

Strategic Improvement Plan 2021-2024

Hunter River High School 8219



School vision and context

School vision statement

To be the leading learning community, where educational and personal growth empowers students to excel.

School context

Hunter River High School is a comprehensive secondary school with a Support Unit of eight classes. The school funds an additional two support classes for students requiring further support. The student enrolment of 970 students has gradually increased in recent years. Our school community has 20% of students whom identify as Aboriginal and/or Torres Strait Islander. Our school is located on Worimi land, close to the Hunter River at Heatherbrae, south of Raymond Terrace.

The school's staffing entitlement in 2021 is 72 teaching staff and 22 non-teaching staff. The school also employs a Business Manager, Deputy Principal and Head Teacher Administration from school funds. Our executive staff comprises a combination of experienced and recently appointed members. 20% of our staff are in their early career as teachers. There is a 15% turnover of staff each year.

'Quality Relationships - Quality Learning' is the motto that underpins our community's belief that quality educational outcomes are achieved when all partners in the educational process work collaboratively in a supportive, harmonious environment. Through a culture of connectedness and embedded Positive Behaviour for Learning (PBL) values of Harmony, Respect, Honesty and Success, the school provides a learning environment that aims to give each student the opportunity to reach their highest potential. Mentoring, positive attendance strategies and restorative practice underpin student wellbeing.

The school enjoys the support of its Aboriginal and/or Torres Strait Islander community and we have fostered strong partnerships with the AECG, universities, cultural institutions, businesses and community groups. Students represent the school across the region in the performing arts and a wide range of sporting activities, with both state and regional representation.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

There will also be a focus on explicit teaching, formative assessment, feedback and Our Ways of Aboriginal Pedagogy. Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Hunter River High School offers an innovative curriculum that includes a full academic load plus locally significant programs, including a wide range of nationally accredited Vocational Education and Training opportunities. Hunter River High School is a P-TECH (Pathways in Technology) with strong industry partnerships with Varley Group, BAE Systems,

School vision and context

School vision statement

School context

Ampcontrol, Tomago Aluminium, Regional Development Australia, University of Newcastle, TAFE, Westrac and Komatsu.

Strategic Direction 1: Student growth and attainment

Purpose

In order to guarantee students are challenged to reach their potential, we will ensure excellence is achieved by building the foundations for academic success. Our staff will ensure data driven teaching practices are responsive to the learning needs of individual students and refine their practice through targeted professional development.

Improvement measures

Target year: 2024

100% of eligible students on a HSC pathway will achieve HSC Minimum Standards in reading, writing and numeracy.

Target year: 2024

All teaching programs will demonstrate explicit teaching of literacy and numeracy.

Target year: 2024

Results for Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school.

Target year: 2023

NAPLAN Top 2

Improvement in the percentage of students achieving NAPLAN results in the top 2 bands to be above the school's lower bound system-negotiated target in reading and numeracy. For reading this is equivalent to an increase of 1.5%pa and for numeracy an increase of 1.4%pa.

Target year: 2023

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated targets. For reading this is equivalent to an increase of 3%pa and for numeracy an increase of 0.6%pa.

Initiatives

Explicit teaching of literacy and numeracy

Build upon a skills-based curriculum through a systematic and sequenced approach to the explicit teaching of literacy and numeracy.

- Embed the use of research-based literacy and numeracy strategies into all teaching programs.
- Refine explicit teaching through adopting reflective practices in writing.
- Develop and implement student reflective practices in self-assessment.
- Analyse Best Start, Check-in assessment, NAPLAN and HSC Minimum Standards to identify target areas.

Personalised learning

Embed a learning culture that enables students to access targeted programs to meet learning outcomes.

- Use differentiation adjustments and strategies to cater for individualised students' needs.
- Evaluate programs and practices to analyse student growth and achievement data.
- Refine targeted programs for Aboriginal students that are supported by community partnerships.
- Adopt Literacy and Numeracy Learning Progressions to support student goal setting, including the monitoring of student growth.
- Embed initiatives in targeting digital literacy strategies.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Evaluation plan for this strategic direction

Question: What has been the impact of using evidence-based explicit teaching strategies to improve student outcomes? Do teachers monitor student progressions and set targets?

Data: External student performance measures (NAPLAN, Best Start, Check-in assessment), internal student

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

NAPLAN Expected Growth:

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading and numeracy. For reading this is equivalent to an increase of 2.5%pa and for numeracy an increase of 1.25%pa.

Target year: 2024

The Spotlight Program has an increase of 50% participants.

Increased proportion of HPGE class participation in external competitions within the four HPGE domains.

Evaluation plan for this strategic direction

performance measures (Literacy and Numeracy Progressions, student participation in HPGE), teaching programs, student work samples and community engagement.

Analysis: Regular review of data sources to provide clarity around whether activities are on track for achieving the intended improvement measures.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 2: Culture of connectedness

Purpose

In order to create a culture of harmony, respect, honesty and success we will actively connect students to their learning through positive and respectful relationships. We will further embed individualised support to develop confident self-regulated learners with the skills to thrive in their future pathways.

Improvement measures

Target year: 2023

Increase the proportion of students attending more than 90% of the time to be above the school's lower bound system- negotiated target. This equates to an average annual increase of 6.3%.

Target year: 2024

100% of Stage 6 students have individualised transition plans outlining student aspirations and an action plan for success.

Target year: 2024

Increasing inclusion in P-TECH and consolidating industry partnerships. A student participation increase of 5%pa.

Target year: 2024

Connect PBL practices with school wide programs and initiatives, consistent approach to programming and feedback.

Target year: 2024

100% of staff implementing Restorative Practices.

