

Strategic Improvement Plan 2021-2024

Caringbah High School 8240



School vision and context

School vision statement

To be the school of first choice where academically gifted students achieve their full potential.

School context

Caringbah High School is an academically selective and co-educational public high school of around 915 students located in the southern suburbs of Sydney.

Entry into the school in Year 7 is exclusively through the annual Selective Schools Test conducted by the Department of Education. Further information available at <https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes>. Vacancies that may occur during a given year are filled by sitting a test and student interview conducted by the school. The number of students in each of the Years 7 to 10 is restricted to a maximum of 150 students. While our students come from over 50 different primary schools, our Year 6 into 7 Transition Program is comprehensive and very effective at have our new Year 7 students making friends and feeling that they genuinely belong to the Caringbah High School community.

50% of our students hail from non-English speaking backgrounds while 87% were born in Australia. The gender ratio of boys to girls is 60% to 40% respectively. 4 students and 1 staff member identify as of Aboriginal and Torres Strait Islander descent.

The school's 2021 Department of Education staffing entitlement is 73 full-time teaching and non-teaching staff. In addition, the school funds an extra Head Teacher Wellbeing who coordinates the school's student wellbeing program, GIFTed, based on our CORE vales of Community, Opportunity, Respect and Excellence.

The school provides a challenging academic curriculum as well as spirited co-curricular music, sports and creative and performing arts programs. Music is particularly strong with over 200 students in 20 ensembles. Our students are motivated and encouraged to participate in a wide range of learning experiences in order to enhance their individual strengths and talents. The school has a strong and effective focus on student wellbeing and provides a secure and caring environment in which to develop young people who strive for academic excellence and who are socially responsible, independent, lifelong learners. We work tirelessly to build meaningful partnerships with the school community, forging ties with industry and educational institutions in order to provide our students with the opportunity to reach their full potential.

The school conducted an extensive Situational Analysis in 2020 that identified Explicit Teaching and Effective Feedback as focus areas for the school plan.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student growth and attainment through the use of data to monitor for planning and growth with an emphasis on high expectations and collaboration in a positive, wellbeing focused learning environment.

Our purpose is to ensure students grow in their learning through explicit, consistent and research- informed teaching. Our teachers will collaboratively evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform their individual and collective teaching. practice.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the top two bands in NAPLAN reading by a system negotiated improvement of up to 8%

Target year: 2022

Maintain the percentage of students achieving in the top two bands in NAPLAN numeracy at 99%

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading by a system negotiated improvement of up to 11%

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy by a system negotiated improvement of up to 11%

Target year: 2022

Increase the percentage of students achieving in the top two bands of the HSC by a system negotiated improvement of up to 10%

Target year: 2022

Initiatives

Highly effective explicit teaching of literacy

Our NAPLAN reading and NAPLAN and HSC writing measures will improve through:

- Collection of data on current practices in explicit teaching of writing, including surveys, classroom observations, staff and student focus groups
- Professional learning on explicit teaching of reading and writing strategies for the HSC
- A focus on the explicit teaching of NAPLAN reading skills
- A whole school cross-faculty focus on the explicit teaching of long response answers in the HSC

Using data/evidence to inform best practice

- Case management and tracking of senior students (especially Year 12) at the mid-way point with the identification and implementation of high impact intervention strategies
- Develop systems and professional capacity for analysis of NAPLAN and HSC data to identify and monitor improvement measures that target areas as needed
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Policy

Success criteria for this strategic direction

Learning Culture: The school culture is strongly focused on learning, the building of education aspiration and ongoing performance improvement

Explicit teaching: Teachers implement effective explicit teaching methods with a focus on literacy and numeracy

Data Skills and Use: Student assessment data is regularly used school wide to identify student achievement and progress. Teachers analyse, interpret and extrapolate data and collectively use this to inform planning, identify interventions and modify teaching practice

Feedback: Teachers routinely review learning with each student, both in class and on work submitted, ensuring all students have a clear understanding of how to improve

Feedback: Student feedback is elicited by teachers and informs their teaching

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

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

Evaluation plan for this strategic direction

The evaluation for Strategic Direction One will be as follows:

Question

To what extent have we achieved our purpose?

Data

We will use a combination of data sources, such as:

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of students attending school to a system negotiated target of 95.5%

Evaluation plan for this strategic direction

- internal assessments
- external assessments
- NAPLAN
- surveys
- observation
- focus groups
- interviews
- document analysis
- resource allocation analysis

Analysis

Analysis will be embedded through progress and implementation monitoring. Each term the SIP team will meet to review progress towards the improvement measures

Teachers will use internal and school generated data (including formative and summative assessment data, HSC Midway Point analysis) to track student achievement and growth

Feedback from teachers and student via surveys, focus groups and results data

Implications

- The findings of the analysis will inform future actions and milestones
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year

Strategic Direction 2: Explicit Teaching

Purpose

Our purpose is to enhance the practice of staff through professional learning on explicit teaching and explore what that might look like in practice in the various faculties across the school.

