

Strategic Improvement Plan 2021-2024

Corowa High School 8308



School vision and context

School vision statement

At Corowa High School we are committed to ensuring that every student achieves their potential through the creation of an innovative and collaborative learning environment which fosters curiosity and supports wellbeing. We ensure our students are successful learners and leaders in our school and broader community and that they embody our school values of being inclusive, informed and engaged.

School context

Corowa High School is a comprehensive high school located on the traditional lands of the Bpangerang people in the NSW southern Riverina. Our student population sits at 366, with an enrolment increase of approximately 5% each year for the last five years. 3% of our students identify as Aboriginal and the school is working closely with the Department of Education and the Albury AECG to establish a sub-branch as a student AECG across the Bpangerang Learning Community.

Corowa High School offers an extensive curriculum featuring a diverse range of subjects from Years 7 to 12, a well-resourced and locally supported vocational education program and two trade training centres in Hospitality and Metals and Engineering. The school includes a support unit and Extension classes, which seek to further challenge and support all students across our community. Corowa High School has an Index of Community Socio-Educational Advantage (ICSEA) of 970, with 77% of our students appearing in the bottom two quartiles, and a FOEI of 118.

Extra-curricular activities in sport, science and technology, gifted and talented education, and the creative and performing arts provide our students with a broad range of experiences and opportunities to excel. At school, students participate in a wide range of learning experiences, with an increasing focus on Project Based Learning, with the intention of improving key employability skills in our students whilst also pursuing academic excellence.

Our school is deeply connected to the local community and our school culture is one of inclusion and excellence with students, staff, parents and the wider community strongly supporting the school's endeavours. We have fostered strong partnerships with local schools, businesses and community groups. Students have represented the school in key community events including ANZAC Day and Remembrance Day ceremonies and in Lions Youth of the Year Competitions. A total of 14 Minister's Awards for Academic Excellence have been awarded to students from Corowa High School.

Through our Situational Analysis we have identified a need to further utilise data to inform our teaching of literacy and numeracy. To achieve this, our staff will need to develop additional capabilities in data analysis and to master the translation of this information into the explicit teaching of skills to students. Professional learning will focus on the development of these explicit teaching skills and on improving the quality of the differentiated and individualised learning that is occurring across the school. Student skills will also be regularly assessed and their progress toward achieving individualised literacy and numeracy goals will be reported to them, and their parents, on a regular basis as part of our Progress Reports initiative.

Work will take place on developing quality formative and summative assessment tasks in Project Based Learning and on improving student attendance and wellbeing through a range of new initiatives including those embedded in our Transition for Success program.

Corowa High School is committed to continually improving effective classroom practices with staff professional learning being a key driver in ensuring this. This professional

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learning will ensure that student literacy and numeracy skills and HSC outcomes can be enhanced and the continual monitoring of student performance data will determine areas of need and success at a class and school level.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student learning outcomes through the use of explicit teaching practices, informed by student assessment data and targeted professional learning.

Improvement measures

Target year: 2022

NAPLAN Top Two Bands - Reading and Numeracy

Increase the percentage of students in the top two bands in NAPLAN reading to be at or above the lower bound system-negotiated target of 17.8% (an increase of 3.6%). Increase the percentage of students in the top two bands in NAPLAN numeracy to be at or above the lower bound system-negotiated target of 19.2% (an increase of 7%).

Target year: 2022

NAPLAN Expected Growth - Reading and Numeracy

Increase the percentage of students achieving expected growth in NAPLAN reading to be at or above the school's lower bound system-negotiated target of 67.3% (an increase of 6.9%). Increase the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 72.7% (an increase of 5.3%).

Target year: 2022

HSC Top Bands

Increase the percentage of students in HSC top two bands to be at or above the school's lower bound system-negotiated target of 26.3% (an increase of 1%). Increase the percentage of students in HSC top three bands to be at or above the school's lower bound system-negotiated target of 54.8% (an increase of 5.4%).

