

# Strategic Improvement Plan 2021-2025

## Strathfield South High School 8252



# School vision and context

## School vision statement

---

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

---

We are an inclusive and proud comprehensive public high school with a Support Unit of 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 582 students is culturally and linguistically diverse, with 80% of students from a non-English speaking background. 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 have a large Support unit comprised of 8 Autism and 4 Hearing Support classes. 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 is approximately 64 teaching staff and over 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, a Head Teacher Wellbeing, a Head Teacher Mentoring* and five second-in-charge Head Teachers from school funds. Approximately 20% of teaching staff are Early Career Teachers in their first two 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 culture of high expectations and the 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 Leadership* and *Inclusive Practice*. 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

---

### NAPLAN expected growth - Reading

Achieve by year: 2023

All students demonstrate an increase in the percentage of correctly answered questions in Check In data for Vocabulary compared to 2022.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

All students demonstrate an increase in the percentage of correctly answered questions in Check In data for Number sense and Algebra compared to 2022.

### HSC achievement - top 3 bands

Achieve by year: 2023

Uplift of 12.9% of students achieving in the top three bands for HSC courses

Achieve by year: 2025

Identify students who are *high risk educationally* that require immediate intervention to move towards meeting Stage appropriate standards in literacy and numeracy. These students are engaged in school-based intervention programs (*Quicksmart, Macq-Lit*). Tracking their progress through school-based system and PLAN2 at twice termly intervals.

Identify students who are *at risk educationally* that require intervention to meet Stage appropriate standards in literacy and numeracy. These students are engaged in school-based intervention programs through COVID ILSP. Tracking their progress through school-based system and PLAN2 at twice termly intervals.

## Initiatives

---

### Explicit teaching through High Expectations

Implement the VALIANT program where teachers employ evidence-based effective teaching strategies in vocabulary and writing to optimise learning progress for all students.

Teachers will embed and explicitly teach Literacy focusing on vocabulary, Numeracy and skills across Key Learning Area programs to support student improvements in literacy, numeracy and writing skills in preparation for the educational rigour of Stage 6.

### Data Informed practice

Engage all staff in data and evidence collection routines to inform curriculum design and delivery of the VALIANT program.

Faculties will collect, analyse and use data to inform the planning of and for 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. Teachers will monitor and reflect on the progress of every student to identify strengths and target areas for improvement in learning and adjust programs and pedagogy accordingly.

## Success criteria for this strategic direction

---

### Explicit teaching through High Expectations

Teachers employ evidence-based effective teaching strategies, effective methods are identified, promoted and modeled. 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.

Teachers explicitly teach the relevant skills for effective responses in Stage 6 courses. These skills are developed sequentially through Stages 4 and 5.

### 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.

### Data Informed practice

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

## Evaluation plan for this strategic direction

---

**Question:** To what extent are our students improving in their Literacy and Numeracy growth and attainment?

**Question:** To what extent are our students improving in their HSC growth and attainment?

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

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

Decrease in the % of students involved in the interventions in Stage 5.

## Evaluation plan for this strategic direction

---

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

**Analysis:** Data is analysed and triangulated regularly (as required) to determine the extent to which the purpose and improvement measures are being 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 and Leadership

## Purpose

---

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

---

Achieve by year: 2025

Faculties work collaboratively to enhance teaching and learning through identifying discipline literacy elements of NESAs verbs to ensure student understanding of the complex nature of language.

Head Teachers collaborate to develop and share Stage 4 vocabulary and Stage 5 writing explicit teaching strategies.

---

## Initiatives

---

### Broad Curriculum and Assessment

Transition to a semi-compressed model for Stage 6 that ensures students are offered a broad range of course opportunities and enhanced skill development through the delivery of English and one other course over two years.

Transition from Stage 4 Middle School model to traditional delivery with alignment of support classes to mainstream classes.

Teachers will use systematic and responsive approaches to assessment of literacy & numeracy to design and deliver high-quality summative and formative assessment tasks. Ongoing data collection will inform refinement of programs and explicit teaching. Teachers 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 feedback about their performance against learning outcomes from the syllabus.

---

### Building Capacity through Collaborative Practice

Teachers will engage in school-wide, collective responsibility for student learning and success through ongoing cross faculty collaboration to deepen knowledge of their discipline and how students learn. Head Teachers will collaborate to provide opportunities for teachers share resources and school-based data sources to inform planning and development of effective vocabulary and writing teaching strategies embedded in programs across all stages that introduce and build skills sequentially towards Stage 6 success.

