

Strategic Improvement Plan 2021-2025

Leeton High School 8156



School vision and context

School vision statement

Leeton High School will deliver a strategic, planned approach to support the wellbeing of all students so they can connect, succeed, thrive and learn. Teachers will implement relevant, evidence-based teaching strategies to effectively meet student learning needs inspiring a culture of continuous improvement and collaboration. This refined teacher practice will support improved learning outcomes through a purposeful focus on students' literacy and numeracy skills. Effective partnerships between home and school will drive aspirational expectations to motivate students to deliver their best.

School context

Leeton High School has an enrolment of 460 students of whom 14% identify as Aboriginal and/or Torres Strait Islander. The school has also experienced a steady increase in EAL/D enrolments in recent years.

Located on Wiradjuri land, Leeton High School is well-resourced, set on attractive and spacious grounds and offers a diverse curriculum to meet the needs of students to prepare them for a productive and successful future. We take great pride in delivering a variety of academic, sporting, cultural and vocational experiences and opportunities to all students. Leeton High School values and works to strengthen collaborative partnerships with our school community. We are a proud member of the Leeton Community of Public Schools.

To prepare this School Improvement Plan, the school community was consulted and contributed to a thorough Situational Analysis of school practice and progress. This feedback was used to develop our school's strategic directions for our 2021-2025 School Improvement Plan. This plan articulates Leeton High School's commitment to improving student growth and attainment in learning, through the refinement of teacher practice and collaboration. This plan additionally documents a renewed drive to enrich the learning and wellbeing of students and staff to promote greater engagement, enrichment of experience and recognition of effort and success within our school community.

The school will continue to monitor progress and adapt processes and practices to meet the evolving needs of our school community for continuous improvement.

Strategic Direction 1: Student growth and attainment

Purpose

To systematically develop students' reading and numeracy skills to improve student achievement and learning outcomes.

Improvement measures

NAPLAN expected growth - Reading

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.

NAPLAN expected growth - Numeracy

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

Data-driven approach to improve reading and numeracy outcomes

Student assessment data is regularly used school wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform planning.

- Teaching practice is driven by the collection and use of informal and formal data to check and understand where students are in their learning.
- Achievement data is used to identify strengths and gaps to set learning goals for individual students and cohorts.
- Systematic and reliable assessment information is used to evaluate student learning over time and to inform changes in teaching that lead to measurable improvement in reading and numeracy outcomes.

Differentiation to support reading and numeracy improvement

Quality teaching and curriculum planning and programming promotes learning excellence to meet the needs of all students.

- Teachers differentiate curriculum delivery to meet the literacy and numeracy needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- Teachers are skilled in their teaching of literacy and numeracy to meet the needs of students in their subject.
- Teaching and learning programs across the school show evidence of adjustments to address individual student needs.
- Course specific opportunities to explicitly teach literacy and numeracy are embedded in teaching and learning programs.

Success criteria for this strategic direction

Teachers demonstrate improved capacity to analyse and interpret data to inform planning, identify interventions and modify teaching practice.

Learning goals for students and cohorts are informed by the analysis of internal and external student progress and achievement data. Progress towards established learning goals is monitored through the routine collection of quality, valid and reliable data.

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.

Teaching and learning programs contain adjustments in response to individual learning needs, ensuring that all students are challenged.

Programs support the attainment of reading and numeracy goals.

Evaluation plan for this strategic direction

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

The school will use a combination of data sources to regularly evaluate the effectiveness of key initiatives to satisfy this strategic direction. Data analysis will include but is not limited to: Best Start, NAPLAN, Maths Pathway, HSC Minimum Standards, work samples and observations.

Analysis of the above data will be used to inform teaching practice and refine processes to meet the literacy and numeracy needs of students.

Findings from the analysis will further shape the school's progress measures from 2022 onward. Annual reporting and school progress measures will reflect the effectiveness of our initiatives.

Strategic Direction 2: Refined teacher practice and collaboration

Purpose

To strengthen a culture of continuous improvement and collaboration, enabling teachers to implement relevant, evidence-based teaching strategies to effectively meet student learning needs.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Increase the proportion of HSC students in the top 3 bands by 6%.

Achieve by year: 2025

All staff participate in high-quality collaborative practice, including 50% of teachers involved in coaching/mentoring relationships.

