

# Strategic Improvement Plan 2021-2024

## Riverside Girls High School 8243



# School vision and context

## School vision statement

At Riverside Girls High School, the whole school is committed to a culture of high expectations, challenging every student and teacher to continue to learn and improve every year. In an inclusive environment we strive to develop confident, independent and creative young women.

## School context

Riverside Girls High School is a comprehensive public secondary school for girls located in Gladesville on the north shore of the Parramatta River, with a population of 840 students, 45% with a language background other than English and 35% of these students requiring some level of EAL/D support. There are a small proportion of students (approximately 1%) who identify as having an Aboriginal background.

There is a strong extracurricular program, providing opportunities in Sport, Creative and Performing Arts, Technology, Debating and Public Speaking and Social Awareness, engaging students in initiatives that provide them with the skills to make a significant contribution to the school and to the broader community.

The school's staffing entitlement in 2021 is 59 teaching and 10 non-teaching staff. The school employs a full-time Business Manager and Technical Support Officer and Student Welfare Worker (two days per week) from school funds. The Executive Team of 13 consists of three Senior Executive and ten Head Teachers. Within the Executive Team, six members have served in their substantive position for more than 10 years and the remainder of the team have been in their current position for three years or less.

A significant proportion of the teaching staff have been at the school in excess of five years while 10% are early career teachers.

A comprehensive situational analysis has been conducted which has informed the development of the 2021-2024 Strategic Improvement Plan. Students, staff and parents were involved as part of the consultation, with much of the information being gathered via surveys. Through the situational analysis we have identified areas to focus on in the plan.

We will continue the focus on differentiation, incorporating a middle leadership initiative, to ensure all students are challenged and engaged in their learning and each KLA is building leadership density and the capacity to lead both improvement to teacher capacity and classroom practice. Teacher professional learning will also focus on deep analysis and use of data to monitor improvement in student learning and strengthen HSC and Reading and Numeracy results, explicit teaching and improvement in accountability and practice in delivering quality curriculum and assessment, including consistency of teacher judgement.

The school is committed to improving the ways in which we work collaboratively within the school community and how we engage with external partners to inform and support continuity of learning at transition points for all students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure all teachers effectively use data to understand appropriate levels of progression for each student, are consistent in their judgements of student achievement and know how to best adjust their practice to drive improvement in learning for all students.

## Improvement measures

### Target year: 2022

#### NAPLAN TOP 2 BANDS

Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 6.1% to be above the school's lower bound system-negotiated target.

### Target year: 2022

#### NAPLAN TOP 2 BANDS

Improvement in the percentage of students achieving in the top 2 bands by 7.8% to be above the school's lower bound system-negotiated target in NAPLAN Numeracy.

### Target year: 2023

#### EXPECTED GROWTH

Improvement in the percentage of students achieving expected growth in NAPLAN Reading of 2.6% to be above the school's lower bound system-negotiated target.

### Target year: 2023

#### EXPECTED GROWTH

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 6.7% from the system-negotiated target baseline to be above the school's lower bound target.

## Initiatives

### Reading and Numeracy

Improve Reading and Numeracy through a focus on internal and external data analysis and use, and the embedding of strategies to improve Reading and Numeracy in all teaching programs. Develop individual accountability and collective responsibility for teaching Reading and Numeracy. Activities include:

- \* data analysis and modification of teaching programs.

- \* strategies to teach inference.

- \* strategies to teach fractions and proportional reasoning, measurement and geometric reasoning, and problem solving.

### HSC Attainment

Improve Higher School Certificate results for students of all abilities through a focus on internal and external data analysis, improvement in consistency of teacher judgement and the way we monitor student growth, including intervention measures, from Year 7-12. Activities include:

- \* Use of a range of internal and external data to improve individual and collective teaching practice.

- \* Analysis of HSC data, using the Results Analysis Package and SCOUT data to inform areas for improvement in Stage 4, 5 and 6 programs.

- \* Use of consistent methods when collecting and analysing data.

- \* Development of teacher expertise in making connections between different data sources.

## Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice (SEF, Teaching: Data Skills and Use).

