

Strategic Improvement Plan 2021-2024

Port Hacking High School 8230



School vision and context

School vision statement

Our vision is to create collaborative partnerships between all members of our school community, founded on respect and positive values, to build a culture of learning and high expectations for all.

School context

Port Hacking High School established in 1959 was the first comprehensive high school in the district and is today still one of the largest secondary co-educational comprehensive schools in the Sutherland Shire. Today, we have a population of 1198 students, consisting of 1171 mainstream students (7-12) and 27 special education students. Our Special Education facility contains three autism classes and one class for students with moderate intellectual disabilities.

The school has strong connections to its local community. We emphasise a balanced education for all students, with a focus on academic achievement along with extra-curricular opportunities in sport and the creative and performing arts. Our expert staff support all students to strive to achieve to their potential. The school produces well-rounded and respectful young men and women who have the knowledge, skills and values needed to shape their lives and contribute productively to 21st-century Australian society.

Port Hacking High School provides enrichment classes for high potential and gifted students, specialist support for literacy and numeracy, expert tuition in the performing arts, an outstanding student leadership program and higher quality wellbeing programs based around key values that support a range of student needs. The school's strategic directions focus on student growth and attainment, collaborative teaching and learning practices, and a positive culture of learning and wellbeing.

We have a strong community of schools and an excellent transition program with our four feeder primary schools (Yowie Bay, Miranda, Gymea North and Gymea Bay public schools) which encompasses both curriculum and wellbeing transition activities to support students moving into high school. Year Five enrichment programs are also provided to our local feeder primary schools by all KLA's within the school.

The school is supported by a proactive Parents and Citizens Association which meets monthly to support the school.

The school offers its students a wide range of extracurricular activities including a homework club two afternoons a week called 'Strive Hive' and a range of band, dance, drama, choir ensembles as well as debating and public speaking competitions. Private music tuition is also available on request to the schools talented musicians.

Port Hacking High School embeds an inclusive, comprehensive and visible education as our educational philosophy. We value fostering university links, school to work (VET) links with local TAFE's as well as business links with external agencies and the wider school community for the benefit of all our students.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan. Our focus is on high expectations, improved student learning, student engagement, teacher professional learning and leadership development and student and staff wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that our students grow and maximise their learning potential through consistently high expectations and explicit evidence-informed teaching. Our teachers will evaluate their practice and engage in quality professional dialogue and learning through professional learning communities as outlined in Strategic Direction 2. Teachers will reflectively adapt their pedagogy, using student assessment data to inform teaching, with a focus on high student engagement, quality assessment and feedback, and making learning visible.

Improvement measures

Target year: 2022

HSC Attainment:

- Improvement in the % of HSC course results in the top three bands to the lower bound target of 76.4% or above
- Improvement in the % of HSC course results in the top two bands to the lower bound target of 44.3% or above

NAPLAN:

- Improvement in % of students achieving in the top two bands in Year 9 reading to the lower bound target of 29.2% or above and in Year 9 numeracy to the lower bound target of 42.2% or above
- Improvement in the % of students achieving expected growth to be above the school's lower bound target in Year 9 reading of 68.6% and in Year 9 numeracy of 73.7%

Target year: 2024

School moves from Delivering to Sustaining & Growing in the following SEF element themes:

Formative Assessment

Initiatives

Visible Learning

Implementation of a whole school approach to visible learning with a specific focus on feedback, questioning, differentiation, high order thinking skills, and the analysis of data.

Targeted and ongoing staff professional learning to continually build teacher capacity to use data to inform their teaching practice and improve student achievement through visible learning

The development of learning dispositions that are targeted to the improved outcomes of students at PHHS.

The development of teachers as evaluators of their own practice, understanding their impact on student learning outcomes

Differentiation to support diverse student learning needs (including HPG students)

Literacy and Numeracy strategy embedded in visible learning:

Develop quality targeted and whole school visible learning numeracy intervention strategies to address and identify improvement measures.

School-wide implementation of consistent explicit writing strategies to address identified improvement measures including explicit modelled, guided and independent structures with a visible learning focus.

