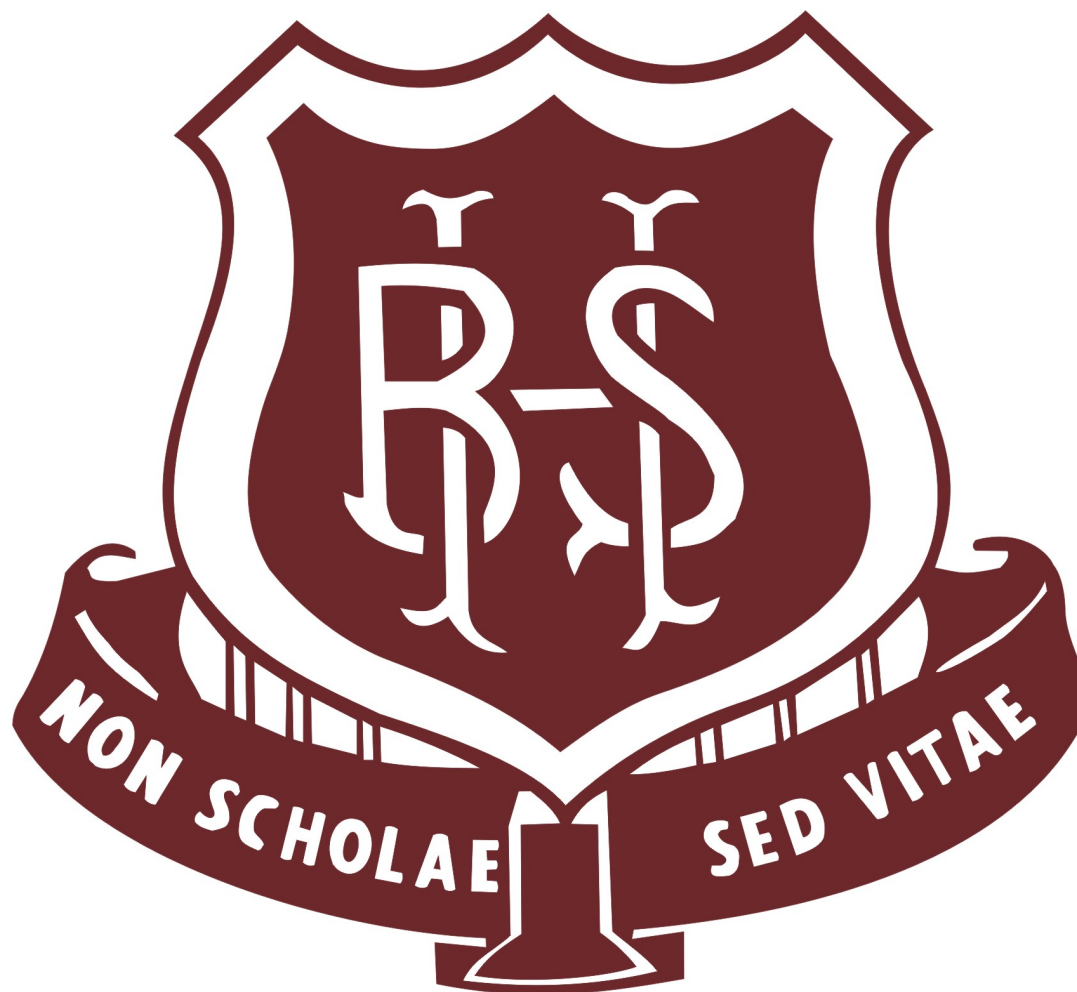


# Strategic Improvement Plan 2021-2024

## Blayney High School 8357



# School vision and context

## School vision statement

### Grow, Lead, Contribute

Our vision is to make a positive difference to the lives of students and help them develop the skills, mindset and motivation to be productive global citizens. We eagerly embrace opportunities and meet challenges with resiliency throughout our lives.

We aim to prepare and motivate our students and staff for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Blayney High School is a place where students are leaders in their own learning, facilitated by a proactive staff and supportive community. Students will contribute to their own success for today and be prepared to contribute to society now and into the future.

