

Strategic Improvement Plan 2021-2024

Finley High School 8360



School vision and context

School vision statement

Finley High School is committed to the pursuit of excellence. Teachers, parents and the community work together to ensure the school culture is focused on learning, the building of educational aspiration and ongoing improvement. We foster a sense of belonging and positive wellbeing for all, where students are respectful, responsible learners achieving excellence together.

School context

Finley High School is a comprehensive rural high school, catering for the educational needs of students in four towns: Finley, Tocumwal, Jerilderie, Berrigan and their surrounding districts. It is situated on the land of the Yorta Yorta people who are the traditional custodians. The student population of 350 has been slowly decreasing over the last four years as farming becomes more corporate and the last drought and water concerns impact on the Agriculture sector. The school is very supportive of our Aboriginal students; 6% of all students identify as having an Aboriginal background and are supported by an Aboriginal coordinator.

The situational analysis undertaken by the school highlights the strong results achieved by students across a range of external assessments including NAPLAN and the HSC. Post school options have been highly successful with many of our students being accepted into tertiary institutions or post school employment. There will be a focus on professional learning around deep analysis and the use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

We offer a first class Agriculture program which is celebrated throughout Victoria and southern NSW. Sport has always been popular at FHS and we have had many students and teams achieve success at the regional and state level. Our creative and performing arts programs continue to grow and achieve success; our annual MADD night celebrates individual and group performances.

The Parents and Citizen's Association work closely with the principal to improve facilities and opportunities for the students at the school and a local AECG works in partnership with the school to support the continuous development of positive outcomes for indigenous students across the school community.

Student leadership continues to grow with a very active Student Representative Council leading initiatives in the school for the student body. Student wellbeing is a major focus, with the school employing a Head Teacher Wellbeing from school funds, as well as a School Chaplain and a Student Support Officer who work together to develop the social skills and wellbeing of students at the school through a variety of local and regional initiatives and programs.

Innovative programs in the school have been implemented to support students to achieve their personal best and develop independent learning skills, including the engagement of a Head Teacher Literacy and Learning from school funds. Whilst we continue to foster and develop strong relationships with our local primary schools, we have 3 Support Unit classes and the students are mainstreamed for all their learning with the support of special education teachers and SLS0's.

Strategic Direction 1: Student growth and attainment

Purpose

Our shared purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2022

NAPLAN Top 2

Increase the percentage of students achieving the top 2 NAPLAN numeracy band by 7%.

Target year: 2022

NAPLAN Top 2

Increase the percentage of students achieving the top 2 NAPLAN reading band by 6%.

Target year: 2022

HSC attainment

The percentage of HSC course results in the top three bands will increase by 5%.

Target year: 2023

HSC

Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 20%

Initiatives

Improve effective classroom practice

Teachers will undertake targeted professional learning in the use of data to inform planning and teaching to enable them to provide differentiated targeted teaching to support student growth and achievement.

Literacy and Numeracy

Teachers will undertake high impact professional learning to support student growth in literacy and numeracy. This will ensure consistency in the explicit teaching of literacy and numeracy across all key learning areas.

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

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.

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:

- NAPLAN data
- HSC Data
- Check in Assessment data
- Scout - Value added data
- QTR
- Lesson observation feedback

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student profiles

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 the School Excellence Framework elements and themes.

* Executive team and whole staff reflective sessions.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 2: Quality teaching and learning

Purpose

Our shared purpose is to refine teacher practices to ensure there is a consistent, collaborative, whole school approach to student learning, we will undertake evidence based professional learning in curriculum planning and delivery, assessment and feedback to enable quality teaching that addresses the learning needs of all.

Improvement measures

Target year: 2023

NAPLAN Expected Growth

Increase in the percentage of students achieving expected growth in NAPLAN numeracy by 5%.

Target year: 2023

NAPLAN Expected Growth

Increase in the percentage of students achieving expected growth in NAPLAN reading by 4%.

Initiatives

Evidence based assessment practices

Teachers will undertake high impact professional learning in effective assessment practices to inform their planning and teaching. This will also be used to provide targeted feedback to students on their learning to support them to achieve their personal best.

Collaboration to improve teaching practice

Refine and embed explicit systems for collaboration across the school. A shared agreement will be developed supporting all teachers to work collaboratively to implement evidence based practices, reflect on their teaching and student learning to support all students in achieving expected growth.

Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels.

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.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

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:

- NAPLAN data
- Scout data
- NESAs Schools Online data
- Student work samples & Internal Assessment Data
- Literacy and numeracy internal assessment data
- Student focus groups
- SEF SaS

Evaluation plan for this strategic direction

- Classroom observations

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 the School Excellence Framework elements and themes. Executive Leadership Team and whole staff reflective sessions.

Strategic Direction 3: Learning culture of high expectations

Purpose

Our shared purpose is to ensure that the school culture is strongly focused on the commitment to the pursuit of excellence and that students, parents and staff are motivated to deliver their very best and continually improve. To develop and embed these practices we will implement strategies and systems to work effectively with all stakeholders in the school to ensure there are high expectations for all students' learning.

Improvement measures

Target year: 2022

Attendance

Increase the percentage of students attending more than 90% of the time by 5%.

Target year: 2022

Wellbeing

Increase the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School will increase by a 4%.

Initiatives

A positive school culture

Through the planned and collaborative development of clear and consistent routines and expectations for success, all members of the school community will have an active role in supporting student achievement and wellbeing and strengthening community partnerships.

Leading to Learn

By developing and strengthening the expectations and roles of leaders across the school, there will be a relentless focus on continually planning, leading, implementing, monitoring and evaluating practices to ensure continuous improvement in teaching, learning, attendance and wellbeing.

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.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

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:

- Internal assessment data
- NAPLAN and HSC data
- Attendance data
- Suspension data
- Student and staff surveys
- Assessment completion rates

Strategic Direction 3: Learning culture of high expectations

Evaluation plan for this strategic direction

- Tell Them from Me survey
- People Matters Survey
- Teacher observation
- Post-school Destination Data

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 the School Excellence Framework elements and themes. Executive Leadership Team and whole staff reflective sessions.