

Strategic Improvement Plan 2021-2025

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 who 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 has 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) school with strong industry partnerships with Varley Group, BAE Systems,

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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

Explicit Teaching

Achieve by year: 2025

All teaching programs across all KLAs will demonstrate explicit teaching of literacy through a lens of Tier 2 vocabulary, language structures and general capabilities inherent in numeracy.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

NAPLAN Expected Growth:

Improvement in the percentage of students achieving expected growth. For numeracy an increase of 1.25%pa from 2022 data.

Check-in progression Literacy

Achieve by year: 2025

There is an uplift in cohort % correct in literacy of 2% from Year 7 and 8 cohorts 2024 tracked across to 2025.

Check-In progression numeracy

Achieve by year: 2025

There is an uplift in cohort % correct in literacy of 3% from Year 7 and 8 cohorts 2024 tracked across to 2025.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase % of students achieving expected growth in reading. For reading this is equivalent to an increase of 2.5% p.a. from 2022 data.

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.
- Evidence-informed literacy and numeracy strategies that staff regularly assess and analyse to inform next steps in teaching and learning.
- 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:

How has evidence-based targeted professional learning and the implementation of explicit teaching strategies improved student literacy and numeracy outcomes?

How has the implementation of personalised learning through LOFT intervention strengthened students literacy and numeracy?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

How has data informed collective decisions about student performance and continuous improvement?

How has the explicit teaching of digital literacy enabled students to access a broad curriculum?

Data:

We evaluate a combination of data sources. These will include:

- External student performance measures (NAPLAN, Best Start, Check-in Assessments, HSC RAP, Minimum Standards and SCOUT analysis)
- Internal student assessment results (formative and summative)
- Qualitative evidence of student improvement
- Staff feedback via survey evaluations regarding effectiveness of high impact contextualised professional learning and utilisation of the Faculty Improvement Plan (FIP) process
- Parent/carer and student survey evaluations (including Tell Them From Me) regarding effectiveness of whole school strategies and support mechanisms to support learning progress
- Student work samples
- Coaching and mentoring documentation (including observations and practice)
- School Excellence Framework Self-Assessment (SEF S-aS)
- External Validation (2023)

Analysis:

Rigorous analysis of the above data will be conducted to determine the extent to which progress measures have been achieved.

Implications:

Practices and progress will be reviewed and refined

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

continually to provide a comprehensive evaluation of impact.

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

Attendance (>90%)

Achieve by 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% on 2022 data.

Clear post school pathways

Achieve by year: 2025

Increase the percentage of Stage 6 students attaining clear post-school pathways.

Successful transition pathways through P-TECH

Achieve by year: 2025

Increasing inclusion in P-TECH and consolidating industry partnerships. A student increase of 5% pa into successful transition pathways.

SEF Wellbeing targets

Achieve by year: 2025

All elements within the wellbeing elements under the learning domain are rated at excelling based on the SEF criteria.

Wellbeing

Achieve by year: 2023

Improvement in the Wellbeing score from the student TTFM to be above the school's lower bound system-negotiated target of 65.4%. This equates to an average annual increase of 2%.

Initiatives

High Expectation 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 at key transition points to ignite aspirational goals.
- Strengthen and expand the Pathways through Technology Program (P-TECH) by targeting students identifying industry career pathways.

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 evidence-based professional learning to implement explicit, consistent and supportive responses to behaviour.

Community Connections

Value and develop effective partnerships that enable a positive environment where all students thrive through positive and respectful relationships.

- Engage in positive collaborative relationships with the wider school community including, Aboriginal and Torres Strait Islander students, families and communities.
- Develop positive partnerships with all students through the implementation of a targeted mentoring program.
- Establish targeted programs for students to experience a sense of belonging and connectedness that respects diversity and identity.

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, mentoring and engagement to support learning.

The school is organised so that all students have regular mentoring opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill 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:

How has collaborative relationships and systematic supportive programs resulted in improved student engagement and attendance?

How has a focus on educational opportunities at key transition points resulted in student engagement and

Evaluation plan for this strategic direction

connectedness?

How has a focused school wide approach to wellbeing and mentoring ensured optimum conditions for student learning across the school?

How has a reinvigoration of Student Active Voice resulted in increased student agency and sense of belonging?

