

# Strategic Improvement Plan 2021-2025

## Swansea High School 8389



# School vision and context

## School vision statement

Our Vision is to care for, know and foster innovative young people who realise their potential through our culture of high expectations and strong partnerships.

Swansea High School aims to build upon *expectations, connections and achievement of all students and staff*.

Swansea High School has an expectation that every student and every teacher will strive for improvement and excellence every year.

## School context

Swansea High School is a comprehensive, contemporary, co-educational high school nestled in the picturesque seaside suburb of Caves Beach. With an enrolment of 667 students in 2022, including an Aboriginal student enrolment of 87 students, we are committed to building a culture of high expectations, providing a supportive and innovative learning environment, and fostering strong relationships and partnerships that enable students to realise their potential.

We are a Positive Behaviour for Learning (PBL) school which is student led with high expectations developed by students, for students. The school's PBL values are *Respect, Responsibility, Ready to Learn*. Strong student voice and student leadership programs are a cornerstone for ensuring students are engaged and well connected to the school.

The school is an inclusive education setting with a Special Education Unit consisting of three classes. This is comprised of 2 Multi-Categorical (MC) classes and one ED class for students with Emotional Disorders.

We are committed to incorporating a variety of literacy and numeracy strategies across all Key Learning Areas to improve pedagogical practice and student learning outcomes. Our teaching staff range from very experienced to early career, including 10 Head Teachers. To support our students we have a Business manager, 8 administrative support staff and 5 student learning support officers in addition to our 2 Aboriginal Education Officers. The staff at Swansea High School are dedicated, caring, innovative, focused on continual improvement and support curriculum delivery aimed at meeting the academic and social needs of all students.

Reflecting on our Situational Analysis, the school is currently meeting and exceeding system-negotiated targets in HSC (students attaining Top 3 Bands) and NAPLAN Numeracy (exceeding expected levels of student growth). We are working towards meeting our targets in NAPLAN Literacy and have initiated strategies throughout the School Plan to see improved growth and increase the learning trajectory of students in this area.

Swansea High School is proud of the outstanding Aboriginal Education Programs in place across the school which have proven success in improving student learning outcomes in literacy and numeracy, providing strong partnerships with our local Minimbah Aboriginal Education Consultative Group (AECG), delivering outstanding cultural programs for all students, and ensuring there is strong attendance and transition points in place for all of our students. Our Aboriginal students are supported by two Aboriginal Education Officers and a teacher assigned as an Aboriginal Tutor.

Swansea High School is a proud member of our Galgabba community of Schools. We have a close relationship with our primary schools (Blacksmiths PS, Caves Beach PS, Marks Point PS, Nords Wharf PS, Pelican Flat PS and Swansea PS) and aim to build the academic and social readiness of all students and families for high school through our targeted curriculum links and transition programs.

# Strategic Direction 1: Student growth and attainment

## Purpose

**We will deliver our school vision of fostering innovative young people who realise their potential, through the development and implementation of high quality curriculum and assessment designed to increase the learning trajectory of each student. We will create a culture of high expectations and use student data to inform our practice.**

## Improvement measures

### HSC achievement - top 3 bands

Achieve by year: 2023

**Percentage Results in Top 3 Bands in HSC:** The percentage of students achieving Top 3 Bands in HSC increases by 6% from baseline.

### Numeracy growth

Achieve by year: 2023

Expected growth in Check-In Numeracy assessment will indicate an upward trend towards or exceeding SSSG's.

### Reading growth

Achieve by year: 2023

Expected growth in Check-In Reading assessment will indicate an upward trend towards or exceeding SSSG's.

## Initiatives

### Explicit instruction in Literacy and Numeracy

The very foundation of this initiative is to ensure teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, in order for every student to be challenged and provided with accommodations and adjustments to lead to expected growth in both areas.

We will initiate and deliver innovative practices to support and improve student learning in literacy and numeracy.

### Improving Teaching, Learning and Assessment

The very foundation of this initiative is to ensure teachers design and deliver the highest quality teaching and learning programs and assessment to give students the best opportunities to achieve their learning potential.

We will build the capacity of teachers to improve program and lesson design and deliver high quality subject specific teaching and learning programs and quality assessment that increase the learning trajectory of all students.

