

Strategic Improvement Plan 2021-2024

Queanbeyan High School 8216



School vision and context

School vision statement

Together as one - Creating strong futures.

Queanbeyan High School is committed to the provision of high-quality educational opportunities for every learner through a positive school environment which values Respectful, Responsible Learners.

We work with our school community jointly focused on creating a strong and smart sustainable future for themselves and their community.

A comprehensive and inclusive school, we are committed to continually improve the opportunities available to our students and graduates.

We believe to maximise future outcomes; each student must be present at school, in each lesson and be focused on extending and enriching their learning to maximise their individual growth and attainment.

Our staff need to professionally collaborate to continually improve their own learning to ensure as a team we maximise the opportunities for all of our students.

Continually working to improving our partnerships with local education, industry and community partners, we explore opportunities that will further support our student achieve their goals.

Our school community is currently exploring a new motto that more effectively captures our inclusive multicultural community and represents the work of learning we undertake collectively to build capacity of each student, each member of staff and our wider community.

School context

Queanbeyan High School is a proudly multicultural comprehensive high school with students from 43 different nationalities. 23% of students have English as an additional language or dialect. 14% of our students are Aboriginal or Torres Strait Islander. Our student enrolments have increased steadily over recent years to 600 students.

Students with significant additional learning needs are supported within our 8 Support classes. We have established a coordinated Learning and Support team of specialist staff to support mainstream students across all years.

A genuine focus on supporting student's wellbeing and belonging has resulted in structural frameworks to gain feedback around learning, recreational environments, uniform, extracurricular offerings and teaching and learning.

Student belonging is supported through a range of extracurricular programs and whole school community events. Student leaders have genuine voice in decision making around a range of programs and varied leadership opportunities.

Our work centres around closing the gaps in student learning outcomes for our Aboriginal, EaLD and low Socioeconomic background students through strategic focus on Learning, Teaching and Leading informed by data and research.

Our staff team are learners committed to ongoing improvement of our professional practice in the classroom. Professional observations group work through problems of practice focussing on improving the capacity of staff to work collaboratively to build shared efficacy across the school, in each classroom, in each lesson.

Our staff work with students, parents and community organisations to support proactive pathways beyond formal school to work, training and further education with Industry groups, local universities, Jobstart initiatives and employers.

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement through evidenced based practice and effective monitoring

Improvement measures

Target year: 2022

Premiers Priority: Increase the percentage of students in the Top 2 Bands of NAPLAN Reading to 10.9 %

Target year: 2022

Premiers Priority: Increase the percentage of students in the Top 2 Bands of NAPLAN Numeracy to 13.5%

Target year: 2023

HSC Achievement: HSC course results in the top three bands increase to 36.5%.

Target year: 2023

NAPLAN Target Literacy -Increase the % of students achieving expected growth in reading to 62.9%

Target year: 2023

NAPLAN Target Numeracy -Increase the % of students achieving expected growth in Numeracy to 64.7%

Target year: 2023

NAPLAN - student growth for Aboriginal students is at minimum equivalent to the progress of all students in the school.

Target year: 2023

Aboriginal Student HSC Attainment: Increase in the percentage of Aboriginal Students attaining the HSC whilst maintaining their cultural identity from 2020 baseline.

Target year: 2024

Initiatives

Clarify purpose and align systems within faculties and the whole school that articulate data informed practices and effect measurable improvements in student learning as measured by growth and attainment.

- Schoolwide procedures established to effectively use data to inform school teaching / learning operations of planning, evaluating and modifying class, faculty and school programs
- Literacy and Numeracy - Planning for teaching and learning is informed by data analysis and best practice as outlined in research, professional teaching standards and Quality Teaching Framework to improve students access to curriculum, exit opportunities and credentials

Explicit Quality Teaching: Explicit teaching is the main teaching used in the school with clear learning intentions and success criteria routinely scaffolding learning across all courses and stages of learning.

