

# Strategic Improvement Plan 2021-2024

## Bass High School 8223



# School vision and context

## School vision statement

At Bass High School, we foster a culture of high expectations and we create an optimal learning environment where students aspire to be the best version of themselves through our motto, tibi confidas. We are committed to delivering excellence through evidence-based quality learning experiences for all students in a safe, supportive, orderly and respectful school environment. The wellbeing of students and staff underpins this vision of excellence.

As teachers and support staff, we are committed to building our professional expertise, skills and knowledge to enable students to excel in a changing world. As a leadership team, we strive for continuous improvement. Educators at Bass High School partner with parents and the community to maximise educational outcomes for students, ensuring they graduate as productive members of the community, ready for a world beyond school.

## School context

Bass High School is a co-educational 7-12 school of 575 students projected enrolment in 2021 with a FOEI of 167. A Support Unit provides programs for 50 students with autism, mild and moderate intellectual disabilities in 2021. The school serves a diverse student population with 79% from a non-English speaking background, 200+ students speaking Arabic as their home language. At Bass High School, 27 Aboriginal and Torres Strait Islander students are currently enrolled.

Equity funding targets school improvement and innovation supporting teachers to collaborate and share quality practice. Our teaching staff has a strong commitment to improving student learning and engagement through quality teaching, wellbeing, professional learning and a focus on literacy and numeracy. From our situational analysis we have identified student growth and attainment, high expectations learning environment and quality teaching as the school's strategic directions.

Our students value a range of learning experiences from the academic to the arts and sport. Many students excel at high levels in these areas, and participation in rugby league and other sports clubs is integral to many of our students' school experience. A broad curriculum offers traditional subjects as well as a range of vocational courses including hospitality, construction and sports subjects. Students have opportunities for leadership through the SRC and school captain roles.

Individualised support is offered to students through the school's Senior Learning Centre, Targeted Learning Program and the Homework Centre which provide extension, learning support, study programs and vocational support. The Learning and Support team facilitate important learning opportunities for students across the curriculum. The Welfare team supports students at each stage of their development through a range of programs and practices that enhance student wellbeing.

The school's Ready to Learn (R2L) initiative is a whole school priority that focuses on visible learning in the classroom, explicit teaching and modelling of positive behaviour.

Parents, carers and a vibrant and diverse community play a valued role in the life of the school supported by the Parents and Citizens' Association and the Community Engagement Officer role. We form authentic partnerships with local community organisations like businesses and universities. This plan was devised in conjunction with the community through a consultation process.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure all students have a strong foundation in literacy and numeracy, deep content knowledge, and confidence in their ability to learn and adapt through best data informed practice by teachers.

## Improvement measures

### Target year: 2022

Uplift of 5.7% of students achieving in top 2 bands in NAPLAN Reading.

### Target year: 2023

Increase the percentage of Aboriginal students completing study for the HSC, whilst maintaining their cultural identity, to support the achievement of the system negotiated target for the Chipping Norton Principals Network.

### Target year: 2022

Uplift of 5.3% of students achieving in the top three bands in the HSC.

### Target year: 2023

Uplift of 7% in student achievement in student growth in NAPLAN Reading.

### Target year: 2022

Uplift of 5.6% students achieving in the top two bands in NAPLAN in Numeracy.

### Target year: 2023

Uplift of 6.6% student growth in NAPLAN growth in Numeracy

## Initiatives

### A focus on Literacy and Numeracy through data informed planning and teaching

#### 1.1.1

Development of whole school systems and processes to monitor learning progress in literacy and numeracy across the school

#### 1.1.2

Collection, collation and analysis of targeted and relevant literacy and numeracy data.

#### 1.1.3

Build the capacity of staff across the school to understand and engage with relevant, targeted literacy and numeracy data.

#### 1.1.4

Building capacity across the school to use literacy and numeracy data in lesson programming

#### 1.1.5

Building all teachers capacity to ensure targeted literacy and numeracy data is used in teaching.

### Improving academic results through enhanced content knowledge and data informed planning and teaching

#### 1.2.1

Build a comprehensive approach to collecting diagnostic (baseline) data sets for stage 6 students.

#### 1.2.2

Provide targeted support in literacy and numeracy for specific groups of identified students to improve HSC results

## Success criteria for this strategic direction

The school analyses summative assessment data.

Staff identify learning progress of individual students and student cohorts.

Teachers use summative data to identify student learning and validate formative assessment practices.

Teachers share criteria for student assessment with students.

Formative and summative assessments create opportunities for students to receive feedback on their learning.

There is a clear and consistent whole school system in place that monitors learning progress in literacy and numeracy.

All teachers have a sound understanding of student assessment and data concepts.

Staff analyse, interpret and extrapolate data and they collaboratively use this to inform planning.

Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill.

## Evaluation plan for this strategic direction

To what extent have we built strong foundations in literacy and Numeracy through enhancing deep content knowledge?

To what extent have we built strong foundations in literacy and numeracy in adapting practice through enhanced data informed practices?

# Strategic Direction 1: Student growth and attainment

## Initiatives

1.2.3

Analysis of existing HSC data to identify targeted areas to use for planning and teaching for current and future HSC students.

1.2.4

Enhance teacher understanding and application of knowledge in relevant deep content area.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Year 7 & 9 NAPLAN Data
- Year 7 Best Start
- Year 9 Check In Data
- Year 7 - 9 NSW Equity Consortium Data
- Literacy and Numeracy Progressions (PLAN2)
- HSC Minimum Standards
- HSC results and data
- Internal Data

Analysis of the above data will take on this process:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

## Strategic Direction 2: Creating an optimal learning environment within a high expectations culture

### Purpose

Our purpose is to promote a high expectations culture through an optimal learning environment that fosters the social, emotional and academic development of all students. Every student is engaged and challenged to contribute as productive members of the community.

