

Strategic Improvement Plan 2021-2024

Tenterfield High School 8358



School vision and context

School vision statement

At Tenterfield High School we are committed to providing outstanding opportunities for all students so that they can achieve their personal best. We strive to create an environment where every student has the opportunity to improve their learning and extend themselves academically, pursue their interests and grow and thrive in a safe and nurturing learning environment.

School context

Tenterfield High School, situated 18 km south of the Queensland border, is a rural school catering for the needs of approximately 240 students including 14% Aboriginal and/or Torres Strait Islander students. The school caters for students with a range of abilities and includes two multi-categorical classes. Quality teaching and learning form the basis for excellent educational initiatives. Explicit teaching and high expectations is a focus across the school and literacy and numeracy is embedded in all KLA's. Agricultural and successful vocational education programs is a feature of the school. The students are highly active within the community and reach state level in a variety of sporting events. Staff range from experienced to early career and are committed to improving the educational opportunities at Tenterfield High School to reflect 21st century teaching and learning. The school enjoys very strong parent and community support with significant ties to the local Aboriginal community, and has in place a highly developed student welfare system. As a result of our thorough situational analysis key elements have been identified in Teaching and Learning and Well-being which will be the focus of our school improvement plan.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student achievement in numeracy and reading and show growth in our HSC results through a focus on explicit teaching, high expectations and developing a culture of teachers working collaboratively to analyse data and improve their practice.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets in Reading

- Improvement in the percentage of students achieving in the Top 2 bands Naplan reading from baseline 15.7% to lower bound target of 20.2%

Target year: 2022

Achievement of 2022 system-negotiated targets in Numeracy

- Improvement in the percentage of students achieving in the Top 2 bands Naplan numeracy from baseline 19.4% to lower bound target of 23.5%

Target year: 2022

Achievement of 2022 system-negotiated target in HSC results

- Improvement in the percentage of students achieving in the Top 3 bands HSC from baseline 31.0 % to lower bound target of 40.5%

Target year: 2023

Achievement of 2023 system-negotiated target in Reading

- Improvement in the percentage of students achieving expected growth in reading from baseline 57.3% to lower bound target of 63.5%

Target year: 2023

Initiatives

Professional Learning

The consistent delivery of evidence based and best practice professional learning across the whole school.

- Professional learning is delivered at an executive, whole-school and faculty level to build teacher capabilities and collective efficacy across the whole school.
- Build the capacity of executive to lead professional learning across the school and faculties and support the individual learning needs of staff.
- Staff identify and take ownership of Professional Learning opportunities to improve teaching strategies in reading and numeracy.

Collaborative Practice

A whole school focus on collaborative teacher practice to improve and reflect on teaching and learning and improve student outcomes.

- Embed explicit structures and practices in the school for teacher collaboration, team-teaching, observation and feedback to maximise student outcomes.
- Analysis of external student data to ensure a shared understanding of student needs and identified targets in reading and numeracy.
- Use expertise within the school and shared practice to build the capacity of staff to improve HSC results across the school.
- Develop a culture of sharing resources and working collaboratively to improve teaching and learning programs, assessment and marking and reporting.

Success criteria for this strategic direction

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF)

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)

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)

Evaluation plan for this strategic direction

Questions:

In order to assess the effectiveness of the strategies listed, evaluative practices such as QDAI will be implemented. The questions which we are investigating are as follows:

To what extent have we shown improvement in reading, numeracy and HSC results? What has been the impact of using evidence based and best practice professional learning and collaborative practices across the school?

Data:

- External student assessment NAPLAN. HSC
- Internal Assessment student assessment, work samples
- Surveys (parent, teacher, student)

Strategic Direction 1: Student growth and attainment

Improvement measures

Achievement of 2023 system-negotiated target in Numeracy

- Improvement in the percentage of students achieving expected growth in numeracy from baseline 68.1% to lower bound target of 72%

Target year: 2022

Increase percentage of Aboriginal students achieving top 3 Naplan Bands in Reading and Numeracy

Evaluation plan for this strategic direction

- Focus groups (parent/carer, student, teacher)
- Observations
- Analysis of school processes
- Sentral Data
- Interviews

Analysis. Will be embedded as part of the implementation of initiatives to determine whether the purpose has been achieved.