### Aboriginal Student Success

The very foundation of this initiative is to ensure Aboriginal students progress in their learning and achievement at the same level as all students at the school.

We will build and initiate explicit school systems to meet and extend the learning outcomes of every Aboriginal student at the school. This will be achieved through:

- Data informed practice
- Explicit literacy and numeracy instruction
- Employment of an Aboriginal Education tutor

## Success criteria for this strategic direction

1. The school uses research, evidence based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.
2. The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
3. 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.
4. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
5. Progress and achievement of Aboriginal students is equivalent to the progress and achievement of all students in the school.
6. All teachers demonstrate an understanding that Aboriginal parents have high expectations for their children and all teachers work in collaboration with parents and communities to ensure Aboriginal students achieve these expectations.
7. 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.
8. Every teaching and learning program and assessment task delivered by teachers is of the highest quality and is compliant with school-based and NESA syllabus requirements.

## Evaluation plan for this strategic direction

**Questions: To what extent have we achieved our**

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### **purpose and demonstrated improvement?**

Have we developed and implemented high quality curriculum and assessment designed to increase the learning trajectory of each student?

Have we created a culture of high expectations and used student data to inform our practice?

**Data Sources: We will use a range of data sources in order to evaluate the impact of our work.**

Annual Curriculum and Assessment Review

Faculty Review

Individual student and Cohort NAPLAN Data

Individual student and Cohort PAT Data

HSC Minimum Standards

Professional Learning Feedback

Student Focus Groups (Survey groups)

Teacher program feedback strategies

Internal school data on individual student growth

Internal school data on individual and cohort Aboriginal student growth

HSC Data for each subject

### **Analysis:**

We will have clearly defined data analysis in place to determine the extent to which the purpose has been achieved. Analysis will be embedded through progress and implementation monitoring.

**Implications:** Annually the school will review progress towards the improvement measures. The findings of the analysis will be used to inform future actions

## Strategic Direction 2: Connection

### Purpose

We will deliver our school vision of caring for, knowing, and fostering innovative young people to realise their potential through ensuring every student is *connected* through the development and implementation of high quality personalised learning programs. These will be underpinned by the school's values and high quality relationships.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

**Wellbeing:** Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy and sense of belonging) and is trending towards the 2024 improvement measure of 9.5%.

#### Attendance (>90%)

Achieve by year: 2023

**Attendance:** Percentage of students attending school 90% or more of the time increases by 4.5% from baseline.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) element of 'Wellbeing' indicates improvement from a baseline of Delivering to Excelling (school based target).

#### Aboriginal student HSC attainment

Achieve by year: 2023

**Network Target:** Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity. This includes a combined network uplift of 24% from baseline data.

### Initiatives

#### Learning & Wellbeing Support

The very foundation of this initiative is to ensure that every student at our school is known valued and cared for. We will ensure that school systems and processes actively support this.

We will collect, analyse and use data from a range of sources to monitor and refine a whole school approach to wellbeing and engagement in order to improve learning.

#### Student Agency

The very foundation of this initiative is to ensure students continue to have an active voice and have genuine influence over their learning and their learning environment.

We will provide opportunities for students to develop their leadership capabilities in a range of different contexts pertaining to their life and performance at school and in the wider school community.

#### Cultural Connections

The very foundation of this initiative is to ensure Aboriginal students are attending, engaged and achieving.

We will devise and implement appropriate strategies to build connections between the school, students and parents so all are culturally connected to the school, and their engagement, wellbeing and aspirations are met. Cultural competency will be enhanced and the diversity of Aboriginal cultures valued, respected and promoted to all Aboriginal and non-Aboriginal students and families.

### Success criteria for this strategic direction

1. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
2. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
3. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
4. 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.
5. The school and it's staff will demonstrate that they value and respect the identity, culture, heritage and languages of their Aboriginal students.
6. Personalised Learning Pathways (PLP): 100% of Aboriginal students will have a meaningful PLP in place that is visible to their teachers and parents, and informs future educational directions for each student.

### Evaluation plan for this strategic direction

#### Questions: To what extent have we achieved our purpose and demonstrated improvement?

Have we collected, analysed and used data to monitor and refine a whole school approach to learning support and student wellbeing and engagement in order to improve learning?

