

# Strategic Improvement Plan 2021-2024

## Hunters Hill High School 8207



# Hunters Hill

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# High School

# School vision and context

## School vision statement

Hunters Hill High School is developing a school wide approach to best practice on skill development. Students will learn in classrooms that develop Literacy and Numeracy higher order thinking skills within their KLA context. Staff will become skilled practitioners at analysing the students they teach, choosing appropriate strategies and monitoring student progress to ensure all students are achieving positive growth and establish positive learning habits and experiences in order for NAPLAN and HSC targets to be exceeded.

Staff are challenged and encouraged to continually develop their pedagogy and the school endeavours to partner with its community so that shared values and understanding exist.

We will do this through the following projects.

## School context

Established in 1958 and located on six hectares bordering the Lane Cove River, Hunters Hill High School is a dynamic learning community for all genders from Year 7 to Year 12. The school site is complemented by a spectacular hall, impressive performance space, commercial kitchen and technology hub and maker space. A broad curriculum, extensive well-being programs and consistent student achievement are testimony to the school's culture of learning, the dedication of staff, the talent of our students and our links to an active parent community. High expectations, effective discipline, a modern uniform, worthy values and supportive pastoral care are evident throughout our learning community. Whilst supporting, nurturing and enabling students to maximise their learning outcomes, skilled and dedicated teachers encourage students to develop as 21st century lifelong learners.

Strong values and skills of resourcefulness, resilience, respect, cooperation, collaboration are character traits we aim to develop in our young people. Characteristics which lead to their personal best achievements in academic, sporting and creative practices as well as leadership and citizenship. Students achieve HSC results consistently above State average. Almost twice the State average proceed to University. The learning and growth of each student is developed within a broad curriculum, utilising the ALARM and 4C philosophies, a diverse range of sporting and extra-curricular opportunities in school and beyond school competitions. Strong relationships with partner primary schools exist and are maintained through a series of events and programs. An effective and committed P and C association operate the canteen, the uniform shop, and working bees as well as fund raising for educational and well-being programs.

The completed situational analysis supports that the school is making steady progress in most areas of literacy and HSC results. However, there will be an increased focus on reading and numeracy with the development of a shared pedagogy and a much clearer focus on the identification of skill weaknesses and explicit teaching in response to that.

# Strategic Direction 1: Student growth and attainment

## Purpose

Minimum levels of attainment in NAPLAN and growth levels during a student's time at school are crucial benchmarks that inform the school of success of its long-term pedagogical programs. Moreover, they allow a check on the progress of individual students which allow anomalies to be checked. Large group data also allows the refining of teaching programs to target particular areas of weakness.

Ultimately, within our socio-economic context a lot of students aspire to tertiary education so achieving higher HSC bands is a crucial goal.

## Improvement measures

### Target year: 2022

#### NAPLAN Top 2 Bands - Reading and Numeracy

- Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in **Reading** (Uplift 4.8%)
- Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in **Numeracy** of (Uplift 6.0%).

### Target year: 2023

#### Expected Growth

- Improvement in the percentage of students achieving expected growth in NAPLAN **Reading** to be at or above the school's lower bound system-negotiated target (uplift of 4.3%).
- Improvement in the percentage of students achieving expected growth in NAPLAN **Numeracy** to be at or above the school's lower bound system-negotiated target (uplift of 4.8%).

## Initiatives

### Super Start

With each Year 7 class limited to twenty they can move everywhere, including the practical subjects, as a group. By timetabling regular meetings of the class teachers, appropriate strategies can be introduced for a particular class. Not only will these target the needs of particular groups within the class but this will allow an emphasis on school wide strategies for the development of reading skills including comprehension, understanding inference, abstract and idiom, as well as fluency and prediction. Numeracy development will focus on the Number and Algebra parts of the syllabus. Numeracy will be a particular focus of the post COVID support program.

### Freedom To Teach

A Hunters Hill High School we will development a consistent school wide approach so that planned learning is taking place to ensure all students engage in productive learning. Teachers will be able to model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. We will do this through a re-envisioned Year 7 structure that supports the implementation of ALARM and the Communication, Critical Thinking, Creativity and Communication (4Cs) philosophy so that higher order thinking feeds directly into the quality of writing.