Establish a professional learning community which is focused on continuous improvement of teaching and learning focused on developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement to build the capacity of middle leaders.

Head Teachers facilitate professional learning that builds

## Success criteria for this strategic direction

---

### 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.

### 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.

### 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 progress.

### 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. Teachers use the data from formative practices to refine and plan next steps in learning.

## Evaluation plan for this strategic direction

---

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

## Strategic Direction 2: Curriculum and Leadership

### Initiatives

---

teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge, and identify expertise within staff drawing on this to ensure every student experiences high quality teaching.

---

### Evaluation plan for this strategic direction

---

**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 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 (as required) to determine the extent to which the purpose and improvement measures are being 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: Inclusive Practice

## Purpose

Our purpose is to ensure high expectations and inclusion of the full diversity of learners to ensure engagement in curriculum, participation and enrollment. The systematic utilisation of school-wide data will identify and inform interventions and quality teaching practices.

## Improvement measures

Achieve by year: 2025

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. Reporting on school performance is based on valid and reliable data and analysis.

### Attendance (>90%)

Achieve by year: 2023

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

Achieve by year: 2025

Achieve by year: 2025

Identify students who are *high risk educationally* that require immediate intervention to move towards meeting Stage appropriate standards in literacy and numeracy. These students are engaged in school-based intervention programs (*Quicksmart, Macq-Lit*). Tracking their progress through school-based system and PLAN2 at twice termly intervals.

Identify students who are *at risk educationally* that require intervention to meet Stage appropriate standards in literacy and numeracy. These students are engaged in school-based intervention programs through COVID ILSP. Tracking their progress through school-based system and PLAN2 at twice termly intervals.

Decrease in the % of students involved in the interventions in Stage 5.

## Initiatives

### Data informed practice

Faculties will collect, analyse and use data to inform the planning of and for 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. Teachers will monitor and reflect on the progress of every student to identify strengths and target areas for improvement in learning and adjust programs and pedagogy accordingly.

### High Expectations through Student Engagement

The Attendance Team establishes processes to collect data that guides attendance, wellbeing and whole school processes to engage students in a sense of belonging.

The school develops an holistic and strategic approach to student connectedness that targets attendance, student sense of belonging and engagement (both within and beyond the classroom) in order to consolidate a culture of inclusivity.

The schools *Rewards and Values* system is consistently used by staff to acknowledge student engagement, effort and achievement. Students contribute to the ongoing evaluation of the *Rewards and Values* system.

The school community celebrates and aspires to **>90%** attendance. This is driven by staff and students and supported through strategically developed practices that identify, monitor, alter and celebrate student attendance.

### Differentiation and personalised learning

Teachers use data to evaluate the effectiveness of pedagogy and moderate practice to meet the learning needs of all students. Identifying the needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension. (*Universal Design for Learning* framework and *High Potential and Gifted Education policy*.)

## Success criteria for this strategic direction

### Data Skills and Use

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

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in student engagement to support and improve belonging and connection.

### 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. The school community celebrates regular and improved attendance. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

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.

### Differentiation and Formative practices

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

### Success criteria for this strategic direction

---

student needs through the use of a *Universal Design for Learning* (UDL) framework, ensuring that all students are challenged and all adjustments lead to improved learning and authentic engagement. Teachers involve students and parents to support learning, and share expected outcomes. The *High Potential and Gifted Education policy*, *Universal Design for Learning* framework and the *Inclusive Education Policy* have been implemented and their strategies evident across all Stages.

### Evaluation plan for this strategic direction

---

**Question:** To what extent are our teachers embedding data skills and use in their planning and adapting their teaching accordingly?

**Question:** What has been the impact of teacher proficiency in data skills and use on student progress?

**Question:** What impact have school strategies had upon student Attendance and how is this measured?

**Data:** for students; attendance data, TTFM, student voice-surveys/focus groups/interviews , NAPLAN, Check-in assessment

**Data:** for teachers; Teaching programs and Registrations, PLAN2, data walls, SENTRAL (incidents, attendance), attendance tracking sheet, meeting minutes, TTFM, student voice-surveys/focus groups, NAPLAN, Check-in assessment, parent contact.

**Analysis:** Data is analysed and triangulated regularly (as required) to determine the extent to which the purpose and improvement measures are being 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 and maximise student growth in learning.

Student voice used as the foundation for the development of belonging initiatives that focus upon student attendance



## **Evaluation plan for this strategic direction**

---

and engagement