Implementation of a cross-curricular reading strategy with a visible learning focus, to explicitly teach reading strategies

Success criteria for this strategic direction

Teachers are skilled at explicit teaching and assessing to identify students' learning needs, and they use a range of explicit strategies to explain and break down knowledge.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to improve.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

We identify expected growth for each student. Students are aware of, and most are showing, expected growth on internal and external progress and achievement data. Our value-add trend is positive.

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

Evaluation plan for this strategic direction

Evaluation plan

Question:

What has been the impact of the 'visible learning' initiative on student progress, growth and attainment?

To what extent have we observed and documented our teachers using explicit teaching and quality pedagogy, assessment and feedback practices which improve student outcomes?

Strategic Direction 1: Student growth and attainment

Improvement measures

Student Engagement

Explicit Teaching

Differentiation

Feedback

School moves from Delivering to Excelling in the SEF element theme of Data Literacy.

TTFM student survey data indicates improved intellectual engagement from 33% in 2020 to above DoE norm (46%)

Evaluation plan for this strategic direction

To what extent are teachers analysing, interpreting and extrapolating data from student assessment to inform, plan and modify their practices?

Data:

External performance measures (NAPLAN, HSC), internal measures (literacy/numeracy/ formative/summative assessment), teaching programs, classroom observations, teacher PDPs, teacher evaluations / self-assessment / reflection, TTFM surveys, student learning goals

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved and the school improvement targets have been met.

Implications:

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

Strategic Direction 2: Leadership for collective teacher efficacy

Purpose

There is a need for the staff of Port Hacking High School to continue to develop a professional growth culture where teachers are committed to meaningful collaboration. Collective teacher efficacy is the collective belief of teachers in their ability to lead classroom learning to positively affect student learning outcomes. The collective efficacy of a school staff is strongly correlated with student achievement. Instructional leadership practices will be embedded across the school through innovative, evidence-informed and purposeful professional learning communities (PLCs). Our PLCs will facilitate the growth of our culture of collaboration, the identification and cultivation of school leaders, and a strong sense of teacher collective efficacy. All staff will engage in ongoing professional learning to continuously improve our evidence-informed leadership practices.

Improvement measures

Target year: 2024

Teacher TTFM data indicates:

- An increase in teachers completing the TTFM survey from <50% baseline in 2020 to >90%
- Improvement from 2020 baseline "Leadership" score to 7.5+/10 (indicates an average "Agree" score on Likert scale) - leaders observe teaching, provide feedback on teaching, help teachers improve teaching
- Improvement from 2020 baseline "Collaboration" score to 8.0+/10 (cross-curricular opportunities, teachers providing feedback to each other, sharing student learning goals, lesson plans and materials)

Target year: 2024

Post-PLC teacher surveys indicate an increased belief in teacher collective ability to positively affect student learning outcomes.

100% of teachers engage in visible learning observational and feedback rounds

Initiatives

School Leadership Development

The development of school leaders (executive and teacher leaders) through engagement with current research about effective leadership practices.

School leaders engage in professional dialogue around the key research about transformational and instructional leadership in order to plan, implement and evaluate school-wide professional learning related to assessment, differentiation, explicit teaching and data analysis to meet the targets of our School Improvement Plan.

Professional Learning Communities

The development of collective teacher efficacy by creating a growth culture of meaningful collaboration across the school through the formation of professional learning communities (PLCs). These PLCs are led by teacher leaders, with a focus on purposeful dialogue, consistent practice, observations, feedback, and evaluation to achieve Strategic Directions 1 and 3.

All teachers engage in learning to improve their practice and meet school targets through active participation in reflective professional learning communities.

PLCs are strategically structured to enable teachers to engage in cross-KLA spirals of inquiry with clear protocols (learning, applying, observing, providing/receiving feedback and evaluating) to develop the visible learning strategies of Strategic Direction 1 and to create the culture of learning and wellbeing of Strategic Direction 3

Success criteria for this strategic direction

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, modelling effective practice and the provision of specific and timely feedback between teachers, which drives ongoing, school-wide improvement in teaching practice / student results.

Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Teaching staff demonstrate and share their expertise within the school. We trial innovative practices and have processes in place to evaluate, refine and scale success.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-informed teaching and ongoing improvement so that every student makes measurable learning progress.

The leadership team establishes a professional learning community which supports a high performance culture, with a clear focus on student progress and achievement, and recognises teacher success.