- Schoolwide policy and procedures for Programming of and delivery of classroom teaching are aligned to Quality Teaching Framework, What Works Best and Professional Teaching Standards.
- Schoolwide policy and procedures for feedback to teachers about teaching and assessment are used to evaluate and adjust teaching and assessment programs within every faculty and class

Success criteria for this strategic direction

- **Effective classroom practice in every classroom:** a whole school approach to evaluating learning with consistent teacher judgement against the professional teaching standards combined with evidence based best practice statements informs changes in teaching with each teacher, each faculty.
- **Assessment:** a whole school assessment strategy consistent with best practices and supported by moderated Consistent teacher judgement
- **Literacy and Numeracy focus:** a whole school approach supports teachers to explicitly teach Literacy and Numeracy across all courses to ensure that all students meet minimum standards for the attainment of the HSC.
- **School resources:** Time and Technology are effectively used as tools to support and enhance teaching and learning

Data Skills and use:

All staff contribute to gathering and analysing data. Data is used collaboratively to inform planning, identify interventions and modify teaching practices to suit specific courses and student needs

Evaluation plan for this strategic direction

Questions used to evaluate the effectiveness of the initiatives:

To what extent has explicit teaching and effective feedback lifted student growth and attainment?

To what extent has technology effectively supported teaching and learning?

To what extent has data-informed practice in teaching and learning positively impacted student growth and attainment?

Data sources used to measure effectiveness of the initiatives:

- HSC and NAPLAN data

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN Target Literacy -Increase the % of students achieving expected growth in reading to 64.3%

Target year: 2024

NAPLAN Target Numeracy -Increase the % of students achieving expected growth in Numeracy to 67.5%

Target year: 2024

NAPLAN - student growth for Aboriginal students is at minimum equivalent to the progress of all students in the school.

Target year: 2024

Increase the percentage of students attaining the HSC from the school's 2020 Baseline date.

Target year: 2024

Increase the percentage of Aboriginal students attaining the HSC from the school's 2020 Baseline date.

Target year: 2024

HSC Achievement: HSC course results in the top three bands increase to 42.2%.

Evaluation plan for this strategic direction

- Best Start, ACER PAT, course grades
- Teaching programs
- Classroom observations
- Student feedback - voice/ exit tickets
- Student work samples

Ongoing data will cyclically inform future shifts in planning and practice

Strategic Direction 2: Engaged, Connected Community

Purpose

To provide a culturally safe environment where students feel engaged and connected in learning through high expectations relationships and evidence-based strategies.

Improvement measures

Target year: 2022

Attendance: Increase the proportion of students with school attendance over 90% of the time or more with an increase of 60.1% to the school's lower bound system-negotiated target being achieved.

Target year: 2022

Wellbeing: proportion of students reporting expectations for success, Advocacy, and Sense of Belonging at school has increased to 63.7%

Target year: 2023

Attendance: Increase the proportion of students with school attendance over 90% of the time or more with an increase of 61.7% to the school's lower bound system-negotiated target being achieved

Target year: 2023

Wellbeing: proportion of students reporting expectations for success, Advocacy, and Sense of Belonging at school has increased to 64.9%

Target year: 2024

Attendance: Increase the proportion of students with school attendance over 90% of the time or more with an increase of 63.4 % to the school's lower bound system-negotiated target being achieved

Target year: 2024

Wellbeing: proportion of students reporting expectations for success, Advocacy, and Sense of Belonging at school has increased to 66.0%

Initiatives

Whole School community focus on Students Engagement: readiness, participation and high expectation relationships to maximise students learning

- Attendance is accurately monitored and data is used to inform whole school and personalised attendance plans to reduce the impact non- attendance on student outcomes
- Community Engagement: quality communication and collaboration around the importance of attendance and engagement in learning and the need for combined efforts to support our students.
- Consistent school wide approach to calmer classroom management supports student engagement and personal responsibility for learning maximising opportunity for student learning and outcomes.

Build the capacity of staff, students and our community to support further development of growth mindset, inclusiveness, cultural identity and respect, where all students identify they feel known, valued and cared for.