The focus on explicit teaching prompts the differentiation of teaching and learning programs, assessment, and pedagogy that caters to all students educational needs and is informed by the High Potential and Gifted Students Policy.

Improvement measures

Target year: 2022

To move from delivering to excelling in the element of Explicit Teaching

Target year: 2022

Improvement in HSC writing responses (both short and extended) measured by item analysis

Target year: 2022

Increase the percentage of students in the top 2 bands in NAPLAN writing

Target year: 2024

Embedding of explicit literacy strategies into teaching and learning programs and pedagogy

Target year: 2024

To move from delivering to excelling in the element of High Expectations

Initiatives

Explicit Teaching of Writing

- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modeled, and students' learning improvement is monitored, demonstrating growth
- Cross-faculty teams trial and implement successful strategies with a view to school-wide implementation
- A whole school approach to writing ensures the most effective evidence-based teaching methods optimise learning progress for all students

Strengthening of Systems to Support Our Professional Learning Community

- The leadership team further develops a professional learning community that is focused on continuous improvement of teaching and learning
- Professional learning into what constitutes effective collaborative practices across the school community
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidenced-based programs guided by the School Excellence Framework

Success criteria for this strategic direction

Explicit teaching: Teachers are skilled at implementing explicit teaching techniques for writing. They use a range of explicit strategies to explain and content knowledge, allowing responses to be composed with the appropriate depth, detail and form (paragraph and sentence structure)

Literacy: Teachers are skilled in their teaching of literacy, particularly around the writing requirements in their subject

Feedback: Teachers routinely review learning with each student, both in class and on work submitted, ensuring all students have a clear understanding of how to improve

High Expectations: The whole school community demonstrates aspirational expectations of learning and achievement and is committed to the pursuit of excellence

Evaluation plan for this strategic direction

Question: To what extent have student writing skills improved, leading to increased learning outcomes?

The school will use the following data sources to regularly analyse the effectiveness of writing initiatives in achieving the purpose and improvement measures of the strategic direction. The analysis will guide the school's future directions:

Data:

The following data sets will be used to help measure/ascertain improvement in writing skills across the school

- NAPLAN data
- Scout - Value add data, HSC data
- Student work samples
- Lesson observations
- Staff focus groups
- Student focus groups

Evaluation plan for this strategic direction

Analysis

Analysis will be embedded through progress and implementation monitoring. Each term the SIP team will meet to review progress towards the improvement measures

Teachers will use internal and school generated data to track student achievement and improvement in writing skills

Feedback from teachers and students via surveys, focus groups and reflection on student performance

Implications

- The findings of the analysis will inform future actions and milestones
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year

Strategic Direction 3: Effective Feedback

Purpose

Our purpose is to build and sustain a culture of students and teachers learning and improving through effective feedback that is relevant, explicit, timely, constructive, actionable and accessible. Effective feedback provides students with relevant, explicit, constructive and actionable information about their performance.

To establish whole school practices where staff and students explicitly engage with structured feedback.

Improvement measures

Target year: 2022

Teachers and students understand that improvements in performance are as a result of receiving, and acting on, effective feedback

School community attitudes appreciate the value of ongoing reflection and improvement rather than a singular focus on marks or rankings

Improving results in the TTFM component on Feedback (2020 score is 7)

Target year: 2023

Teachers are skilled in providing effective feedback to students and use a range of evidence-based strategies to improve student learning

Target year: 2024

Teachers, faculties and the school executive seek, reflect and respond to feedback to collegially and collaboratively improve school performance and culture

Target year: 2024

To move from delivering to excelling in the element of Feedback

Initiatives

Student Feedback and Reflection

- Audit of existing feedback strategies employed across the school, including opportunities for student voice
- Explicit teaching on how students use feedback to improve learning
- Embed learning intentions and success criteria across the school
- Provide students with feedback that encourages self-regulation and facilitates peer and self assessment

Supporting teachers provide effective feedback strategies

- Professional learning in effective feedback strategies informed by the What Works Best in Practice and other research
- Establish school-wide protocols for expectations around best practice feedback strategies

Success criteria for this strategic direction

Feedback: Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. School systems and templates are in place to drive a consistent whole school approach to feedback. Students are taught how to engage with and improve from the implementation of feedback

Collaborative practice and feedback: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results

High performance culture: The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers

Evaluation plan for this strategic direction

Question

What opportunities for feedback are available to students and how do we know if they understand and use that feedback to improve learning?

Data

- Teachers: surveys, focus groups, observations, exemplars/best practice, TTFM etc
- Students: surveys, focus groups, best practice, TTFM etc
- Evidence of feedback practices in teaching programs

Analysis

Evaluation plan for this strategic direction

- Data analysed and trends embedded into process - regular review

Implications

- Changed practices that value and embed effective feedback
- A shift in learning culture to value receiving and acting on feedback as being integral to learning and improving
- Improved student outcomes