Initiatives

We will improve student outcomes through a focus on systemic data analysis, explicit teaching and evidence-informed professional learning. To achieve this we will undertake:

- a re-framing of the Literacy and Numeracy Committee so that leadership sits in the English and Mathematics faculties and engagement by other faculties is contextualised
- the regular collection and analysis of literacy and numeracy data using the Progressions and PLAN2
- the implementation of whole school professional learning which is informed by the data we collect and addresses the Progressions
- the implementation of professional learning which is informed by research, including The School Excellence Framework, *What Works Best*, especially in the areas of 'Explicit Teaching' and 'Using Data to Inform Practice'
- to develop systems and professional capacity for the analysis of HSC data to identify and monitor improvement measures and to target areas of need

Success criteria for this strategic direction

- The Literacy and Numeracy Committee will regularly collect and collate data around student progress and report that data against PLAN2 and the Progressions.
- All teaching staff will engage in professional learning, which is informed by data, around the explicit teaching of literacy and numeracy skills to improve student outcomes
- Staff will confidently engage in the analysis of HSC data and the School Executive will monitor student outcomes and address targeted areas of need (ie. professional development, staff skill acquisition, mentoring, etc) in a timely manner

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving our improvement measures. This analysis will guide our progress measures and changes to future directions:

- NAPLAN data
- Literacy and Numeracy PLAN2 data
- SCOUT - Value added data
- HSC data
- Tell Them From Me data
- Sentral Wellbeing and Attendance data
- Internal data including student results, student work samples, surveys and focus group feedback

Evaluation will involve:

- The timely review of these data sources to assess whether the intended improvement measures are likely to be achieved
- Termly reflections by the Executive and Senior Executive on the effectiveness and impacts of current initiatives using both quantitative and qualitative data (internal and external)

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- An Annual 'Executive Review' undertaken by a member of the Executive and provided as a report summarising current progress and impacts and using both quantitative and qualitative data (internal and external) to corroborate conclusions

Strategic Direction 2: Assessment and Reporting

Purpose

We will use formative and summative assessments to identify student knowledge and skill acquisition. Through regular, effective feedback we will share these results with staff, students and parents in order to strengthen student outcomes.

Improvement measures

Target year: 2024

Assessment

100% of teaching staff will confidently implement formative and summative assessments as part of their Project Based Learning initiatives.

Target year: 2024

Reporting

All students in Years 7 - 10 will receive regular individualized reports that inform them of their literacy and numeracy progress

Initiatives

We will embed innovative practices to improve student outcomes through a focus on formative and summative assessments, building capacity in the delivery and assessment of Project Based Learning and the introduction of reports that track student literacy and numeracy progress against the Progressions. To achieve this we will undertake:

- to provide the professional development necessary for staff to implement formative and summative assessments as part of their Project Based Learning initiatives
- the regular collection and analysis of literacy and numeracy data using the Progressions and PLAN2
- the creation and implementation of a Progress Report to track the literacy and numeracy progress of students
- the implementation of professional learning which is informed by research, including The School Excellence Framework, *What Works Best* especially in the areas of 'Assessment', 'High Expectations' and 'Effective Feedback'

Success criteria for this strategic direction

- The Literacy and Numeracy Committee will regularly collect and collate data around student progress against PLAN2 and the Progressions
- Progress Reports for students in Years 7 to 10 will be issued at least 6 times per year
- All teaching staff will have completed professional learning on the significance and impacts of formative and summative assessments and Project Based Learning
- All teaching staff will have embedded formative and summative assessments as part of their Project Based Learning initiatives.

