

# Strategic Improvement Plan 2021-2024

## Quirindi High School 8174



# School vision and context

## School vision statement

Our vision is to provide educational excellence in a country atmosphere.

As a school, our aim is to provide every student with every opportunity they require to experience success in the attainment of their post school goals. Living in a rural area and attending a regional high school is no barrier in attaining post school goals.

Students at Quirindi High School develop a clear understanding of the dispositions/traits they need to develop to be good learners. These dispositions/traits will carry students forward into success within their chosen post school destinations. Our students can self-regulate, reflect, be persistent, are curious, understand the need for resilience and are willing to take the risk of facing a challenge.

We aim to offer bespoke pathways. The school will bend to the need of the student.

Our students know where their learning is and what they need to do next to progress. Our students have clear goals or thoughts on post school pathways and understand what they need to do to move forward. Our teachers know their students, where their students' learning is at and what the individual student needs to do next to progress.

## School context

Quirindi High School is a regional high school located in the centre of Quirindi. The high school was established in 1935 and has been in continuous operation since.

Quirindi is an agricultural town on the traditional lands of the Kamilaroi people. The township of Quirindi has a population of 2600 and sits within the Liverpool Plains Shire Council.

We have a school population of 430 students ( 31% of students identify as Aboriginal or Torres Strait Islander). The school caters carefully to the needs of the students and provides clear pathways for entry to university, traineeships or apprenticeships, or directly into the workforce.

As a school, we pride ourselves on being culturally aware and connected to our community. Aboriginal cultural understanding and perspectives form a significant part of the fabric of the school. The school has close ties with the local community which have been promoted by the school Aboriginal Community Liaison Officer (ACLO). A range of opportunities are provided to deepen understanding and appreciation of culture and history. As a school, we actively look for opportunities to promote Aboriginal education and enhance and further our understanding of Aboriginal perspectives throughout our school community.

Quirindi High School offers a broad range of subjects to cater for all students. As a school, we utilise all aspects of the department to enhance learning and provide opportunities.

Quirindi High School is focused on quality teaching practice and monitoring student progress so that all students are aware of their progress and all staff are aware of their impact on student learning.

As a result of our situational analysis, needs were identified leading to strategic directions of Enhancing Collective Teacher Efficacy and Building and Enhancing Learner Dispositions/Traits.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that student learning outcomes improve through reflective and collaborative teacher practice.

## Improvement measures

### Target year: 2023

Improvement in the percentage of students achieving in the top two bands achieving expected growth to be above the school's lower bound system negotiated target in numeracy of 64.2%.

### Target year: 2023

Improvement in the percentage of students achieving in the top two bands achieving expected growth to be above the school's lower bound system negotiated target in reading of 64.8%.

### Target year: 2022

Improvement in the percentage of students achieving in the top 2 HSC bands to be above the school's lower bound system negotiated target of 13.5%.

### Target year: 2022

Improvement in the percentage of students achieving in the top 3 HSC bands to be above the school's lower bound system negotiated target of 43.4%.

### Target year: 2022

Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system negotiated target in numeracy of 11.6%.

### Target year: 2022

Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system negotiated target in reading of 12%.

### Target year: 2022

## Initiatives

### High Potential Program

In early term 2, student data will be reviewed from years 7 to 9. Student progress and attainment levels will be gathered from staff. Students identified as possessing the required dispositions for acceleration will be offered the opportunity for acceleration. This will be completed in consultation with parents/carers. Students wishing to accelerate will have their pathway mapped during term 3 for the following year.

The school will make use of Distance Education and Aurora to further support students access their chosen pathways.

The school will provide the opportunity for staff to train in the provision of high potential and gifted student teaching strategies. The school will use vertical integration where possible to allow for identified students to be extended. Staff will be provided with professional learning to better equip them to provide learning for the high potential and gifted students as part of differentiation within the classroom

### Cultural Connections

The Clontarf Academy will focus on having 1 cultural excursion annually. These excursions will be on country and will involve local members of the community. The purpose of the initiative is to deepen the connection of members with their local area.

The excursion will involve boys from 9 to 11. This will provide an opportunity for students to connect with community members, listen to local history, understand the stories of the Kamilaroi lands and develop rapport.

Clontarf will focus on expanding the career options of students in stage 6. Clontarf will plan excursions to Sydney to introduce members to professions such as law firms, politics, Microsoft, Google, stock broking and the like. This will happen on an annual basis for students in year 10 and 11.