- Cultural identity and aspirations of students and their families are known and inform learning where progress is acknowledged and celebrated
- A range of wellbeing and extracurricular opportunities provide choice for students to build positive engagement with peers in different contexts (leadership, sporting, cultural, enrichment and extension)

Success criteria for this strategic direction

- **Planned approach to attendance:** staff, students and the community recognises the importance of student attendance as fundamental to student outcomes and post school opportunities.
- **Consistent, calm and positive behaviour for learning:** behaviour expectations are explicit, consistently managed and supported by students, staff and parents and recognised as essential for each student to achieve their personal best outcomes
- **Engagement:** Students will be engaged with well-planned and relevant learning experiences
- **Cultural safety:** Aboriginal students will confidently express their knowledge of culture and feel supported progressing to achieve quality educational outcomes.

Evaluation plan for this strategic direction

Questions used to evaluate the effectiveness of the initiatives:

To what extent has communication with families and carers supported positive student engagement and improvements in attendance and learning?

Is information to support learning accessible in location and in language for all families?

To what extent do students identify cultural safety, belonging and agency?

To what extent have students engage positively in learning as identified through changes in behaviour management?

The school will use the following data sources to continue to monitor the effectiveness of these initiatives.

- Parent satisfaction surveys
- Staff satisfaction surveys

Evaluation plan for this strategic direction

- Student satisfaction surveys, student voice (TTFM)
- Wellbeing data (SENTRAL)

Attendance

Strategic Direction 3: Collaborate to build capacity

Purpose

Build capacity of teachers to effectively engage in collaborative professional communities to enhance personal and collective practice and efficacy.

Improvement measures

Target year: 2022

All staff have Performance Development plans that articulate a clear plan for professional growth each year and are able to demonstrate impact

Target year: 2022

All staff have demonstrated a commitment to professional learning that spans all professional teaching standards.

Target year: 2023

All new staff participate in a comprehensive induction program which establish high expectations for teaching at Queanbeyan High School.

Target year: 2023

Staff increasingly accept professional responsibility to build the capacity of practice teachers from our partner universities through training as practice mentors and genuine focus on quality teaching frameworks and the professional teaching standards.

Initiatives

High Impact Teaching and learning strategies are researched, trialed and embedded through Collaborative learning groups enhancing collective efficacy across all faculties and in every classroom.

- 3 Rivers for Learning - a team of staff participate in research-based learning to implement consistent supports to build collective efficacy in professional collaboration in teaching staff
- Professional Collaboration groups operate in cycles of inquiry around group identified problems of practice
- Teacher led professional learning workshops designed to meet the needs of the school strategic plan and priorities identified through staff performance development plans, faculty data analysis and Department of Education Priorities

Collaboration Between and beyond schools with partners in education, industry and community organisations.

- Work within and between schools and with additional educational partners to build consistent teacher judgement to enhance teacher performance across specific areas of the school's curriculum and groups.
- Continue to foster strong partnerships with industry to build strong post school destination supports for students and to enrich current curriculum
- Continue to work with outside agencies to support the wellbeing of students and their families.

Success criteria for this strategic direction

A planned approach to collaboration: staff recognises that deprivatised collaborative practice enhances teacher effectiveness that can be identified through improved student outcomes.

Comprehensive professional learning evidence supporting accreditation covers all teaching standards effectively and a system that monitors and maps this information.

Well documented, visible and accessible induction program for all new staff.

Behaviour expectations are explicitly consistently and supportively applied across the school, and positive respectful relationships are evident among teachers and students.

Practice teachers and interns: staff recognise the importance of supporting future teachers and practice teachers acknowledge quality support provided by Queanbeyan high School Teachers.

Evaluation plan for this strategic direction

Questions used to evaluate the effectiveness of the initiatives:

Do Performance Development plans within faculties and across the school reflect the school strategic plan, and if so to what extent?

To what extent has a focus on Professional teaching standards reframed performance development plans and professional learning for individual teachers and across the school.

To what extent do students identify a shift in how teachers deliver learning, assessment and feedback?

To what extent have new staff found the induction program supported their understanding of the high expectations around teaching and learning, duty of care with respect to maintaining a positive learning

Strategic Direction 3: Collaborate to build capacity

Evaluation plan for this strategic direction

environment?

How effective are our teacher practice support programs in relation to the mentors and practice teachers?

The school will use the following data sources to regularly evaluate the effectiveness of the initiatives:

Reciprocal teacher observations, Instructional rounds

PDP summaries, Staff satisfaction surveys, What Works Best tool,

SEF Self-assessment