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (SEF, Teaching: Professional Standards).

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments (SEF, Learning: Student Performance Measures).

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness (SEF, Teaching: Data Skills and Use).

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments (SEF, Learning: Assessment).

Students are aware of - and most are showing - expected growth on internal school progress and achievement data (SEF, Learning: Student Performance Measures).

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 feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated (SEF, Teaching: Professional Standards).

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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**Target year: 2022**

### HSC TOP 2 BANDS

Improvement in the percentage of HSC course results by 6.2% in top two bands to the lower bound target.

**Target year: 2022**

### HSC TOP 3 BANDS

Improvement of 6.1% in the percentage of HSC course results in top three bands to be above the lower bound target.

## Success criteria for this strategic direction

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Effective Classroom Practice).

A whole school approach ensures 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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth (SEF, Teaching; Effective Classroom Practice).

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEF: Learning: Wellbeing).

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data (SEF, Learning; Reporting).

## Evaluation plan for this strategic direction

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- **Question** - What has been the impact of improving teacher's skills in data use on student performance in Reading, Numeracy and the Higher School Certificate?
- **Data** - Data sources will be collected and analysed by relevant teachers, leaders and teams and presented at executive meetings once a term and the evidence uploaded into SPaRO.
- **Analysis** - Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Evidence of tracking progress in the Preliminary and HSC courses against Average Reading and Numeracy scores will be collected and analysed by relevant teachers, leaders and teams and presented/discussed at team/executive meetings once a term and the evidence uploaded

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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into SPaRO.

- **Implications** - Rigorous and deep analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement to maximise student learning outcomes.

## Strategic Direction 2: Curriculum and Assessment

### Purpose

To create inspiring, empowering learning experiences so that each individual embraces challenge, becoming self-motivated learners, and learning progress is optimised for all students across the full range of abilities.

### Improvement measures

#### Target year: 2022

TTFM  
Wellbeing data (advocacy, belonging, expectations) improves by 7.7%

#### Target year: 2024

TTFM: All indicators on Intellectual Engagement and Institutional Engagement show school mean above NSW Govt norm.

#### Target year: 2024

Mock NESA snap inspection evidence demonstrates programs and student work samples showing quality teaching practices.

#### Target year: 2024

Teams of teachers are working with an academic partner to improve differentiation practice.

Teacher survey data indicates increased confidence in differentiating curriculum and assessment.

Students work samples and reflections indicate engagement.

TTFM: Improvement in TTFM Skills (grades)-challenge data.

#### Target year: 2024

All teaching programs and student work samples indicate strategies for Explicit Teaching and Quality Assessment practices and the explicit teaching of Personal and Social Capabilities. There is provision for individualised feedback

### Initiatives

#### Differentiation of Curriculum and Assessment

Implement a whole school approach to embed effective differentiated teaching and assessment practices to ensure all students are challenged and all adjustments lead to improved learning.

Academic partner engaged to work with faculties to embed differentiated teaching strategies into instruction and assessment.

#### High Expectation and Consistent Practice

Promote high expectations of students by teachers through the establishment of clear and consistent expectations of behaviour and engagement in ongoing and meaningful classroom interactions that challenge their students and encourage continuous improvement. These practices include:

- \* Explicit Teaching.
- \* Quality Assessment Practices.
- \* Provision of individualised feedback.
- \* Explicit teaching of Personal and Social Capabilities.
- \* Communication of Learning Outcomes.
- \* Investigation and implementation of e-portfolio and three way Student/Carer/Teacher conferencing.

### Success criteria for this strategic direction

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 (SEF, Learning: Curriculum).

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments (SEF, Learning: Assessment).

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers (SEF, Learning: Assessment).

A whole school approach ensures 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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth (SEF, Teaching: Effective Classroom Practice).

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF, Learning: Wellbeing).

### Evaluation plan for this strategic direction

**Question:** What has been the impact of differentiation and explicit teaching strategies on student performance, engagement and motivation?

**Data** - TTFM data will be collected and analysed by the

## Strategic Direction 2: Curriculum and Assessment

### Improvement measures

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and learning outcomes are clearly understood and communicated to all stake holders.