All students in year 12 will be supported in applying to join

## Success criteria for this strategic direction

- Teachers parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- High potential students have bespoke programs designed for them.
- All staff have an understanding of and appreciation for local Aboriginal history and culture.
- Local Aboriginal communities have a means to engage with the school.
- All year 12 students have an individual mentor to assist them through the HSC.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

## Evaluation plan for this strategic direction

### Question-

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

### Data-

We will use a combination of:

Internal Assessment

ACER PAT

Observation

NAPLAN

HSC

Professional Learning Group Discussion

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Improvement in the percentage of students achieving in the top 3 NAPLAN bands to be above the school's lower bound system negotiated target in numeracy of 23.2%.

### Target year: 2022

Improvement in the percentage of students achieving in the top 3 NAPLAN bands to be above the school's lower bound system negotiated target in reading of 23.9%.

### Target year: 2022

Improvement in the percentage of students attending school >90% of the time to the lower bound system negotiated target of 62.1%.

## Initiatives

the local Nungaroo Lands Council as part of their ongoing connection to country. Students will be supported to do this by both the Clontarf Academy and the ACLO.

Language is to form part of the common vernacular. The ACLO and Clontarf Academy will promote the use of Kamilaroi language throughout the school. Clontarf and the ACLO will work in conjunction so all Aboriginal students in years 11 and 12 have their personalised acknowledgement of country, Students will be able to present this in language and English.

Termly visits to community will be a part of school activities. These will involve members of the school staff and students going to our significant Aboriginal communities such as Werris Creek and Walhallow and holding an afternoon function to encourage community members to come and talk with members of the staff and students.

### Year 12 Mentoring

The mentoring program of year 12 students will continue throughout the next 3 years. This program will provide students with a mentor to help develop self-regulatory habits. The mentor will support students in how to study, assist them with time managements and guide them on how to best act on feedback from teachers.

### Literacy/Numeracy Focus

The school will implement a program of targeted literacy and numeracy classes from year 7 to 10 with a focus on meeting minimum standards and improving areas as relevant. These will be drawn on an annual basis from the ACER PAT results which will be undertaken by students in year 7 to 10 annually.

## Evaluation plan for this strategic direction

Student Voice

Analysis-

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

Implications-

The findings of the analysis will inform:

Future actions.

Annual reporting on school progress measure (published in the Annual Report each year).

## Strategic Direction 2: Building and Enhancing Learner Dispositions/Traits

### Purpose

Different research identifies different dispositions but there is consensus about the importance of the learning dispositions furthering skills, engagement and deep understanding.

Development of these dispositions is fundamental for students to develop an awareness of the way they learn and establish future-focused attitudes to learning, critical if they are to be able to become lifelong learners.

### Improvement measures

#### Target year: 2024

A set of progressions will be developed to guide staff and students in relation to the identified Learner Dispositions/Traits which are a school focus.

#### Target year: 2024

Impact Cycles will occur on a regular basis in every faculty and will be used to monitor the progress in relation to Learner Dispositions.

### Initiatives

#### Progression Development

All faculties will be involved in developing progressions to identify the steps forward in relation to the learner dispositions. This process will happen as part of the implementation and monitoring of the Learner Dispositions through impact cycles within faculties.

#### Impact Cycles

The Instructional Leader will work with the school as a whole in the implementation of impact cycles. Impact cycles will vary focus dependent on the needs of the cohort as per data analysis. Impact cycles will assist teachers to be more cognoscente of where students are in terms of their learning, what the specific strategies are that need to be implemented to allow for progress to occur and know the impact that these strategies are having on student learning. Impact cycles will help staff evidence their impact on student progress within the classroom.

### Success criteria for this strategic direction

- Clearly developed and understood progressions for the Learner Dispositions as nominated by the school. These progressions form a regular part of classroom instruction and students understand their place on the progression and what it is they need to do next. Staff are using the progressions as part of their report writing procedures.
- All staff are involved and engaged in regular impact cycles and able to clearly articulate and evidence the impact they have had on student learning.

### Evaluation plan for this strategic direction

Question-

To what extent have we achieved our purpose and can demonstrate impact?

Evaluation of the direction will occur through feedback from staff as to the effectiveness, feedback on student progress through Impact Cycles, ACER PAT, NAPLAN and HSC results along with post school destination information and success beyond the school gates.

