

Strategic Improvement Plan 2021-2024

Picton High School 8215



School vision and context

School vision statement

Our school will provide a safe and supportive environment where our students can excel and be provided the best path to achieve their post-school goals. We will do so by working with each child and their families in providing an individual program of support and growth. We will leverage our new facilities to be engaging, authentic, and challenging, aiming to be the predominant school of choice for our community.

School context

PHS has 1100 students including 8% ATSI and 52 students in our seven support unit classes. We are located outside of Southern Sydney and have a regional outlook. We have seven "in area" Primary schools and our borders are between Camden and Mittagong. Approximately 100 teachers and support staff work to provide a quality education for our students. There has been approximately a 30% turnover of staff due to promotions, retirements and transfers however all positions have been filled with the best staff to best meet our student's needs. Our community is predominantly 3-5 generational Australian. We have very few students from an EAL/D background.

Our community is a working community and has a strong sporting ethos. Our parents want the best for their children including post-school opportunities for employment, training, and university.

Since 2018, the school has been operating in a temporary site, with no large play area while a new school was constructed upon the old one. At the time of publication of this plan, the school will be operating in this new build while the temporary site is dismantled and the school play areas and oval is constructed. Due to the disruption caused by the build and Covid restriction, community input for this process was undertaken by surveys and phone interviews. Advice was also sought from our P&C and AECG, student leaders, and all teaching staff.

During this transition period, the school has experienced a decline in performance across all most areas. This includes HSC results, NAPLAN Literacy and Numeracy, student's and parent's sense of wellbeing with the school and student attendance. All of these areas have been recognised as areas for improvement and are prioritised within this new school plan. We also recognised that too few of our First Australian students stay on to complete year 12. In fact, there is a general trend that we lose almost 50% of all year students by the end of year 12.

During this transition, staff have been developing skills in future-focused pedagogies and purchasing state-of-the-art resources to engage our 21st-century learners.

Sport features strongly in our curriculum and is highly valued by the community.

We have a strong junior AECG group and we are keen to develop even more opportunities to engage with our wider Koori community.

Our school receives significant funding to support our students. This money will be used to provide wellbeing support as well as academic support. Over the course of this plan, we will develop individual growth programs for all students with a focus on rapid and sustained academic growth.

Strategic Direction 1: Student growth and attainment

Purpose

Student academic growth is fundamental to the purpose of all schools. It is our goal to provide a challenging and individual education program for all students, best preparing them for the world beyond school (Mparntwe). We aim to know the learning skills and abilities of all of our students across all areas of learning with a particular focus on their Literacy and Numeracy skills. From there, all teaching programs will be tailored to our students with teachers utilising current teaching methodologies to ensure students have the best opportunity to succeed.

Improvement measures

Target year: 2024

- Whole school commitment to and evidence of teacher expertise in delivering writing initiatives.
- ALARM imbedded into all KLA's across all year groups with explicit exemplars evident in faculty resources and programs.
- Evidence of significant improvement in quality and depth of writing responses.
- Significant upward movement in bands for all students in the HSC
- Identifiable improvement in students plotted on literacy progressions for writing in Stage 4 and 5
- Systematic upskilling of new staff through explicit staff PD
- Development of e-Learning course available to all staff with explicit examples and resources

Target year: 2024

- All teachers confidently using Assessment 'for' 'of' and 'as' learning to inform teaching & learning cycle.
- Evidence of teachers using formative assessment as an integral part of all faculty programs - clear and defined.
- All programs and assessment tasks differentiated for student learning.
- Systematic upskilling of new staff through explicit

Initiatives

Data informed and lead practices

- All students in stage 4 have the Literacy and Numeracy ability benchmarked and plotted against the Progressions. Each student has an individual growth plan and an explicit plan of support. An explicit and individual Literacy and Numeracy teaching program is implemented for stage 4 for where all students are benchmarked each term and progress mapped to themselves and the appropriate continuum.
- Teachers are developed in interrogating and using internal and external data (NAPLAN, HSC, Best Start and Valid) and planning student learning accordingly. This includes differentiation, setting high expectations including appropriate taxonomically challenging work.
- Staff have developed a student digital portfolio system for students to gather work samples which include annotated work show progress along a learning continuum and directions to progress further. Students are placing work samples of their progress in their portfolios.
- Individual faculties have also inculcated Reading and Comprehension strategies into stage 4 teaching programs.
- A process of assisting students to make appropriate course selections in year 10 will be developed.

