

# Strategic Improvement Plan 2021-2024

## St Ives High School 8400



# School vision and context

## School vision statement

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St Ives High School values **Respect, Perseverance and Growth**. Staff modelling and school programs focus on the development of students' capacities to reflect on experience, set goals, make informed decisions and maximise their growth. SIHS is a comprehensive, high performing school that engages students in academic, creative and sporting excellence. We foster students' understanding of their responsibilities to others and an understanding of their individual and collective responsibility as a member of our inclusive school community.

## School context

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St Ives High School is a coeducational comprehensive high school located on the Upper North Shore of Sydney. The school's enrolments have been increasing over the past decade from 810 in 2012 to just over 1250 students in 2021. The school has a strong academic focus through a long established high potential and gifted educational program that has operated for over 20 years. The school has a hearing support unit made up of two classes with student places offered to parents via a placement panel. The school runs a performing arts enrichment program through its Performing Arts Unit. The band program has been continually growing over the past 10 years and is actively supported by the school's parent body. The school musical is held every second year. The school has an active sports program. A strong Duke of Edinburgh program is in operation and is strongly supported by parents. The school's P&C is very active and committed to the school.

Through the evaluation of the 2018- 2020 school plan and the Situational Analysis the school identified the following areas as focus areas: A coordinated approach to student and staff wellbeing with a specific focus on relationships, a commitment to explicit teaching and a continuation of a coaching approach across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our role as educators is to support student growth in a comprehensive school environment. Student growth should occur both inside and outside of the classroom. Growth and Perseverance are two of the school's values and we are committed to putting these into action. Our teachers will continually evaluate and reflect upon the effectiveness of their practice; will be involved in high impact professional learning; and use student assessment data to inform their teaching. These teacher actions support student growth and attainment.

## Improvement measures

### Target year: 2024

Over 70 % of students report an improvement in their learning through goal setting, reflection and clarity around next steps to take to improve their learning.

### Target year: 2024

A majority of teachers report and demonstrate increased confidence and skill in the explicit teaching of writing and reading.

### Target year: 2022

Improvement in the percentage of HSC course results in the top 2 bands to be at or above 60.3%.

### Target year: 2022

Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be 45.5% (reading) and 59.2% (numeracy).

### Target year: 2023

When analysing student growth we are aiming to:

Increase 73.7% of students achieving expected growth in reading.

Increase 76.1% of students achieving

## Initiatives

### Student Goal Setting and Self Assessment

Goal setting and self reflection provides students the opportunity to drive their own success.

- Students are supported when setting, monitoring and reflecting on goals.
- Students in Yr 11 engage in the Alumni Growth Coaching program.
- Pilot groups to inform the further development of student goal setting.

Our approach is underpinned by research and evidence based literature by *Growth Coaching International*.

### Explicit Teaching of Literacy (writing and reading).

We believe that an explicit teaching approach to literacy will bring about academic growth across all key learning areas.

- Analysis of data will inform a whole school approach to the teaching of literacy skills.
- The results of the literacy audit will be used to design professional learning that builds teacher capabilities.
- Student growth will be supported through an explicit teaching approach.

Our method is underpinned by research from *CESE's What Works Best* and evidence based literature from John Hattie and Shirley Clarke.

### Reviewing and Improving Student Assessment

- Student assessment to be a part of everyday practice.
- Small group Literacy and Numeracy groups for Year 7 and 8. Utilising existing structures of MacqLit, Quicksmart, Spelling Mastery & the intensive numeracy support group.
- Design and deliver high-quality formative and formal assessment tasks to students.
- Analyse NAPLAN, HSC and minimum standards

## Success criteria for this strategic direction

Explicit learning goals are created with our students in a way that inspires and encourages them to pursue growth and higher levels of achievement. Students are able to articulate their goals, develop plans, and seek support from peers and teachers where necessary. Students actively monitor and reflect upon their goals. (SEF - Learning Domain - Learning Culture).

All students are provided with formal and informal opportunities to engage in growth coaching. Surveys reveal that students are actively engaging in the goal setting and self assessment process. (SEF Learning Domain - Learning Culture).

Students report the achievement of their goals to teachers through formal and informal means. Students feel supported in the achievement of their goals. (SEF - Learning Domain - Learning Culture).