Data-

We will use a combination of:

Internal Assessment

ACER PAT

Observation

NAPLAN

HSC

Professional Learning Group Discussion

Student Voice

## Strategic Direction 2: Building and Enhancing Learner Dispositions/Traits

### Evaluation plan for this strategic direction

---

#### Analysis-

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

#### Implications-

The findings of the analysis will inform:

Future actions.

Annual reporting on school progress measure (published in the Annual Report each year).

## Strategic Direction 3: Enhancing Collective Teacher Efficacy

### Purpose

This strategic direction has been set based on the effect size on student progress of Collective Teacher Efficacy. Enhancing collective teacher efficacy can have up to a 1.57 effect size on student progress.

### Improvement measures

#### Target year: 2024

Active and effective Professional Learning Communities(PLC) operating. All staff are involved and meet at least 3 times per term. The focus of these communities is impact on student learning. The PLCs are designed to be formed across faculty and to change

#### Target year: 2024

Development of professional learning spaces for staff to undertake authentic collaborative activities, planning and evaluation of student learning. To enhance teacher belief in their own professionalism and thus enhance collective teacher efficacy and improve impact on student progress and achievement.

### Initiatives

#### Professional Learning Communities (PLC)

Professional Learning Communities will be developed by the Instructional Leader. The purpose of the PLCs is to allow staff the opportunity to discuss and reflect on impact cycles, to discuss strategies that have had an impact on student learning and to evidence this to colleagues. The PLCs will help breakdown the silo nature of a high school campus by encouraging staff to regularly mix with and have professional discussions with staff from a variety of faculties and with a variety of experiences. The PLCs will change on a semesterly basis to promote across faculty collaboration and efficacy.

PLCs grouping will be changed on a semesterly basis to allow staff to build rapport with others and encourage further professional discussion. Further to the professional discussion, the PLCs are intended to help build a trust base across the staff and encourage more candid professional conversations about practice. PLC members will have the opportunity to view each other's classroom practice. This will also tie into the PDP process.

#### Head Teacher Instructional Leadership (HT IL)

A Head Teacher Instructional Leadership will be employed to work with the principal on the implementation of the above strategies, to work with staff across the school on pedagogical practice and to develop professional learning materials for staff and students. The HT IL will focus on working with staff on the practice of Impact Cycles, PLCs and providing feedback and observation for staff as it is requested.

#### Professional Learning Space Development

Professional spaces will be developed in relation to furniture, air conditioning and storage facilities. Staff have professional spaces in which to complete their preparations and conduct meetings. The staff common room is presented as a professional space to encourage staff to meet and have professional dialogue across faculties. Collaborative practice will be enhanced and improve collective teacher efficacy.

### Success criteria for this strategic direction

- PLCs are a part of regular school business. There is enhanced collegiality and professional discussions occurring on a regular basis both through PLCs and as part of daily business. Staff are working across faculties to share strategies and are observing practice in the classrooms of colleagues.
- Head Teacher Instructional Leader has guided staff through the Impact Cycles and PLCs. Staff are regularly involved with the HT IL in seeking improvement in relation to pedagogical practice.
- Teachers have observed a variety of colleagues' classes.
- All staff can articulate their impact on student learning. This discussion happens freely and positively around the school.
- Staff regularly use the staff common room as an effective meeting place to discuss student progress and complete planning.
- Regular planning and discussion happening across faculties and focused on student progress and attainment.

### Evaluation plan for this strategic direction

Question-

What has been the impact of enhanced collective teacher efficacy on student progress?

Through the use of regular planning and meeting across faculty areas, student progress is monitored regularly. All staff know where the experts in the school are who can assist with the development of their individual practice in specific areas. From this, students have access to teachers who are continually evaluating their own practice. ACER PAT and NAPLAN results as well as regular impact cycles will show students value adding at a minimum effect size of .4.

To what extent have we achieved our purpose and can

## Strategic Direction 3: Enhancing Collective Teacher Efficacy

### Evaluation plan for this strategic direction

---

demonstrate impact?

Data-

We will use a combination of:

Internal Assessment

ACER PAT

Observation

NAPLAN

HSC

Professional Learning Group Discussion

Student Voice

Analysis-

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

Implications-

The findings of the analysis will inform:

Future actions.

Annual reporting on school progress measure (published in the Annual Report each year).