What Works Best toolkit surveys on Explicit Teaching, Effective Feedback and Assessment indicate growth.

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### Evaluation plan for this strategic direction

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wellbeing team and presented at the executive meeting and staff meeting annually. Student surveys/focus groups will also be a source of data. Evidence of mock NESA inspections to show evidence of activity in terms of a change in practice.

**Analysis** - data from TTFM, student focus groups and executive mock NESA inspections is analysed and triangulated with student work samples and lesson studies regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications** - Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

## Strategic Direction 3: Collaborative Partnerships

### Purpose

To engage all teachers in collaborative practice to improve teacher quality and wellbeing. To provide a continuum of support to students and families by engaging partner primary schools, tertiary providers and external agencies to improve learning, engagement and wellbeing.

### Improvement measures

#### Target year: 2022

Increased (uplift) percentage of students attending school more than 90% of the time by 10.7%

#### Target year: 2024

Student/Parent TTFM data indicates increased parent connectedness and engagement with school.

#### Target year: 2024

All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance.

#### Target year: 2024

Engagement in the Professional Development Plan process and evidence of activity in whole school professional learning indicates a professional learning community individually and collectively focussed on continuous improvement of teaching and learning.

### Initiatives

#### Collaborations Inside School

Communicate clear expectations of how we work together (*facta non verba*) for all members of the school community, increase opportunities for teachers to share evidence-informed practices and knowledge to improve teacher quality, plan and implement for a Year 6 to adult transition plan and improve our communication practices within school. Activities include:

- \* Engagement in a Year 6 to adult transition plan.
- \* Professional learning, sharing of expertise and collaborative practice to drive school improvement.
- \* Leadership development program for Middle Leaders.
- \* Development and communication of *facta non verba*, to inculcate a culture of shared understanding and accountability to create cohesion and a sense of shared purpose at Riverside Girls High School.
- \* Utilisation of a wide range of technologies to improve our processes and communication.

#### Collaborations Outside School

Improve communication for all members of the school community, investigate opportunities to collaborate with outside agencies and community members, including alumni and increase opportunities to engage with partner primary schools and tertiary institutions. Activities include:

- \* Engagement in a Year 6 to adult transition plan.
- \* Completion of a Reconciliation Action Plan.
- \* Investigation and implementation of opportunities for collaboration and partnerships between the school and the broader community, business, local council, Primary and Secondary schools and other education and training providers.
- \* Utilisation of a wide range of technologies to improve

### Success criteria for this strategic direction

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community (SEF, Leading; Educational Leadership).

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease (SEF, Leading; Educational Leadership).

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, Learning; Wellbeing).

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEF, Learning; Wellbeing).

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 (SEF, Learning; Wellbeing).

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice (SEF, Teaching, Learning and Development).

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF, Learning, Learning Culture).

## Strategic Direction 3: Collaborative Partnerships

### Initiatives

processes and communication.

### Success criteria for this strategic direction

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement (SEF, Teaching, Professional Standards).

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 (SEF, Teaching, Effective Classroom Practice).

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success (SEF, Teaching, Learning and Development).

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 (SEF, Teaching, Learning and Development).

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment (SEF, Learning: Learning Culture).

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (SEF, Leading: Educational Leadership).

## Strategic Direction 3: Collaborative Partnerships

### Evaluation plan for this strategic direction

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For the **Evaluation Plan**:

- **Questions:** What has been the effect of frequent ongoing teacher collaboration on teacher wellbeing? What has been the impact of collaboration across the community on student transition experiences? What has been the impact of teacher collaboration on learning culture and student outcomes?
- **Data** - Data from the PDP process, student and parent satisfaction around transition and surveys about communication will be collected and analysed, both by individual teachers and KLA teams at the end of each year. This analysis will inform improvements needed to further develop the strength of our professional learning community to drive improvement in teaching and learning.
- **Analysis** - Data is analysed and triangulated regularly to determine the extent to which students, teachers and families engaging in collaborative practice and transition processes has led to improvement in wellbeing and learning outcomes.
- **Implications** - Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.