Teachers effectively use explicit instruction to show our students what success looks like and consistently break down the steps required to achieve success. Students feel confident in their understanding of the steps required to achieve success and implement these strategies in their learning. (SEF - Teaching Domain - Effective Classroom Practice).

All staff confidently take an explicit teaching approach to student writing. (SEF - Teaching Domain - Effective Classroom Practice).

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. (SEF - Learning Domain - Assessment).

Formative assessment is practised expertly by teachers. (SEF - Learning Domain - Assessment).

Teachers collaborate to share feedback, knowledge and data about student achievement. Teachers communicate insights and support each other in promoting student growth and achievement. (SEF - Teaching Domain - Effective Classroom Practice).

Assessments are developed collaboratively to promote

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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expected growth in numeracy.

## Initiatives

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data to identify areas for improvement.

- All staff are led in inclusive design principles and this is reflected in teaching and learning programs and assessments.
- The 2020 Technology Utilisation Survey to guide future assessment planning.

*Our approach is based on NESAs approved best practice.*

## Success criteria for this strategic direction

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consistency and effective measurement of student understanding and growth. Teachers provide feedback to each other to ensure that assessment provides students with learning opportunities. (SEF - Learning Domain - Effective Classroom Practice).

\* SEF (School Excellence Framework).

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of using explicit teaching strategies to model success and improve student writing?

Do students reflect upon their practices with the aim of bringing about individual growth and achievement?

Do students and staff feel confident that assessment procedures are planned, inclusive and effective?

**Data:** External student performance measures (NAPLAN, HSC and minimum standards data), internal formative and formal assessment data, classroom observations, student feedback, student work samples, teaching programs.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.

# Strategic Direction 2: Staff Growth

## Purpose

We realise that teachers play an integral role in bringing about student success and we therefore want to support the continual growth of staff. We will foster and encourage collegial discussions and constructive feedback between colleagues to improve professional knowledge and practice. Growth and improvement must be modelled to students if we as a collective organisation will move forward together.

## Improvement measures

### Target year: 2022

All Executive are trained in and are using a coaching approach in their leadership roles.

### Target year: 2024

Self-reflection, survey data and practice indicates growth among teaching staff when implementing explicit teaching, formative assessment and feedback.

### Target year: 2022

All executive staff members have a deeper understanding of explicit teaching, formative assessment and feedback and are able to model to staff.

## Initiatives

### A Coaching Approach to Leadership

We believe a coaching approach to leadership will lead to professional growth of staff.

- Executive staff use a coaching approach to foster a culture of growth and improvement through both informal and formal support structures when supporting staff.
- A coaching approach is used with staff in the development and implementation of their PDPs. Staff will be encouraged to gather evidence and develop measurable goals to improve classroom practice.

### Professional Learning in Explicit Teaching

*Data collection and analysis has led us to develop a professional learning focus in explicit teaching.*

- Overarching theme for learning in the classroom: Think Write Reflect
- Staff develop skills and confidence to engage in explicit teaching using scaffolds for critical thinking, writing and reflecting on learning.
- High-quality collaborative practice to promote the development of explicit teaching strategies, including snapshot observation buddy system, What Works Best Breakfasts and KLA based activities.
- Teachers receive support from their colleagues and the school executive to both try and reflect on the effectiveness of new strategies based on professional learning and best practice.

Our approach is underpinned by research from CESE's *What Works Best* and evidence based literature from John Hattie and Shirley Clarke.

### Professional Learning in Formative Assessment and Feedback

- Staff develop and refine skills and confidence to use evidence based strategies to engage in effective formative assessment and feedback.

## Success criteria for this strategic direction

Staff feel supported in their professional growth as executive staff adopt a 'coaching approach' to leadership (mentoring and coaching support to ensure the ongoing development and improvement of all teachers). (SEF - Teaching Domain - Learning and Development).

Executive staff report increased confidence and skills in having difficult conversations and supporting staff. Staff begin to successfully self-manage (coach) themselves to solve problems. (SEF - Teaching Domain - Learning and Development).

A culture of collaboration and professional support is evident. Teaching staff share and demonstrate their expertise with others. Staff feel comfortable sharing mistakes and supporting each other. (SEF - Teaching Domain - Learning and Development).

There is a professional learning culture focused on continuous improvement of teaching and learning within the school as effective methods are identified, promoted and modelled. (SEF - Teaching Domain - Learning and Development).