Initiatives

Effective classroom practice

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

- Lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Teachers are skilled in explicit teaching techniques to identify students' learning needs and are adept at using a range of strategies to drive improved student understanding and achievement.
- Assessment and feedback are used flexibly and responsively as an integral part of classroom instruction to support student achievement.
- Effective processes to support teachers' consistent judgement and moderation of assessment are embedded across the school.

Evidence based professional learning for continuous improvement

School systems support collaboration and professional learning across the school to sustain and grow quality teaching practice to improve student outcomes.

- Opportunities for professional dialogue, classroom observation, modelling of effective practice and the provision of authentic, timely feedback between teachers are embedded across the school.
- All staff actively participate in professional learning with a focus on continuous student improvement and the sharing of evidence-informed practices.
- High impact, explicit and differentiated teaching and learning strategies are promoted and implemented.
- Regular, dedicated time is prioritised and preserved to enable collaboration with colleagues to plan, develop, refine and share explicit teaching practices, teaching and learning programs and assessment.

Success criteria for this strategic direction

Teacher practice and programs are dynamic, showing evidence of revisions based on feedback on explicit teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teachers are supported to develop consistent, evidence based judgement to enhance student achievement. Formative assessment is practiced expertly by all teachers.

Staff widely participate in internal and external professional learning opportunities to increase their skills and knowledge.

Staff evaluate professional learning activities to identify, implement and promote the most effective and explicit strategies to ensure effective classroom practice.

The school identifies expertise within staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative, evidence-based, and future-focused practices.

Evaluation plan for this strategic direction

How effective have improvements to teaching and learning programs and assessment practices been in improving student performance? Do all teachers collaborate, evaluate, reflect on and adapt their practice?

The school will use data sources including NAPLAN, VALID, HSC Minimum Standards, HSC, internal student performance measures, teaching and learning programs, observations, Professional Learning Logs and Performance Development Plans.

Data will be analysed to evaluate the effectiveness of key initiatives in improving teaching and learning across the school. Regular data analysis will be used to inform future directions and support staff to continue to improve their practice.

Strategic Direction 3: Engagement, Enrichment and Recognition

Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending greater than 90% by 5%.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity by 21%, based on Narrandera network HSC attainment target.

Wellbeing

Achieve by year: 2023

Increase students' sense of belonging, advocacy and expectations for success by 8%.

Initiatives

Connect, Succeed, Thrive and Learn

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

- Partnerships between school, parents, community and other agencies reinforce a collaborative approach to support improved attendance, wellbeing, engagement and learning outcomes for all students.
- The school's Positive Behaviour for Learning focus is systematically embedded as a platform for the consistent and regular communication of school values and expectations.
- Strong collaborations with parents, students and the community informs and supports the continuity of learning for all students at transition points.
- A framework for incorporating Aboriginal culture and identity is developed for the context of our school and broader community.

Inspiring students to achieve their best

The school culture is strongly focused on learning, the building of educational aspiration and continuous improvement.

- Diverse opportunities to expand learning pathways for talented, high potential and gifted students are designed and embedded to enrich students' learning, wellbeing and achievement.
- Students are encouraged and supported to feel connected to their learning and their school through increased opportunities for active leadership and a greater platform for student voice.
- Student and teacher mentors work collaboratively to build strong relationships across the school focused on resilience, empathy, restoration and aspiration.

Success criteria for this strategic direction

Evidence-based school practices result in measurable improvements in attendance, wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff ensuring optimum conditions for learning and wellbeing across the school.

Planning for transitions in learning are informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers and other stakeholders.

Effective partnerships with the local AECG, and other key organisations, enhance knowledge and understanding of Aboriginal culture, history and perspectives for students and staff.

Teachers demonstrate deep knowledge of the High Potential and Gifted Education Policy to effectively implement programs to enrich the learning and wellbeing of gifted, talented and high potential students.

Student leaders have a visible presence and actively contribute to key school community initiatives.

Evaluation plan for this strategic direction

How have whole school processes improved the engagement, enrichment and recognition of students and the broader school community?

The school will use external and internal data to regularly analyse the effectiveness of key initiatives. This data suite includes TTFM surveys, focus groups, teaching and learning programs, attendance and wellbeing data.

Regular data analysis will inform our approach to supporting wellbeing, enrichment and effective partnerships. These findings will shape the future direction of our initiatives to reflect the evolving needs of our staff, students and community.