Have we provided opportunities for students to develop their leadership capabilities at and beyond school?

Have we devised and implemented appropriate strategies to build connections between the school, students and parents so all are culturally connected to ensure

### Evaluation plan for this strategic direction

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Aboriginal students are attending, engaged and achieving?

**Data Sources:** We will use a range of data sources in order to evaluate the impact of our work.

Attendance: Whole school, cohort and individual student data

Tell Them From Me: Results of TTfM survey (completed annually) tracked over time and linked to annual tracking of FOEI, behaviour (PBL) data, PLP and class profile data, post school destinations and other non-cognitive measures.

Professional Learning Feedback

Student Focus Groups (Survey groups)

Teacher program feedback strategies

Parent Feedback

#### **Analysis:**

We will have clearly defined data analysis in place to determine the extent to which the purpose has been achieved. Analysis will be embedded through progress and implementation monitoring.

**Implications:** Annually the school will review progress towards the improvement measures. The findings of the analysis will be used to inform future actions.

# Strategic Direction 3: High Impact Learning Community

## Purpose

**We will deliver our school vision of realising potential through a culture of high expectations and strong partnerships through the continued development of our high leverage relationships and networks. Continued investment in quality school infrastructure will enable us to achieve our vision of fostering innovative young people.**

## Improvement measures

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) element of 'Educational Leadership' indicates improvement from a baseline of Delivering to Excelling (school based target).

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice', 'Professional Standards', and 'Learning and Development' indicates improvement from a baseline of Delivering to Excelling (school based target).

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) element of 'School Resources' indicates improvement from a baseline of Delivering to Excelling (school based target).

## Initiatives

### Internal Professional Networks

The very foundation of this initiative is to ensure all students are taught by high performing teachers.

We will build the capacity of staff to demonstrate a high performance culture, with a clear focus on student progress and achievement and high quality teaching. All students are taught by high performing teachers, and the leadership team supports the recognition of this through effective professional learning teams.

### External Professional Networks

The very foundation of this initiative is to ensure teachers are on a path of continuous learning and development through quality relationships and collaborative practice with staff in other schools.

We will establish a professional learning community which is focused on continuous improvement of teaching and learning supported by high leverage, collaborative and harmonious relationships.

These Networks include the continuation of existing relationships with:

- local AECG
- The Galgabba Community of Schools
- Lake Macquarie East High Schools (Belmont and Lake Munmorah High Schools)
- Teaching Subject Association Networks
- Executive and Senior Executive Network Associations

### High Quality Infrastructure

The very foundation of this initiative is to ensure our students have the opportunity to reach their potential in a high quality, innovative learning environment..

## Success criteria for this strategic direction

1. 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.
2. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.
3. Teachers will contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
4. Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.
5. The school will work with the local Minimbah AECG to ensure effective consultation occurs on all matters related to the education of Aboriginal school children and in developing and implementing policy and programs for the education of Aboriginal students.

## Evaluation plan for this strategic direction

**Questions: To what extent have we achieved our purpose and demonstrated improvement?**

Have we realised our potential in a culture of high expectations and strong partnerships through the continued development of our high leverage relationships and networks?

Have we continued to invest in quality school infrastructure that will enable us to achieve our vision of fostering innovative young people?

**Data Sources: We will use a range of data sources in**

## Strategic Direction 3: High Impact Learning Community

### Initiatives

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We will have infrastructure in place that supports every student at the school to realise their potential in an environment that is conducive to innovative learning.

This includes having:

- A quality physical environment throughout the whole school.
  - Quality learning spaces (every classroom is an environment conducive to learning.
  - Infrastructure at the school that supports every student at the school having their own device every day to support their learning.
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### Evaluation plan for this strategic direction

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**order to evaluate the impact of our work.**

Analysis of PDPs, professional learning and accreditation data.

Reports on learning from each PLT group

Reports on learning within our external professional Networks

SCOUT HR Reports

#### **Analysis:**

We will have clearly defined data analysis in place to determine the extent to which the purpose has been achieved. Analysis will be embedded through progress and implementation monitoring.

**Implications:** Annually the school will review progress towards the improvement measures. The findings of the analysis will be used to inform future actions.