## School context

Blayney High School is a small rural comprehensive school in the Central West of NSW situated within a 40 minute drive from two larger regional towns (Bathurst and Orange). The school population is steady at approximately 350 students inclusive of 6.7% Aboriginal students and 27.5% students with additional needs. Over 70% of students are from low SES backgrounds. Students come from a wide area, many from the small rural villages and the local town-based schools known as the Heritage School's Learning Community.

Our school has an excellent reputation within the education districts and wider community and we have a strong tradition of providing an inclusive education that not only addresses the academic needs of the students but provides opportunities and wellbeing programs to support all students to achieve their best.

Blayney High School has a very committed teaching, administrative and executive staff with a range of experience. Student leadership and participation in sports, the arts, school service and community is actively developed. The school has above average attendance, full school uniform, low suspension rates and a commitment to building positive relationships through personal responsibility.

We have a highly successful learning community and collaborate on many projects, such as curiosity and powerful learning, renaissance reading and feedback based on quality success criteria, which have contributed to the overall development of our students.

We have conducted a detailed situational analysis which has developed an in-depth evaluation of both internal and external data. This has included authentic consultation with our community and local AECG to ensure we have shared understandings and input into our school improvement plan.

Evidence from external assessment data such as Year 10, NAPLAN and ESSA suggest the school has shown growth in several areas of literacy and numeracy, however, there are still areas of need that have been identified in this plan. The HSC results are harder to assess due to small candidature but z-score performance shows positive achievement in 40-50% of subjects. There is evidence that some subjects consistently score above average. Data indicates we add value to all of our students learning but a focus of higher order tasks is needed for top performing students.

As a result of our evaluation, we will focus on data to inform practice, explicit teaching collaboration, and provide high impact professional learning for staff so that all students improve.

These initiatives will be funded through our current budget allocation and will be monitored regularly through both internal systems and our finance team, of which community are represented.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching.

## Improvement measures

### Target year: 2022

Increase the number of students achieving the top 2 bands in NAPLAN reading to at or above the lower bound system-negotiated target of 17.5%.

### Target year: 2022

Increase the number of students achieving the top 2 bands in NAPLAN numeracy to at or above the lower bound system-negotiated target of 17.7%.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading by 6.2% from system-negotiated target baseline.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy by 6.1% from system-negotiated target baseline.

### Target year: 2022

Increase the percentage of HSC course results in top 2 bands to the lower bound system-negotiated target of 20.7% or above.

### Target year: 2022

Increase the percentage of Aboriginal students achieving top 2 NAPLAN bands in reading and numeracy

## Initiatives

### Explicit Teaching

Explicit teaching practices draw on research about how students effectively take in and retain information and use this information to solve problems, pose questions, and synthesise and justify their reasoning. We will:

- Clearly explain the success criteria and check for student understanding.
- Use and explain the language of the syllabus to increase students' familiarity with the vocabulary so students can unpack assessment questions and understand exactly what they are being asked to do.
- Frequently use formative assessment, such as asking for verbal, written or visual responses from all students during activities or tasks to monitor their levels of understanding
- Ask students challenging questions and provide clear and explicit feedback based on the success criteria and give students opportunities to reflect on and apply the feedback to improve their work.
- Regularly review student learning records to inform differentiation and future direction.

### Data Informed Practice

Teachers use data to check and understand where their students are in their learning and plan what to do next. We will:

- Prioritise professional learning in effective and efficient use of data and make collecting and using data a routine and regular part of collaborative teaching practice.
- Monitor and reflect on the progress of every student to identify strengths and gaps in learning and compare student data across years or classes to identify wider trends
- 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.

## Success criteria for this strategic direction

- 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.
- The school achieves excellent value-added results, significantly above the value added by the average school.
- 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.
- 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.

## Evaluation plan for this strategic direction

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

- Data sources including SCOUT, NAPLAN, RAP, Check-in, VALID
- Student work samples
- Literacy and numeracy PLAN2 data
- Student Personalised Learning Plans Student focus groups.
- School Excellence Framework Self assessment
- HSC results

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Target year: 2023

Contribute to the Bathurst Network target to increase the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity

## Initiatives

- Use data to evaluate individual learning programs to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful.

## Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures will occur with evaluation teams twice per term.
- Regular professional discussion by all staff around the School Excellence Framework elements and themes will occur during two dedicated faculty meetings each term.
- Executive team and whole staff reflective sessions will be timetabled regularly in school meeting structures.