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving our improvement measures. This analysis will guide our progress measures and changes to future directions:

- Literacy and Numeracy PLAN2 data
- Sentral Reports data
- Internal data including student results, student work samples, surveys and focus group feedback

Evaluation will involve:

- The timely review of these data sources to assess whether the intended improvement measures are likely to be achieved
- Termly reflections by the Executive and Senior Executive on the effectiveness and impacts of current initiatives using both quantitative and qualitative data (internal and external)
- An Annual 'Executive Review' undertaken by a member of the Executive and provided as a report summarising current progress and impacts and using both quantitative and qualitative data (internal and external) to corroborate conclusions

Strategic Direction 3: Transition and Wellbeing

Purpose

Our purpose is to establish effective transition and wellbeing programs that will support our students and enable them to thrive as learners.

Improvement measures

Target year: 2024

Transition

Transition for Success will result in 80% of Year 6 students: stating they 'feel confident about coming to high school'; being able to identify someone to 'support or advocate on their behalf' at CHS; and participating in cross-school units of work that represent a continuum of learning.

Target year: 2022

Positive Wellbeing

Increase the percentage of students reporting positive wellbeing, based on the three indicators from the Tell Them From Me Survey (belonging, advocacy and expectations), to be at or above the school's lower bound system-negotiated target of 62.8% (an increase of 3.1%).

Target year: 2022

Attendance

Increase the percentage of students attending school 90% of the time to be at or above the school's lower bound system-negotiated target of 62.7% (an increase of 10%).

Initiatives

We will build staff capacity and student resilience through a focus on improving transition processes and practices, updating and explicitly delivering wellbeing programs and proactively addressing attendance. To achieve this we will undertake:

- to work closely with our Bpangerang Learning Community on the Transition for Success program
- to explicitly address student wellbeing (specifically in 'belonging', 'advocacy' and 'expectations') in the Transition for Success program
- to work with our Bpangerang Learning Community on the development and delivery of cross-school units of work that represent a continuum of learning
- to collect, collate and utilize the data from the Tell Them From Me Surveys and Sentral (Attendance and Wellbeing) to inform our school wellbeing programs
- to implement a multifaceted student wellbeing strategy that includes both bespoke programs to meet complex individual student needs and large, whole-of-school or whole-of-year, programs to address widespread wellbeing, engagement and attendance concerns
- to build a consistent understanding of the meaning and importance of student 'belonging', 'advocacy' and 'expectations' for staff and students as they are reflected in the Tell Them From Me Surveys
- to implement professional learning which is informed by data and research, including The School Excellence Framework, *What Works Best*, especially in the areas of 'Wellbeing' and 'Collaboration' and the DoE's Middle Years Transition Matrix.
- to work closely with students, parents and the DoE to support and strengthen student attendance rates
- to work closely with students, parents, the DoE and the AECG to support and strengthen attendance rates for our Aboriginal students

Success criteria for this strategic direction

- The Wellbeing Team will regularly collect and collate data around student attendance and wellbeing programs.
- Programs are introduced, which are informed by data, to address concerns around student wellbeing, engagement and attendance.
- The Wellbeing Team will regularly communicate with parents around the importance of attendance for academic achievement and student wellbeing.
- Transition programs will successfully incorporate cross-school units of work and wellbeing initiatives.
- All teaching staff will engage in professional learning about student wellbeing, especially in the areas of belonging, advocacy and expectations, and a consistent understanding of these terms and their importance is developed

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving our improvement measures. This analysis will guide our progress measures and changes to future directions:

- SCOUT data
- Tell Them From Me data
- Sentral Wellbeing and Attendance data
- Internal data including student results, student work samples, surveys and focus group feedback

Evaluation will involve:

- The timely review of these data sources to assess whether the intended improvement measures are likely to be achieved
- Termly reflections by the Executive and Senior Executive on the effectiveness and impacts of current initiatives using both quantitative and qualitative data (internal and external)

Strategic Direction 3: Transition and Wellbeing

Evaluation plan for this strategic direction

- An Annual 'Executive Review' undertaken by a member of the Executive and provided as a report summarising current progress and impacts and using both quantitative and qualitative data (internal and external) to corroborate conclusions