## Success criteria for this strategic direction

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy (Learning: LD, Student Performance Measures, NAPLAN, SEF, P7).

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (Learning: ECP, Classroom management, SEF, P8)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (Learning: ECP, Lesson Planning, SEF, P8)

## Evaluation plan for this strategic direction

Are teachers effectively using the smaller class sizes to effectively target diagnosed student weakness?

Is there more conscious integration of reading and the explicit teaching of reading strategies?

Are teachers trying and adopting the shared pedagogy?

How has it impacted students experience of school? What evidence of deep learning is there in the record of learning?

These data sources will be collected and analysed by relevant staff and analysed at the regular team meetings at least once per term. This analysis will be led by the project Coordinator and appropriate Support staff and will consist of student work samples, student performance in assessment tasks, and other formative and summative

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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tasks, as well as the types of learning experiences given to students. The analysis will primarily look at the percentage of students who could achieve identified skill benchmarks at the start of the year compared to the end of the year. Whilst some of these are subject specific the reading skills are across the curriculum and will be addressed at each class team meeting.

Students will contribute formal feedback through surveys but also anecdotal feedback around "what works for them".

This analysis will guide future school planning to provide ongoing improvement beyond baseline data and guide modification of this direction during the course of the plan.

# Strategic Direction 2: A Shared pedagogy

## Purpose

By creating a focus on skills based programming the school can ensure students are better placed to begin Year 11 as this is more appropriate than students having bodies of knowledge. By utilizing the 4C approach and A Learning and Responding Matrix the school can have a pedagogy that facilitates thinking, problem solving and creating that sets a direction that allows us to improve NAPLAN results as well as improve HSC outcomes.

## Improvement measures

**Target year: 2024**

### Evidence Based Collaborative Professional Learning

- All staff use the 4C approaches: critical thinking, creativity, collaboration and communication in their lessons, to achieve both high engagement and a pedagogy that operates regularly at a level of thinking that involves, analysis, synthesizing, reasoning, applying and evaluating.
- All teachers effectively make the connection between 4C activities and written responses so that the increased amount of higher order activity in classrooms is translated into the writing activities, not in terms of length but in sophistication.
- All staff use the ALARM philosophy so that students are understanding the role of the verb in questioning, drafting, seeking feedback, refining responses so that they are producing better structured, more complex, higher order responses.

**Target year: 2024**

### Skills Continuum

- All Year 7-12 assessments are formative learning experiences focused on key skills and include feedback that is ongoing and targeted.
- All teachers consistently and regularly reflect on student learning to identify areas of revision for key skill development.

**Target year: 2022**

## Initiatives

### Evidence Based Collaborative Professional Learning

Hunters Hill High School will establish a shared pedagogy that supports students developing through a clear hierarchy of skills that will foster Stage 6 success, through the creation of an effective but flexible set of practices. We will achieve this through:

- Teachers trained in the 4C philosophy and approach. This is a formative approach with teachers experiencing strategies, experimenting with them, gaining confidence and developing their own approaches. Early adopter/in-school mentors will be available to provide support.
- Professional learning for new and growing staff in the use of ALARM. All staff will gain an understanding about the purpose of decoding the question, deconstructing and reconstructing responses and providing literacy targeted feedback as distinct from content based feedback. In-school mentors will provide the professional learning and in-class support.

### Skills Continuum

Each faculty will develop a clear set of skills that they need to ensure are explicitly taught in their Key Learning Area. This will be clearly related to years so that when students reach Stage 6 there is a greater feeling of preparedness for both students and staff so that the leap between Stage 5 and 6 is not so overwhelming.

Once the skills progression has been established the teaching programs and assessment schedules will be brought into line. The programs must provide the opportunity for both remediation and extension throughout the year and the assessment schedules must be largely formative so that they are a learning experience in themselves. These will be developed collegially and be living documents that are responsive to reflection, evaluation and student need. Designated professional learning time as well as faculty time will be allocated for the development.

## Success criteria for this strategic direction

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. (Learning: PS, Literacy and numeracy focus, SEF, P10)

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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Learning: ECT, Explicit Teaching, SEF, P8)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (Learning: A, Whole school monitoring of student learning, SEF, P5)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Leading: SPIAR, High Expectations, SEF, P13)

Strategies implemented reflect research on best practice and include ongoing monitoring of success. (Teaching: DSU, Data Use in Teaching, SEF, P9)

## Evaluation plan for this strategic direction

Are teachers reflecting on and evaluating their own practice so that their pedagogy is growing?