Highly Effective Teachers and Teaching Practices

- Each student has a personalised growth program where, students can produce a portfolio of work samples, plot themselves on a learning continuum, understand what they need to do to improve further.
- Staff operating in a Professional Learning Team featuring, self-reflection, collegial observations, feedback using a shared language of QTF, ATS.
- All teachers are developed in being confident users of assessment 'for' 'of' and 'as' learning to inform teaching & learning cycle.

Success criteria for this strategic direction

- Teaching programs reflect modifications for changing cohorts determined through appropriate data analysis. This is also evident in registration.
- Faculty meeting minutes reflect dialogue around the use of data and program differentiation.
- Peer observation reflects differentiation based on student ability. Professional learning communities are active and peer observation using the Quality Teacher Framework is evident. All permanent staff are trained in the QTF and its use is evident in professional feedback documentation.
- All students in stage 4 have an individual Literacy and Numeracy growth program.
- Analytics of all Literacy and Numeracy initiatives demonstrate implementation and growth for all stage 4 students or appropriate resource allocation to address specific needs.
- All staff delivering high-impact evidence-based pedagogy in classes.
- ALARM is embedded into KLA programs for all stages
- 100% submission rate for assessment tasks, showing improved student quality overall.
- Exemplars evident of low, medium and high-quality answers is collected and made available to students.
- All programs and assessment tasks differentiated for student learning.
- All KLAs have developed 3 tiered Assessments tasks in Stages 4 and 5
- Senior Study Centre operating to maximise HSC growth as well as implementation of Raising Achievement Program.
- Teaching staff are all utilising quality teaching practices including, LISC, ALARM, differentiation through instruction, assessment, and feedback is evident in all classes.
- Personalised ATAR growth program evident for all students and resourced accordingly.
- All HTs and year 12 teachers have completed RAP

Strategic Direction 1: Student growth and attainment

Improvement measures

- staff PD
- Development of e-Learning course available to all staff with explicit examples and resources

Target year: 2022

NAPLAN

- Our school performance in NAPLAN Reading and Numeracy will be 13.41% and 12.58 % as a minimum.
- All stage 4 students benchmarked in Literacy and Numeracy.
- All stage 4 students explicitly being taught Literacy and Numeracy
- Faculty programs are being to pilot Literacy developmental skills.

Target year: 2023

- 60.87% of our students will demonstrate expected Growth in Numeracy compared with their year 5 performance.
- 60.95% of our students will demonstrate expected Growth in Reading compared with their year 5 performance.

Target year: 2022

HSC

- Our school performance in the HSC will be 49.32% for students achieving in the top 3 Bands as a minimum.
- All students that have identified a need for an ATAR are being mentored to achieving their goals.
- Increase the proportion of Aboriginal students attaining Year 12 while maintaining their cultural identity.

Initiatives

- A personalised HSC student mentoring program is implemented that features post-school planning, challenging high achievers, and targeted support. All ATAR students have an academic coach assisting them with achieving their goals.
- A Professional Learning Community exists featuring all staff collegially observing each other and using the Quality Teacher Framework in feedback discussions.

Success criteria for this strategic direction

analysis documentation and set directions accordingly.

Evaluation plan for this strategic direction

Data relating to student performance including HSC and NAPLAN, VALID Best Start and internally collected data relating to student literacy and numeracy progression will be analysed at regular intervals.

