

# Strategic Improvement Plan 2021-2024

## Strathfield South High School 8252



# School vision and context

## School vision statement

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At Strathfield South High School we pursue excellence and equity through a commitment to every student meeting and exceeding their potential. In setting high expectations of and for students and staff, and employing innovative and differentiated curriculum structures, we aspire for our students to embrace their learning journey at school and beyond. Our hope is for every student to flourish. We aim to be recognised for our focus on continued improvement in collaboration with our aspirational community.

## School context

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We are an inclusive and proud comprehensive public high school with a Support Unit which has 12 classes, located in Sydney's inner west. Our school community reflects modern Australia with students coming from all corners of the world. The school population of approximately 660 has grown by 10% over the past 4 years. Our school community is culturally and linguistically diverse with 80% of students from a non-English speaking background and in addition we have a number of International students who elect to attend Strathfield South High School to take advantage of the learning opportunities available. We celebrate and champion diversity and work collaboratively with our community to ensure all students develop a deep understanding and empathy for the cultural backgrounds of themselves and others.

The school's staffing entitlement of approximately 70 teaching staff and 20 non-teaching staff. The school employs additional *School Learning and Support Officers, School Administrative and Support staff, Learning and Support teachers, EAL/D teachers* as well as a Head Teacher Teaching and Learning and a Deputy Principal *Support Unit* from school funds. 30% of teaching staff are in their first four years of teaching. Our professional and enthusiastic staff are committed to providing all students with access to authentic learning experiences.

Educating today's learners, who are tomorrow's leaders, is a responsibility that we take seriously and which underpins our high expectations culture and school values of *Respect* and *Responsibility*. From our *Situational Analysis* we found that beyond the State-wide targets on *Student growth and attainment*, the high level areas to prioritise were *Curriculum* and *Data skills and use*. We followed a deliberate process for community, staff and student consultation to ensure that our Strategic Directions effectively meet the needs and expectations of our learning community and reflect best practice.

# Strategic Direction 1: Student growth and attainment

## Purpose

We aim to use evidence-based teaching practices to challenge our students to build their knowledge and skills and guide them to become self-motivated learners. In this way we can ensure that every student, every teacher and every leader demonstrates growth every year.

## Improvement measures

### Target year: 2022

Uplift of 4% of students achieving in the top two bands for NAPLAN in Year 9 Reading

### Target year: 2022

Uplift of 9.7% of students achieving in the top two bands for NAPLAN in Year 9 Numeracy

### Target year: 2022

Uplift of 13% of students achieving in the top three bands for HSC courses

### Target year: 2023

Uplift of 3% of students achieving expected growth for NAPLAN Year 9 Reading.

### Target year: 2023

Uplift of 13% of students achieving expected growth for NAPLAN Year 9 Numeracy.

### Target year: 2024

Increase the percentage of targeted students (*Equity, Refugee, EAL/D, ILSP, ATSI, Hearing and Autism support*) meeting their individual learning goals/Stage benchmarks so that the equity gaps are closing.

## Initiatives

### Explicit teaching

Teachers will employ evidence-based effective teaching strategies to optimise learning progress for all students.

Teachers will embed the use of Literacy and Numeracy Progressions across Key Learning Area programs to support student improvements in literacy and numeracy skills.

### Assessment

Systematic and responsive approaches to assessment are integral to everyday practice. They will use assessment to provide students with learning opportunities to design and deliver high-quality formal and formative assessment tasks. They will embed opportunities for students to be supported, challenged and able to work together successfully.

Teachers will provide students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus.

### Collaborative practice

Teachers will engage in ongoing collaboration to deepen their knowledge of their students and how they learn. They share resources and school-based data sources to inform the planning and development of effective teaching programs across all stages that introduce and build skills sequentially towards Stage 6 success.

## Success criteria for this strategic direction

### Explicit Teaching

Teachers employ evidence-based effective teaching strategies, effective methods are identified, promoted and modelled. Teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance, and students' learning improvement is monitored, demonstrating growth

### Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

### Literacy and Numeracy

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.

### Collaborative practice

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.

## Evaluation plan for this strategic direction

**Question:** Are our students improving in their Literacy and Numeracy growth and attainment?

**Question:** Are our students improving in their HSC

## Evaluation plan for this strategic direction

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growth and attainment?