Implications: The analysis will inform:

- Future actions
- Where to next?
- If there needs to be any changes or modifications
- Budget resources

Strategic Direction 2: Excellence in teaching and learning

Purpose

Our purpose is to achieve excellence in teaching and learning so that every student has the opportunity to achieve their personal best. This will be achieved through having a culture of high expectations and using collaborative and evidence based teaching practices.

Improvement measures

Target year: 2024

- **Professional learning is driven by identified student needs** - Professional learning is designed to meet student needs, identified through analysis of current system, school and classroom data about progress and achievement.

Target year: 2024

- **Collaborative and applied professional learning strengthens teaching practice** - Teachers work together - propelled and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing student progress and achievement.

Initiatives

Professional Learning

The consistent delivery of evidence based and best practice professional learning across the whole school.

- Professional learning is delivered at an executive, whole-school and faculty level to build teacher capabilities and collective efficacy across the whole school.
- Build the capacity of executive to lead professional learning across the school and faculties and support the individual learning needs of staff.
- Provide targeted and individualized professional learning for staff as required

Collaborative Practice

A whole school focus on collaborative teacher practice to improve and reflect on teaching and learning and improve student outcomes.

- Embed explicit structures and practices in the school for teacher collaboration, team-teaching, observation and feedback to maximise student outcomes.
- Analysis of external and internal student data and information to ensure a shared understanding of student needs and individualise and support
- Use expertise within the school and shared practice to build the capacity of staff to individualize learning and manage complex student needs and behavior
- Develop a culture of sharing resources and working collaboratively to improve teaching and learning programs, assessment and marking and reporting.

Success criteria for this strategic direction

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 lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

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, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

In order to assess the effectiveness of the strategies listed, evaluative practices such as QDAI will be implemented. The questions which we are investigating are as follows:

Questions:

To what extent have we shown excellence in teaching and learning? What has been the impact of using evidence based and best practice professional learning and collaborative practices across the school?

Data:

- External student assessment NAPLAN. HSC
- Scout Data
- Internal Assessment student assessment, work samples

Strategic Direction 2: Excellence in teaching and learning

Evaluation plan for this strategic direction

- Surveys (parent, teacher, student)
- Focus groups (parent/carer, student, teacher)
- Observations
- Analysis of school processes
- Sentral Data
- Interviews

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Strategic Direction 3: Building engagement and positive relationships

Purpose

Our aim is to build engagement and positive relationships across the whole school community through effective communication and collaborative practices. This was an identified area of need in our situational analysis and by addressing it we hope to build student agency and improve student well being and engagement.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets in Attendance

- Improvement in the percentage of students attending school 90% of time or more from baseline of 53.1% to lower bound target of 59.9%.

Target year: 2024

Increased student engagement and well being is evident through reduced negative sentral entries and increase in positive sentral entries, increased participation in curricular and co-curricular activities, improved task completion rates and an increase in the sense of student belonging (Tell Them From Me survey).

Target year: 2024

There is an increase in the number of parents / carers actively participating in supporting and reinforcing student learning as shown by improved attendance at school events, participation in parent /carer interviews, improved student school attendance and as indicated in survey responses.

Initiatives

Whole school Communications Plan

The school will implement a whole school communication plan to strengthen, promote, facilitate and sustain effective partnerships, networks and communication processes among school staff, students, parents, caregivers and the wider community to achieve increased community engagement and improve student educational and well-being outcomes.

Well-being and Engagement

The school will build on existing programs as well as review and introduce new well being and engagement programs to build the resilience and engagement of students.

Success criteria for this strategic direction

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 has implemented evidence based change to whole school practices, resulting in measurable improvements in well being and engagement to support learning.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Evaluation plan for this strategic direction

In order to assess the effectiveness of the strategies listed, evaluative practices such as QDAI will be implemented. The questions which we are investigating are as follows:

Questions:

To what extent have we built engagement and positive relationships across the whole school community? What has been the impact of using evidence based and best practice professional learning and collaborative practices across the school?

Data:

- External student assessment NAPLAN. HSC
- Scout Data
- Internal Assessment student assessment, work samples
- Surveys (parent, teacher, student)
- Focus groups (parent/carers, student, teacher)
- Observations
- Analysis of school processes
- Sentral Data

Strategic Direction 3: Building engagement and positive relationships

Evaluation plan for this strategic direction

- Interviews
- Attendance Data

Analysis. Will be embedded as part of the implementation of initiatives to determine whether the purpose has been achieved.

Implications: The analysis will inform:

- Future actions
- Where to next?
- If there needs to be any changes or modifications
- Budget resources