Evaluation plan for this strategic direction

Question:

What has been the impact of establishing Professional Learning Communities (PLCs) on student performance and staff growth?

To what extent do teachers value professional dialogue and PL through PLCs?

What has been the impact of PLCs on leadership practice?

Data:

TTFM teacher, student, parent surveys, staff evaluation of PL, pre- and post-PLC surveys, observation data,

Strategic Direction 2: Leadership for collective teacher efficacy

Improvement measures

PLCs are led by teacher leaders who each have a mentor/coach from the executive.

Qualitative and quantitative observation and feedback data indicates continuous improvement in teaching practice.

Target year: 2024

Move from 'Sustaining and Growing' to 'Excelling' in the School Excellence Framework elements:

- Learning and Development (collaborative practice and feedback, coaching and mentoring, professional learning, expertise and innovation)
- Educational Leadership (instructional leadership, high expectations culture, performance management and development)

Evaluation plan for this strategic direction

teacher-teacher feedback, leader-teacher feedback, student progress data

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved, and the school improvement targets have been met.

Implications:

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

Strategic Direction 3: Positive culture of learning and wellbeing

Purpose

The wellbeing of our school community is the foundation for building a safe environment where a learning culture can thrive. All staff will focus on continuous improvement and refinement of our values culture, the creation of a supportive, well-managed learning environment, the ongoing improvement of wellbeing initiatives for students and staff, strong partnerships between parents and the school, and a resolute focus on the development of strong, respectful relationships. Together staff will foster a positive school culture that recognises the interconnectedness between wellbeing and learning, and maximises both, to create engaged, confident and resilient learners with high attendance.

Improvement measures

Target year: 2023

Wellbeing Targets:

- Advocacy at school: continue upward trend to achieve upper bound target 64.65%
- Expectations for success: achieve lower bound target of 85.39%
- Sense of belonging: achieve lower bound target of 77.67%

Target year: 2023

Attendance Targets:

Improve % of students attending at least 90% of the time to achieve lower bound target of 78.7%

Target year: 2024

School Improvement Measures:

TTFM student surveys indicate improvement:

- positive sense of belonging" (from 60% in 2020 to above DoE mean 66%)

Initiatives

School culture evaluation, refinement and development

The continuous evaluation and refinement of the Port Hacking High School values and learning culture, behaviour management strategy, wellbeing initiatives and partnerships with families through student, parent and staff feedback and the analysis of student behaviour and learning engagement data

All teachers engage in professional learning to develop a positive learning culture, high expectations for student learning improvement, behaviour management and classroom management strategies

Evaluation and implementation of initiatives through the wellbeing team to build a safe, respectful culture and reinforce school values. Mentoring is implemented so students can connect, succeed and thrive. Student voice is encouraged and opportunities are provided to promote leadership development.

Success criteria for this strategic direction

There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

We collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

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

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

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

Teachers report positive wellbeing and strong morale; connection to and modelling of school values

Evaluation plan for this strategic direction

Question:

To what extent have our initiatives led to an improved learning culture and increased wellbeing for students?

To what extent have we improved our engagement with parents to improve learning outcomes for students?

Strategic Direction 3: Positive culture of learning and wellbeing

Improvement measures

- value schooling outcomes" (from 52% in 2020 to above DoE mean 72%)
- interest and motivation" (from 17% in 2020 to above DoE mean 28%)

Parent surveys:

- TTFM: increase from 111 responses in 2020 to 300+ in 2024 and 5% improvement annually on each measure
- School-based parent surveys indicate strengthened learning partnerships (5% improvement annually on each measure)

Staff surveys indicate improved support (5% improvement annually on each measure)

Sentral data indicates 5% increase annually on positive notifications and 5% decrease annually on negative incidents; 5% increase each year of students achieving positive levels

Move from 'Delivering' to 'Sustaining and Growing' in all SEF elements of 'Learning Culture' and 'Wellbeing'

Evaluation plan for this strategic direction

To what extent have we created a consistent approach to behaviour management and language of values?

To what extent have our initiatives led to improvement in supports for staff?

Data:

TTFM data (parents, staff and students), PHHS staff, parent and student surveys/focus groups, attendance data, Sentral behaviour data, parent communication records, newsletter, Canvas

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved and the school improvement targets have been met.

Implications:

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