Data:

We evaluate a combination of data sources. These will include:

- Student attendance data (Sentral and Scout)
- Student feedback and surveys, including Tell Them From Me
- Parent/carer feedback and surveys, including Tell Them From Me
- Qualitative data gathered and analysed by the Attendance Taskforce including regular feedback from staff
- Positive behaviour referral data (via Positive Behaviour for Learning team evaluations)
- Negative behaviour referral and suspension data (via Positive Behaviour for Learning team evaluations)
- Learning Support Team data
- School Excellence Framework Self-Assessment (SEF S-aS)
- External Validation

Analysis:

Rigorous analysis of the above data will be conducted to determine the extent to which progress measures have been achieved.

Implications:

Practices and progress will be reviewed and refined continually to provide a comprehensive evaluation of impact.

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

Effective Classroom Practice

Achieve by year: 2025

All elements within effective classroom practice under the teaching domain are maintained at excelling based on the SEF criteria.

HSC achievement - top 2 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in top two bands, to 14.7% an increase of 1.5%pa on 2022 results.

ATSI students at or above their cohort.

HSC achievement - top 3 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in the top 3 bands to 51.5% an improvement of 2% on 2022 results.

ATSI students at or above their cohort.

N-warning rates

Achieve by year: 2025

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.

Aboriginal student HSC attainment

Achieve by year: 2023

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

Initiatives

Our professional learning community

Systematic engagement with targeted learning to enhance professional growth that empowers students to excel.

- A Professional Learning Matrix is developed to support the objectives of the SIP, Faculty Plans and staff PDPs.
- Learning Walks and Talks are implemented to engage in ongoing professional dialogue and reflective practices.

Highly effective teaching practices

Improve effective classroom practice through a focus on key themes in What Works Best: explicit teaching, feedback, formative assessment and quality assessment practices.

- Embedding effective evidence-based teaching methods to optimise learning progress for all students.
- Develop and implement student reflective practices in self-assessment.
- Whole school alignment of quality assessment practices to ensure changes in teaching that lead to measurable improvement.

Driving excellence in the HSC

Strategic case management of Stage 6 students to develop a high expectations culture that supports individual learning needs.

- Research-informed writing scaffolds are utilised as consistent learning teacher practice to improve student capacity to address the written requirements of the HSC.
- The RAP analysis package is utilised by all staff to drive continuous improvement and reflective

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 engage in professional dialogue, collaboration, classroom observation and modelling of evidence-based explicit teaching practices to ensure the provision of specific and feedback that enhances student learning outcomes and demonstrates continuous growth.

School demonstrates a case management high performance culture with a clear focus on student progress and achievement within Stage 6.

The leadership team maintains a focus on distributed instructional leadership to develop professional practice that ensures every student makes measurable learning progress.

Evaluation plan for this strategic direction

Questions:

What has been the impact of highly effective teaching practices on student outcomes?

How has targeted mentoring and case management increased student engagement and attainment to future pathways?

How has the professional learning matrix supported teacher reflection and improvement?

Data:

We evaluate a combination of data sources. These will include:

- External student performance measures (NAPLAN, Best Start, Check-in Assessments, HSC RAP, Minimum Standards and SCOUT analysis)
- Internal student assessment results (formative and

Strategic Direction 3: Instructional excellence and leadership

Improvement measures

commencement of the Preliminary course from 2022 data.

Staff Culture

Achieve by year: 2025

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.

TTFM Leadership

Achieve by year: 2025

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

HSC Minimum Standards

Achieve by year: 2025

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

SEF Educational Leadership

Achieve by year: 2025

All elements with the educational leadership elements under the leading domain are rated at excelling based on the SEF criteria.

Initiatives

practices in Stage 6 course delivery.

- Metacognition reflection activities in Stage 6 allow students to identify where they can improve and how they can make these improvements.

Evaluation plan for this strategic direction

summative)

- Qualitative evidence of student improvement
- Staff feedback via survey evaluations regarding effectiveness of high impact contextualised professional learning and utilisation of the Faculty Improvement Plan (FIP) process
- Parent/carers and student survey evaluations (including Tell Them From Me) regarding effectiveness of whole school strategies and support mechanisms to support learning progress
- Student work samples
- Coaching and mentoring documentation (including observations and practice)
- School Excellence Framework Self-Assessment (SEF S-aS)
- Learning Walks and Talks data collation
- Professional Learning matrix
- Staff PDP Professional Learning Snapshot
- Sentral personalised plan data (SLAPs)
- Attendance data for parent workshops
- Atomi student access data
- External Validation (2023)

Analysis:

Rigorous analysis of the above data will be conducted to determine the extent to which progress measures have been achieved.

Implications:

Practices and progress will be reviewed and refined continually to provide a comprehensive evaluation of impact.