Target year: 2024

Improvement in the Wellbeing score from the student TTFM to be above the school's lower bound system-negotiated target. This equates to an average annual increase of 2%.

Initiatives

High Expectations Relationships

Foster a connection between home and school to promote strong student-teacher relationships.

- Foster regular attendance by establishing a positive and welcoming school culture for all students by establishing an Attendance Team
- Improve student engagement through meaningful careers education at key transition points
- Strengthen and expand the Pathways through Technology Program (P-TECH) by targeting students identifying industry career pathways
- Review current Positive Behaviour for Learning practices to ensure optimum conditions for learning

Holistic School Practices

Create positive learning environments through adopting Restorative and Trauma Informed Practices to enable structured and supportive learning spaces.

- Staff actively engage in professional learning to respond to behaviour through an evidence-based paradigm
- Foster positive relationships through universal language to ensure consistent school wide practice

Community Connections

Actively connect through recognising the importance of developing and shaping the character of our students through positive and respectful relationships.

- Engage in positive collaborative relationships with Aboriginal and Torres Strait Islander students, families and communities.
- Develop strong character traits for students through the implementation of a targeted mentoring program.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes where attendance data is regularly analysed and is used to inform planning.

Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school engages in strong collaborations between parents, students and the community to inform and support students' successful transitions.

Expectations of behaviour are developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, evidence-based research to foster a culture of connectedness?

Data: Attendance & retention rates, TTFM survey data, SENTRAL behaviour trends, P-TECH enrolments & pathways.

Strategic Direction 2: Culture of connectedness

Initiatives

- Establish targeted programs for students to experience a sense of belonging and connectedness that respects diversity and identity.
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Evaluation plan for this strategic direction

Analysis: Regular review of data source to provide clarity around whether activities are on track for achieving the intended improvement measures.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 3: Instructional excellence and leadership

Purpose

In order to embed a culture of collective efficacy where a shared vision of instructional excellence is prioritised, we will adapt, refine and implement evidence-based teaching practices to ensure continuous improvement.

Improvement measures

Target year: 2024

All teaching programs demonstrate high quality strategies and learning activities in explicit teaching, formative assessment, feedback and the Our Ways of Aboriginal Pedagogy.

Target year: 2024

Improvement in the percentage of HSC course results in top two bands, of 1.5%pa and top three bands, of 2.0%pa.

Target year: 2024

Decrease in N-Warning rates for Years 11-12 of 5% per year for the duration of the plan. Decrease in N-warning rates for Year 10 students of 5% from 2022-2024.

Target year: 2024

An increase of 2%pa of Aboriginal and/or Torres Strait Islander students attaining the HSC after the commencement of the Preliminary course.

Target year: 2024

Increase in the range of staff sharing practice/expertise at in-school PL sessions.

Target year: 2024

100% of teachers reporting that the school develops a PL Matrix that contributes to their achievement of their PDP goals.

Target year: 2024

Initiatives

Highly effective teaching practices

Improve effective classroom practice through a focus on key themes in What Works Best and Our Ways of Aboriginal Pedagogy.

Driving excellence in the HSC

Improve HSC results through the use of ALARM, robust RAP analysis procedures, HSC/collegial marking and metacognition reflection activities.

- ALARM is the consistent writing scaffold
- The RAP analysis package is utilised by all staff to drive continuous improvement in Stage 6 course delivery and HSC results
- Stage 6 collegial marking within faculties and across schools will be strengthened to support improved HSC results
- Metacognition reflection activities in Stage 6 allow students to identify where they can improve and how they can make these improvements

Our professional learning community

Staff share a vision for the improvement of our school and understand how their own professional development contributes to this. Staff value professional learning and its contribution to achieving their PDP goals. In addition, staff and faculties value their collective contribution to the SIP in meeting its targets.

- A PL Matrix informed by the SIP, Faculty Plans and the PDPs of staff with content delivered by a range of staff at various stages of their career
- Quality Teaching Rounds and Additional Project Days
- Quality Professional Learning opportunities

Success criteria for this strategic direction

Progress and achievement of our HSC Aboriginal and Torres Strait Islander students is equivalent to or greater than the progress and achievement of all students in their cohort.

Teachers collaborate to share curriculum knowledge, identified best practice and data to support in the continuous improvement of teaching and learning.

All staff share a common belief that our students can achieve to a high potential and that improvements in teaching practice can ensure this potential is met.

Staff value the RAP analysis package and use this effectively to inform future improved practice.

Scout HSC data trending towards and meeting or exceeding identified targets.

Staff value the PDP process and the school's support in ensuring they are meeting their goals.

Evaluation plan for this strategic direction

Questions:

Do lessons and teaching and learning programs have explicit teaching, formative assessment, feedback strategies and Our Ways of Aboriginal Pedagogy embedded?

Are students more engaged in their learning?

Are staff collaborating in faculties, across faculties and across schools?

Do staff volunteer to share at staff meetings?

Do faculty plans reflect a commitment to SD3 - Instructional Excellence and Leadership?

Data:

Strategic Direction 3: Instructional excellence and leadership

Improvement measures

Staff TTFM survey data in the areas of collaboration, data informs practice, learning culture, quality feedback and teaching strategies to be on average 0.2 points above NSW Govt norms.

Target year: 2024

Staff TTFM survey data in the area of leadership to be 0.2 points above NSW Govt norm.

Evaluation plan for this strategic direction

Staff surveys

TTFM surveys

Student surveys

Sentral data (N-warning rates)

RAP and Scout HSC data

Faculty support meeting feedback

Lesson Observations

Analysis:

Regular review of data sources to provide clarity around whether activities are on track for achieving the intended improvement measures.

Implications:

The findings of the analysis will inform future actions.