Extensive analysis of student performance improvements relating to HSC and Literacy and Numeracy performance will be undertaken by the literacy and numeracy team and the Data team.

Adjustment to Literacy and Numeracy interventions and HSC interventions will be determined based on evidence in the data analysis.

Strategic Direction 2: My Learning, My Responsibility

Purpose

Teachers, parents, and students are all essential in providing the best educational outcomes for our students. This area will focus on, how individuals can make a personal commitment to achieving appropriate educational outcomes. Teacher skills and practices, student efficacy and goal setting, and parental support will be the focus of programs developed and implemented to ensure collective responsibility for student learning, success, and growth.

Improvement measures

Target year: 2022

The proportion of students reporting Expectations for Belonging, Advocacy, and Sense of Belonging at School is at least 61.75%.

Target year: 2022

Student attendance overall will not be less than 56.6%.

Target year: 2022

- A future-focused curriculum is operating in years 7 and 8.
- Students are populating their portfolios with work samples.
- Students have explicit language around learning and behaviour and can have conversations with teachers about their learning and behaviour.
- 100% uptake by staff of the essence of VL - LISC, Feedback, Reflection and Dispositions - linked to the SEF and QTF, so necessary and important

Target year: 2024

- Consistent use of E-Learning platform (Canvas) across all aspects of student learning.
- Student confidently engage in and take ownership of e-portfolios demonstrating understanding of continuum of learning and core capabilities using evidence of skill mastery

Initiatives

Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success

- Individual student growth plans are developed and piloted in stage 4. Students will be mentored in small groups assisting them in towards achieving personal growth goals. This will include attendance monitoring and support structures.
- Students in Year 7-8 are using 'My Best Work' ePortfolios for work samples and artifacts that feature teacher feedback.
- All students have a clear understanding of expectations in a co-teaching, innovative learning environment and take ownership of their learning progression.

Our school is providing authentic and innovative curriculum practices to better prepare our students for the world after school

- Authentic learning experiences better inform student choices for their Stage 6 Study Pattern and/or Post School Pathways.
- All stage 6 students have a personal post-school pathway plan and are being supported towards achieving their goals. All ATAR students have an academic coach assisting them with achieving their goals.
- Stage 4 programming includes Future Focus pedagogy. A BYOD program is evident and operating in year 7.
- Stage 4 & 5 programming embeds Cross KLA Future Focus pedagogy operating across all KLAs. It features formative assessment and a variety of opportunities to demonstrate understanding through feedback and the collection of formal and informal learning artifacts.

Success criteria for this strategic direction

- All students have a personalised student growth plan, a mentor, and parental involvement, that features baseline learning across all KLAs, Literacy and Numeracy progress, and directional plans for growth in all academic and social development.
- The school is operating an innovative, authentic curriculum that better prepares students for post-school life.
- Students understand how to progress to the next learning of their learning assisted by teacher feedback.
- Teachers make consistent judgments across all forms of assessment and use both formal and informal learning artifacts to assess student learning. This continual improvement is evidenced through the presentation of their best work in individual ePortfolios.
- Celebration of students' successes with parents and the community is more frequent and targeted specifically to increase engagement..
- A variety of teaching methodologies exist and the siloed nature of curriculum delivery is less evident as collaborative team teaching across KLAs is prominent.

Evaluation plan for this strategic direction

Extensive annual data collected via students, Wellbeing Team, TTFM survey data, Attendance data and Sentral wellbeing notifications, curriculum offerings, ePortfolio evaluations, parental and students surveys and focus groups.

Analysis of data will inform the school leadership team about the value of the student growth plans and support of the school. and the extent to which collective responsibility for student learning, success, and growth is evident.

Future directions of attendance interventions, parent and student engagement and success of curriculum offerings

Strategic Direction 2: My Learning, My Responsibility

Improvement measures

- All programs and units of work are available through e-learning platform providing engaging, authentic and accessible learning experiences for all students.
 - Students regular seek and are given explicit feedback to improve learning and skill mastery through a variety of formats.
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Evaluation plan for this strategic direction

will be informed by evaluation of school data.