## Strategic Direction 2: Educational Leadership

### Purpose

Our purpose is to foster a strong culture of professional collegiality to prioritise the investment in quality teaching practice to ensure that high impact teaching and learning occurs in every classroom.

Professional learning opportunities will be coordinated in a manner to focus on explicit proven high quality teaching practices in order to broaden the leadership skill and expertise of all levels of staff experience.

### Improvement measures

#### Target year: 2024

School self-assessment of the School Excellence Framework (SEF) elements *Educational leadership: Instructional leadership* indicates improvement from Working towards to Excelling.

#### Target year: 2024

Increase the number of staff who have participated in the Aspiring Leader's program that have achieved higher levels of accreditation

#### Target year: 2024

SEF assessment indicates improvement in educational leadership through the SEF themes of Instructional leadership and high expectations culture from delivering to excelling.

### Initiatives

#### Collaboration

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. We will:

- Draw on the collective expertise of teachers within the school and use external expertise to identify and implement best practice models.
- Open classrooms to other teachers and be prepared to give and receive feedback that discusses the effectiveness of strategies observed during the lesson and highlights areas for improvement.
- Act on the feedback received to refine and improve teaching and learning.
- Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.
- Seek out 'partner' schools where faculties can connect and share ideas, resources and professional learning.

#### Professional Learning

Professional learning is the formal or informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice, and a school's collective effectiveness. We will:

- Actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.
- Take opportunities to gain expertise that will inform teaching practices, for example HSC marking.
- Put in place processes to share ideas, practices and resources and use them on a regular and ongoing basis.
- Provide opportunities for staff to share classroom

### Success criteria for this strategic direction

- 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.
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.
- 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.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the

## Strategic Direction 2: Educational Leadership

### Initiatives

success and how they know it has enhanced student learning.

- Pursue opportunities for all staff to participate in decision making with school leaders.

### Evaluation plan for this strategic direction

purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Professional learning goals
- AITSL - Self assessment tool
- Scout data
- SEF SaS
- Instructional rounds
- Tell Them From Me Staff surveys
- Curiosity and powerful learning
- MyPL data
- People Matters survey
- High impact professional learning self assessment tool

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures will occur with evaluation teams twice per term.
- Regular professional discussion by all staff around the School Excellence Framework elements and themes will occur during two dedicated faculty meetings each term.
- Executive team and whole staff reflective sessions will be timetabled regularly in school meeting structures.

# Strategic Direction 3: Connect and Contribute

## Purpose

Our purpose is to build and respect academic success in a manner that is visible and valued by all members of the school community, underpinned by the core belief that all students can learn and achieve now and into the future. We aim to uphold the philosophy of the school motto "not for school, for life"

## Improvement measures

### Target year: 2022

Increased percentage of students attending school more than 90% of the time by 2.9% or higher from the system-set baseline figure of 70.93%

### Target year: 2024

Percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at school is at or above the level of the SSSG.

### Target year: 2024

SEF assessment indicates improvement in learning culture through the SEF theme of high expectations from sustaining and growing to excelling.

## Initiatives

### High Expectations

When teachers 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. We will

- Model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.
- Provide clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process.
- Ensure that all students in the class and across year groups know that their learning goals can be realised when they work hard.
- Provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.
- Create a safe space where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking.

### Wellbeing

Practices and initiatives that support student wellbeing are most effective when they promote a supportive environment across the whole school. We will

- Support the development of self-regulation skills and model healthy coping strategies in the classroom
- Establish mentoring programs that identify strengths and success as well as build resilience.

## Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- 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.
- 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

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

- Attendance data
- Tell them from me responses (student, staff and parents)
- Scout data



## Strategic Direction 3: Connect and Contribute

### Initiatives

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- Establish opportunities for the development of student voice to encourage students to feel connected to their learning. Communicate changes based on this feedback to show students that their opinions and experiences have been considered and are valued and important.
  - Showcase student progress and achievements to ensure that all students are known, valued and cared for across the school.
  - Discuss students' progress with parents and carers to establish partnerships built on trust and respect.
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### Evaluation plan for this strategic direction

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- SEF SaS
- Student feedback eg student surveys, unit evaluations
- Modified teaching programs
- Community surveys

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around proven evidence based research and teaching practice.
- Executive team and whole staff reflective sessions.