**Question:** What has been the impact of formative assessment on student improvement?

**Data:** for students; NAPLAN, HSC, RAP, Progressions, HSC Minimum Standards, Check-in Assessments, PAT, Best Start

**Data:** for teachers; TTFM, observations of professional practice, Professional Learning feedback, PDP processes.

**Analysis:** Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

**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.

# Strategic Direction 2: Curriculum

## Purpose

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Our purpose is to champion learning excellence and responsiveness to meet the needs of all students through a consistent approach to quality teaching, curriculum planning, delivery and assessment.

## Improvement measures

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### Target year: 2024

To move towards excelling in Curriculum.

Staff demonstrate best practice in *Differentiation* and in the development of *Teaching and Learning Programs* to meet the learning needs of all students across all ability levels.

### Target year: 2024

To move towards excelling in **Learning Culture-High Expectations** and **Educational Leadership-High Expectations**.

### Target year: 2024

Growth in the percentage of students in the three measures of Intellectual Engagement in the Tell Them From Me survey.

## Initiatives

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### Differentiation and personalised learning

Teachers will use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension, including the implementation of the *High Potential and Gifted Education policy*. Lessons will best meet the continuous improvement goals of students by focusing on formative practices and the use of Learning Intentions and Success Criteria.

### High Expectations

Teachers will hold high expectations of their students, they know their students well, value them as learners, and understand how to support their learning. In the classroom, teachers promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

Teachers consistently apply quality teaching practices embedding a focus on syllabus-centric skill development.

## Success criteria for this strategic direction

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### Curriculum

An integrated approach to quality teaching, curriculum planning and delivery, and assessment and feedback promotes learning excellence and responsiveness in meeting the needs of all students.

### Differentiation

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 to support learning, and share expected outcomes. The *High Potential and Gifted Education policy* has been implemented and its strategies evident across all Stages.

### Effective classroom practice

Leaders and teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### 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

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**Question:** Are our teachers embedding quality practices and pedagogy in their teaching?

**Question:** What has been the impact of our differentiation and personalised learning for student success?

**Question:** In what ways do teachers and students demonstrate high expectations?

**Data:** for students; Personalised learning plans, individual

### Evaluation plan for this strategic direction

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adjustments, student voice-*Learning Intentions and Success Criteria*; surveys. Tell Them From Me.

**Data:** for teachers; Teaching programs and Registrations, Tell Them From Me, observations of professional practice, Professional Learning feedback, PDP processes.

**Analysis:** Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

**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

# Strategic Direction 3: Data Skills and Use

## Purpose

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Our purpose is to ensure the systematic utilisation of school-wide data to identify and inform student achievement and progress, and quality teaching practices.

## Improvement measures

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### Target year: 2024

Effective and systemic use of data ensures teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and best adjust their practice to drive improvement for all students. School systems and structures reflect current best practice and enable continued improvement.

### Target year: 2022

Uplift of 7% of students attending school greater than 90% of the time.

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## Initiatives

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### Data informed practice

Consistent collection and use of data to inform teaching and learning. The use of data is a regular part of teaching practice and provides information on 'where to next' for both students and staff. Staff monitor and reflect on the progress of every student to identify strengths and gaps in learning and adjust programs and pedagogy accordingly.

### Strengthening Attendance strategies

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; educational and/or wellbeing.

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## Success criteria for this strategic direction

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### Data Skills and Use

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

### Data Analysis

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

### Learning Culture-Attendance

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

## Evaluation plan for this strategic direction

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**Question:** Are our teachers embedding data skills and use in their planning and adapting their teaching accordingly?

**Question:** What has been the impact of data skills and use on learning for student success?

**Question:** What has been the impact of our Attendance strategies?

**Data:** for students; engagement and achievement through appropriate programs, increased rates of attendance

**Data:** for teachers; Teaching programs and Registrations, data tracking sheets, evidence of analysis of data to inform programs and day to day teaching

**Analysis:** Data is analysed and triangulated regularly (twice a term) to determine the extent to which the

### Evaluation plan for this strategic direction

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purpose and improvement measures have been achieved.

**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