### Improvement measures

#### Target year: 2022

Uplift of 6.6% of students attending greater than 90% of the time.

#### Target year: 2022

Uplift of 3.6% of students demonstrating positive wellbeing.

#### Target year: 2024

Internal measures indicate increased percentage of students demonstrating positive wellbeing strategies throughout the school.

### Initiatives

#### Enhance classroom management and student behaviour to improve learning, wellbeing and attendance.

##### 2.1.1

Create alternative support pathways and programs for students with low engagement levels.

##### 2.1.2

Improve the physical learning environments to enhance learning opportunities and outcomes.

##### 2.1.3

Further develop our systematic and personalised attendance improvement strategies for identified student groups.

#### Building student's ability to take active responsibility for their own learning and life (agency).

##### 2.2.1

Implementation of the Ready2Learn program across all classes to improve student capacity.

##### 2.2.2

Transition to learn team to coordinate and facilitate community partnerships and opportunities that enable students to authentically and meaningfully engage and participate in the community.

##### 2.2.3

Provide targeted, personalised approaches for identified groups of students that build their capacity to take responsibility for their own learning.

##### 2.2.4

### Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF).

All classrooms and other learning environments are well managed within a consistent, school-wide approach (SEF).

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (SEF).

Teachers, parents and the community are working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF).

Physical learning environments are positive spaces that are increasing the learning opportunities and outcomes for students.

The Ready2Learn program is implemented across the school and is improving students' capacity to improve personal responsibility in learning.

The number of community partnerships and opportunities that are in place for students to engage in the community has significantly increased.

There are targeted and personalised approaches in place that are enabling identified students to take responsibility for their own learning.

Leadership programs that build students' leadership capacity are in place.

### Evaluation plan for this strategic direction

Question/s

How has the improvement in classroom management, student behaviour and student agency improved our

# Strategic Direction 2: Creating an optimal learning environment within a high expectations culture

## Initiatives

Continue and create formal leadership programs and opportunities that build student leadership for all students.

## Evaluation plan for this strategic direction

results in attendance and wellbeing measures and targets?

Data

Sentral Attendance and Wellbeing Data

Sentral Suspension Data

Student Attendance Plans (AIPs)

TTFM Student Data Wellbeing

Education Conference Undertakings

HART referrals

Wellbeing Check Tool

Systems Negotiated Targets

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

Where do we go from here? Future directions and next steps

## Strategic Direction 3: Quality teaching practice

### Purpose

Our purpose is to promote quality teaching practices to ensure students can excel in their learning. This will occur through explicit, differentiated instructional teaching practices, use of student assessment and feedback to improve teaching and learning, and quality instructional leadership.

### Improvement measures

#### Target year: 2024

Improvement as measured through the School Excellence Framework demonstrates Curriculum (differentiation and teaching programs) in the learning domain as Excelling.

#### Target year: 2024

Improvement as measured through the School Excellence Framework demonstrates Effective Classroom Practice (feedback theme) in the teaching domain as Excelling.

#### Target year: 2024

Staff demonstrate increased confidence and understanding of the effectiveness of instructional leadership to improve student outcomes above 8.0 as measured through the TTFM annual survey.

#### Target year: 2024

An increase of over 50% of students report they are appropriately challenged in their learning.

### Initiatives

#### Enhancing effective instructional practice through differentiation, explicit teaching, feedback and assessment

##### 3.1.1

Development of evidence-based feedback and assessment protocols that are consistently applied across the school.

##### 3.1.2

Building the capacity of all staff and faculties to apply explicit teaching strategies consistently in every class, everyday.

##### 3.1.3

Creating and building the capacity and processes for differentiation practices to be applied in planning and teaching across the school.

#### Building effective instructional leadership of learning

##### 3.2.1

Build the capacity of all leaders across the school to support and build the capacity of their teams to implement quality teaching practices.

##### 3.2.2

Development of clear and consistent processes for leaders and line managers to support the professional growth and development of teachers.

##### 3.2.3

Implementation of clear whole school processes and practices to monitor and improve instructional strategies in classrooms.

### Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

All students are challenged and all adjustments lead to improved learning (SEF).

Teachers involve students and parents in planning to support learning, and share expected.

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..

Teacher identify effective methods that are promoted and modelled.

Students' learning improvement is monitored, demonstrating growth.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Every student makes measurable learning progress and the gaps in student achievement decrease.

All staff are engaging in professional learning in regards to explicit, differentiated teaching practices and application of this is evident in classroom practice.

All leaders across the school have built their capacity to support teachers to implement and improve quality teaching practices across the school.

The professional growth and development of all teachers is enhanced with instructional practices.

Clear whole school processes monitor and improve instructional strategies in every classroom.

## Strategic Direction 3: Quality teaching practice

### Evaluation plan for this strategic direction

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#### Questions:

To what extent has explicit, differentiated, instructional practice and leadership impacted student outcomes?

How has the leadership team supported staff in the implementation of Quality Teaching?

#### Data:

- Teacher programs and registration
- QTR observations and insights
- PL records and outcomes
- PDP's (Leaders and Teachers)
- Assessment feedback reports across all KLA's
- Engagement in student/parent teacher nights
- Assessment templates and samples of student feedback
- Student voice feedback

#### Analysis:

Analyse the data sets to ascertain the extent to which the purpose has been achieved.

#### Implication:

Where do we go from here?

Future directions and next steps.

How are QT practice improvements monitored and actioned for collegial improvement and teacher agency?