What has been the impact of explicit teaching and 4C approaches on student engagement and skill acquisition?

What does faculty documentation tell us about common practice within the school?

## Strategic Direction 2: A Shared pedagogy

### Improvement measures

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#### HSC Top 2 Bands

- Increase in the percentage of HSC course results in **top two bands** to be at or above the school's lower bound system-negotiated target (Uplift of 8.4%)

### Evaluation plan for this strategic direction

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What do the records of the pedagogy mentors show us about changes to teacher practice?

Data sources to be analysed include: work samples, Personal Development Plans, lesson observations, teaching programs, student records of learning. These will be collected and analysed twice per term during the one on one meetings between head teachers and deputies that are part of the regular meeting cycle. The Senior Executive will lead the evaluation and analysis.

The ongoing analysis of the data will guide implementation as well as future school planning in order to maximise student growth. In particular, it will guide us in future application and development of a shared pedagogical approach.

# Strategic Direction 3: SD 3 Create a culture of high expectations in the school around achievement, commitment and behaviour

## Purpose

Success at school also involves the development of values that facilitate such success. Attitudes such as aspiration, belief in one's own ability, resilience and understanding one's own strength and weakness in learning are all things that contribute to students wanting to and expecting to achieve their best self. Therefore, the expectations that the school promotes need to be commensurate with achieving this. The school will be reinforcing those expectations but also putting in the supports to allow students to achieve their goals within a nurturing environment.

## Improvement measures

### Target year: 2024

#### School Pride

- Over 95% of students consistently wear the HHHS uniform.
- 15% improvement in the number of students achieving the final step of the school merit system.

### Target year: 2024

#### High Expectations

- 25% of the Stage 6 cohort complete at least one of the higher-level courses (Advanced English, Extension Mathematics, Physics, Chemistry, Economics) through to the HSC exams.
- 100% of students achieve the Award of the Preliminary HSC. or equivalent pathway.
- 66% of HSC students matriculate to university.

### Target year: 2024

#### School Spirit

- At least 70% of students attend school events such as carnivals, colour runs, CAPA events etc.
- At least 100 students regularly attend one or more of the learning and support extra curricular options

## Initiatives

### Culture of High Expectation

Hunters Hill High School is committed to a culture of excellence that is underpinned by a number of support strategies. These strategies are evidence based to support whole school practices which will result in improvements in wellbeing and engagement to support learning. Together we will create a culture that is reflective of a school wide collective responsibility for student learning, success and self esteem. We will do this through:

- Celebrating and supporting student achievement;
- Promoting student leadership and student voice;
- Establishing a sense of pride and professionalism across the student body;
- Addressing current welfare issues through targeted programs of support;
- Reviewing existing support structures to ensure students have opportunities to meet with an identified staff member who provides advice, support and assistance to help students fulfil their potential.

## Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (Learning: WB, Caring for students, SEF, P3)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (Learning: LC, High Expectations, SEF, P2)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Learning: WB, A planned approach to wellbeing, SEF, P3)

## Evaluation plan for this strategic direction

What is the impact of consistent expectation in the areas of homework, uniform and attendance on overall school tone and aspiration?

How do these associated areas of the school affect academic results?

This information will be extracted from Sentral on a semester basis by appropriate executive staff and shared with the whole executive team at that time. This will inform and shape the ongoing nature of this strategic direction over the next three years.

The data from the Tell Them From Me will provide additional data.

The data will be analysed to shape the nature and frequency of homework, the reward pattern for the merit scheme and for attendance patterns.

## Strategic Direction 3: SD 3 Create a culture of high expectations in the school around achievement, commitment and behaviour

### Improvement measures

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established in 2021.

- To have a successful school musical that involves students from across the school from various talent groups.
- At least 25 Stage 5 students participate in Duke of Edinburgh activities each culminating with a gold cohort.

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### Target year: 2022

#### Attendance

- Percentage of students attending school more than 90% of the time, increases to be at or above the school's lower bound system-negotiated target (uplift of 6.1%).
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