Strategic Direction 3: A School in Partnership

Purpose

Our goal is to develop a school community where parents and the wider community have a strong sense of belonging and connectedness, sharing common values where diversity and identity is respected. We wish to be seen as the natural choice for continuity in learning for stage 4. Parents feel informed and can best support their child's learning. We desire our school to be seen as the center point of our community as we all work towards the best for our community's children.

Improvement measures

Target year: 2022

Parents will report through internal measures, P&C feedback and TTFM surveys, that their level of satisfaction is improving.

Target year: 2023

The percentage of the student movement to private schools will be noticeably lower and correspondingly enrollments to Picton High School, increased proportionally.

Target year: 2022

Public and community perceptions of the school will be increasingly positive, evidenced by enhanced levels of community engagement, utilisation of school resources and attendance and community-centred school events.

Target year: 2023

Students who transition to Picton HS have engaged in transitional curriculum and have their learning progress monitored more effectively starting in primary school.

Target year: 2022

Clear opportunities will exist for parents and community members to visit and engage with the new school facilities leading to enhancement of community perceptions of the school.

Initiatives

Establish an engaged learning community which features an authentic learning continuum from Primary to High School

- The existing COS partnerships are enhanced building in an innovative learning continuum that supports the transition from primary to high school.
- The curriculum is enhanced by learning alliances with other schools or organisations including primary to high school projects and shared curriculum opportunities.
- Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning through data and work samples from primary schools.
- Students/ parents/ community in the local area see PHS as the school of choice.
- Parents and the community are exposed and engaged with various school activities that include examples of lessons, parent workshops, and information sessions.

Part of our community working towards the best educational outcomes

- Opening up of the school to community organisations to build upon and strengthen existing links and solidify Picton HS as a leading community hub
- Develop strong school-university and school-industry/ employment partnerships to maximise educational outcomes for students and promote relevance of learning.
- Coordinate and host community events and school showcase evenings
- The school will engage in promotional activities/ processes to raise the school profile and increase awareness of the quality learning environment available at Picton HS.
- Meaningfully engage AECG with Junior AECG and local indigenous initiatives.

Success criteria for this strategic direction

- Increasing use of school facilities by community members, groups and organisations
- Clear and regular communication between school and post-school education providers
- Community engagement with the school through attendance at school-led community events/ initiatives
- Increased levels of school pride, as evidenced by TTFM data
- School enrolment data will reflect positive community perceptions, with incremental increases each year, particularly for Stage 4
- Post-school destination data will reveal incremental growth in university enrolments and increased numbers of students successfully applying for Early Entry at local universities
- COS Partnerships will include shared curriculum opportunities.
- Links with Primary schools share Data and Work Samples to facilitate a better understanding of students' capabilities.
- Language/terminology used in primary schools and the high school is shared
- A COS team is operating between all in area schools and a management plan has been developed including processes for stage 3-4 curriculum planning and COS events.
- Picton HS is operating as valued community hub, with regular engagement, interaction and support from community groups who regularly utilise school facilities.
- TTFM data indicates improvement in parental support and understanding of school learning operations.

Evaluation plan for this strategic direction

Question: What has been the impact of developing Stage 3-4 and Stage 6-post-school transition initiatives and

Evaluation plan for this strategic direction

increasing school-community communication in developing effective and meaningful community partnerships?

Data: Tell Them From Me, post Stage 3 and Stage 6 destination and enrollment data, internal school-based data and community feedback, Sentral data from wellbeing, attendance and activities modules, student and community surveys and focus groups may be analysed.

Analysis: Analyse the data to determine if the additional structures, programs and opportunities have created greater student and community connection and positivity towards the school.

Implications: As a school, we will be able to refine structures, programs and opportunities to meet the ongoing needs of students and the local community to better promote and continuously improve school culture and connectedness to Picton HS, placing it at the centre of an effective community hub.