Formative assessment is practised expertly by teachers, who routinely 'delay the grade' when returning marked work, leading to student errors and misunderstandings being explicitly addressed until students and teachers are confident that mastery is demonstrated. (SEF - Learning Domain - Assessment).

Student feedback is elicited by teachers and informs their teaching and PDP goals. (SEF - Teaching Domain - Professional Standards).

\* SEF (School Excellence Framework).

## Evaluation plan for this strategic direction

**Questions:** What has been the impact of making coaching an integral part of staff professional learning? Has school-wide staff collaboration increased? What has been the impact of implementing explicit teaching

## Strategic Direction 2: Staff Growth

### Initiatives

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- Teachers receive support from their colleagues and the school executive to both try and reflect on assessment and feedback approaches.
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### Evaluation plan for this strategic direction

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strategies to facilitate student learning? Does the coaching approach lead to respectful dialogue between staff about teacher development?

**Data:** Staff survey data, 'How am I feeling?' survey data, teaching programs, classroom observations, student work.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps?

# Strategic Direction 3: Respectful, Inclusive Community

## Purpose

With over 1300 people, staff and students, on site each day it is important that everyone deals with one another in a respectful way. We understand that when our school community are included we can achieve great things. Staff feedback throughout the last two years rated 'respect' and 'Inclusion' as two areas that we are wanting to continue to build into our culture.

## Improvement measures

### Target year: 2024

Staff survey data reveal an increased satisfaction in the workplace and a positive sense of community.

### Target year: 2022

100% of staff either agree or strongly agree that school staff wellbeing programs have been successful in supporting mental health.

### Target year: 2023

Annual Yr 7 parent survey - Q) How satisfied are you with communication from the school?

100% of parents indicate that they are 'satisfied'.

### Target year: 2022

Increase the percentage of students attending >90% of the time to be 89.5%.

### Target year: 2024

'Tell Them From Me' survey data reveals students feel a greater sense of belonging.

## Initiatives

### Healthy and Respectful Relationships - Staff

- We will continue to develop our skills in building positive working relationships.
- Establish staff wellbeing programs e.g fitness sessions to promote physical and mental wellbeing.
- Establish enhanced communication protocols.
- Respond promptly to staff issues and concerns.

### Healthy and Respectful Relationships - Students

- Wellbeing programs (from whole group programs through to individual student mentoring programs) that are tailored to student need.
- Promote greater student awareness and advocacy of their own mental health and wellbeing through both in-school and extra-curricular activities.
- Involve parents and caregivers in the planning of wellbeing programs throughout the school.

### Building Connections and Providing Clarity for Parents and Caregivers.

- Work collaboratively with the P&C to develop wellbeing programs and refine communication methods.
- Involve our community in curriculum and extra curricular activities.

## Success criteria for this strategic direction

Staff feel a greater sense of whole school community and have regular opportunities to meet face to face with staff from other faculties and areas of the school to communicate both professionally and personally, building greater wellbeing and strengthening relationships that benefit whole school interaction and connectivity. (SEF - Teaching Domain - Learning and Development).

Staff are physically and mentally healthier through the opportunities provided in the fitness lab/sessions. (SEF - Leading Domain - School Resources).

Staff relationships are enhanced. Staff can identify other staff as coaches and mentors and feel supported in their interpersonal relationships. (SEF - Teaching Domain - Learning and Development).

The school is organised so that students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF - Learning - Wellbeing).

The school community has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing, attitudes and engagement. (SEF - Learning - Wellbeing).

Students report strong engagement in wellbeing programs and can identify the tangible benefits of these activities. (SEF - Learning - Wellbeing).

Participation in extra-curricular activities is markedly increased.

Parent feedback suggests that they feel increasingly informed and connected to the school. (SEF - Leading - Management Practices and Processes).

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. (SEF - Learning - Learning Culture).

SEF (School Excellence Framework)

## Strategic Direction 3: Respectful, Inclusive Community

### Evaluation plan for this strategic direction

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**Questions:** What has been the impact of initiatives to improve staff and student wellbeing? Do staff feel happier within the workplace? Are students demonstrating more respectful behaviour and feeling more connected to the school community?

**Data:** Staff survey data, parent survey data, student survey data, *Sentra* wellbeing data, SCOUT dashboard, TTFM data and focus groups.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.