Success criteria for this strategic direction

- Explicit systems for collaboration and feedback; classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers are embedded
- Professional learning communities are embedded across the school
- The leadership team implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required
- All teachers explicitly teach literacy and numeracy to students at all levels of achievement that is measured by improved student progress and achievement data
- All staff maintain 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 decreased
- Professional learning is coherent, sustained and informed by student progress and achievement data and its impact is measured by evidence of change in teaching practice

Evaluation plan for this strategic direction

Q - To what extent have we achieved our purpose and can demonstrate impact and improvement of student growth?

D - We will use a combination of data sources. These will include:

- Surveys (TTFM and internal surveys)
- Professional Learning (PL) and PL feedback
- Performance Development Plan data
- People Matter Survey responses and data
- External student performance measures (Growth data SCOUT, TTFM)

Strategic Direction 2: Teaching Excellence

Improvement measures

2022.

Target year: 2024

HSC Data

- Uplift of XX% of students achieving above the reset system negotiated target baselines

NAPLAN Data

- Uplift of XX% of students achieving above the reset system negotiated target baselines

% of students achieving expected growth

- Uplift of XX% of students achieving above the reset system negotiated target baselines
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Initiatives

- *Leaders and teachers develop a shared understanding of the key priorities for student growth and attainment and commit to being accountable for delivering improvement*
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Evaluation plan for this strategic direction

- Internal student performance measures (PLAN 2 - literacy and numeracy progressions)
- Teaching programs
- Classroom observations
- Student work samples
- Resource allocation analysis

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

- Collaborative, five weekly review of data sources by teaching staff to provide clarity around whether we are on track for achieving the intended improvement measures.
- Determination of where to next after analysis of data for individual students.
- Termly triangulation of data including qualitative and quantitative, internal and external data sources

I - The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website throughout the year)

Strategic Direction 3: Engagement

Purpose

There is a collaborative and strategic approach to support all students to build educational aspiration and a culture of high expectations through community engagement resulting in sustainable and measurable whole school improvement in learning and wellbeing outcomes.

Improvement measures

Target year: 2022

Attendance

- Improvement in the percentage of students attending >90% of the time to be above the school's system-negotiated lower bound target in attendance 61.3%

Wellbeing

- Improvement in the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at school through the TTFM survey to be above the school's system-negotiated lower bound target of 60.4%

Target year: 2023

HSC Data

- Uplift to support the Network target of 48.9% lower bound system target for the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity

Attendance

- Uplift of XX% of students achieving above the reset system negotiated target baselines

Wellbeing

- Uplift of XX% of students achieving above the reset system negotiated target baselines

Note: System negotiated targets will be reset after 2022.

Initiatives

Connect, Succeed, Thrive and Grow (Wellbeing, Behaviour and Attendance)

The school has high expectations for every student and is strongly focused on building individual and collective wellbeing through a climate of care and positivity. Targeted whole-school wellbeing processes that foster respectful relationships, creating positive learning environments with clearly defined behavioural expectations, develop the skills to reflect on and positively shape behaviour in the context of ethical decision making. High levels of student wellbeing provide optimum conditions for all students to connect, thrive, succeed and grow.

- *Initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student*
- *Respond to disengagement and disruptive behaviours and support students to reengage in learning*
- *Establish clear and consistent expectations for learning and behaviour for all stakeholders to guide and support students towards meeting expectations*

Community Engagement (Transitions, Cultural Engagement, Communication)

The school is focused on aspirational thinking, learning and continual improvement seen through effective partnerships between the school, its students and the community to support continuity of learning and high levels of engagement. Parents and the broader school community actively participate in supporting and reinforcing student learning and wellbeing. Student engagement and wellbeing is enhanced when schools connect with and draw on expertise, contribution and support of their communities. Community engagement maximises how students engage to connect, succeed, thrive and grow.

- Consistent middle schooling pedagogy embedded,

Success criteria for this strategic direction

- Widespread positive and high expectations relationships are evident throughout the school through the reflection of school values and expectations, promoting student and staff wellbeing and ensuring optimum learning conditions for all students to connect, thrive, succeed and grow
- Students, staff and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes
- Student learning takes place in a high expectations learning environment which fosters and develops high expectations relationships, choice, accomplishment, enjoyment, growth, health and safety where students can thrive and succeed
- The implementation of whole-school practices that facilitate measurable improvements in wellbeing and engagement that support all students learning at high stake transition points including Stage 3 - 4 (Middle School), Stage 5-6 (Senior High School) and post-school
- All stakeholders work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes
- Enhanced school community engagement strategy is embedded in school practices and is responsive to the needs of the school, strengthening effective partnerships between the school, its students and the community to support continuity of learning and high expectations

Evaluation plan for this strategic direction

Q - To what extent have we achieved our purpose and can demonstrate impact and improvement in learning and wellbeing outcomes?

D - We will use a combination of data sources. These will include:

- Surveys - Internal

Strategic Direction 3: Engagement

Improvement measures

Target year: 2024

Attendance

- Uplift of XX% of students achieving above the reset system negotiated target baselines

Wellbeing

- Uplift of XX% of students achieving above the reset system negotiated target baselines

Note: System negotiated targets will be reset after 2022.

Initiatives

enabling ongoing high levels of student engagement and attainment

- *Initiate strategies that facilitate effective communication, wellbeing and engagement at high stake transition points - Stage 3 -4; Stage 5-6 and post-school*
 - *Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities*
 - *Regularly request and address feedback on school performance from students, staff, parents and the broader school community*
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Evaluation plan for this strategic direction

- People Matters Survey
- Interviews
- Resource allocation analysis
- Classroom observations
- Focus groups
- TTFM student, staff and parent survey data
- Attendance data
- Behaviour data (SENTRAL)

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