

# Strategic Improvement Plan 2021-2024

## Erina High School 8405



# School vision and context

## School vision statement

At Erina High School we are strongly focused on being the local secondary school of choice by providing innovative, responsive curricular and co-curricular programs in a highly supported environment that promotes a culture of high expectations. We are committed to delivering an inclusive quality education that exceeds the expectations of our community and the academic, social and emotional needs of all learners to achieve our purpose of "Service crowns success"

## School context

Erina High School (EHS) is a proud, comprehensive and inclusive public school that celebrates diversity and supports all students to maximise their potential through a broad, flexible and future focused pattern of study. Enrolment for 2021 is 750 students which includes a newly established special education unit with three multi-categorical classes. Staffing allocation of 67 which includes 12 Non - Teaching support Staff. With a ratio of 2.94% of beginning Teachers to experienced teaching staff. Projected enrolment over the next 4 years is 800 students.

EHS is a member of the Erina Learning Community (ELC) with strong links with partner primary schools to develop the continuum of learning from K to 12 and ensure a smooth transition to high school. The school continues to strengthen our relationship with the broader community through positive professional relationships with industry, business, TAFE and University to ensure students are given opportunities to access a range of post school options as well as accessing work experience, work placement, traineeships and school based apprenticeships.

EHS is strongly focused on being the local secondary school of choice and is positioned in a highly competitive educational space, with numerous private schools in close proximity. Building a positive school culture and exceeding community expectations is a high priority and achieved through a genuine home school partnership and celebration of student and staff achievement.

The Family Occupational Educational index for EHS is 91, which directly relates to our funding allocation. 8.1% of our students are Aboriginal and 9.1% are from Non- English Speaking backgrounds. Our resource allocation includes funding to support Aboriginal students, students from low socio- economic backgrounds and students with low-level adjustments for disability. Additional funding is allocated for students with high needs through integration funding support.

Continuous improvement for all students focused on achievement through NAPLAN and the HSC is a high priority. Targets are set to increase the number of students in the top two bands in Reading and Numeracy from 16.3% to 26.7% and 15.1% to 26.5% respectively. Increasing the number of students in the top three bands in the HSC from 51.7% to 63% is a strong focus.

The wellbeing of our staff and students is important to grow personal and academic potential. Positive life outcomes align to a strong wellbeing and EHS is focused on accessing and delivering programs that build a positive mindset and resiliency for our school community.

In a rapidly changing world EHS is committed to supporting our staff and students to have aspirations for success. Designing and facilitating innovative future focused learning and quality professional learning programs will be a key to ongoing School improvement and high quality educational opportunities at EHS.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure students demonstrate growth in their learning through explicit, consistent and research-informed teaching practice. Accessing quality, targeted professional learning our teachers will be supported to use student assessment data to drive effective teaching and learning.

## Improvement measures

### Target year: 2024

All stage 4 students demonstrate yearly consistent growth in their individual Progressive Achievement Testing (PAT) both in Literacy and Numeracy.

### Target year: 2022

Results for Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school.

### Target year: 2022

**HSC Performance-** Positive growth in HSC results, with a focus on both individual value add data and course performance. Achieve 24.9% of students in the top 2 bands by 2022 and 58% in the top 3 bands. of the HSC.

### Target year: 2022

**NAPLAN Top 2 bands-** Improvement in the percentage of students achieving in the top 2 bands to be above Erina High School's 2022 Upper Band System-negotiated target in reading of 21.7% and 21.5% in numeracy or above the reset system-negotiated target lower bound.

### Target year: 2023

**NAPLAN Expected Growth-** Improvement in the percentage of students achieving expected growth to be above Erina High School's 2023 negotiated target in reading of 63.7% and numeracy of 66.4 % or above the System-negotiated target lower bound.

## Initiatives

### Data informed teaching and learning practice

*Improving students outcomes is the core business of public education. Quality teaching and learning requires planning for improved student outcomes informed by various forms of data and implemented by professional and reflective educators.*

#### Activities:

- Develop and implement a highly effective Literacy and Numeracy Team, that establishes and embeds policies and procedures into teaching and learning practices. These policies and procedures are fully supported and routinely implemented across the entire school.
- Analyse NAPLAN, HSC, Minimum Standard, PAT and Best Start to identify cohort targets for improvement.
- Access professional development for staff with a focus on the use of data to inform teaching and learning. Increasing teacher capacity to design teaching and learning programs specifically designed to respond to collected data or in Stage 6, professionally reflect on performance for future cohorts through backward mapping.
- Implementation of Academic Enrichment program targeted to Stage 4,5 and 6 students who have been identified for additional support with learning.

### Self motivated learners

*The establishment of a strong culture of learning and high expectations contributes to developing learners who are committed, motivated and driven to succeed.*

#### Activities:

- Develop a whole school strategy to enhance student study and revision skills. This will incorporate a progressive stage specific approach, culminating in a Senior Study facility.
- Implementation of a Stage 6 Mentoring Program to provide individualised student assistance and

## Success criteria for this strategic direction

Student academic progress is evident across all stages. All staff are actively engaged with professional learning and identify and systematically implement the most effective teaching and learning strategies to provide future focused learning experiences for students.

Embedded faculty processes that generate evidence of annotations and modifications to teaching and learning programs, in response to student data. Staff are committed to refining their teaching practice and resources to specifically address both individual student needs and identified cohort trends in literacy and numeracy.

Faculty representation on the Literacy and Numeracy Team. This representative is able to develop and lead the faculty through the processes of accessing various forms of data and teaching resources that align with developing specific domains of literacy and numeracy.

Internal and external data shows evidence of positive student engagement, progress and achievement.

Evidence of strong collaboration between school, parents, students and the community to support the continuity of learning in a highly supportive environment.

## Evaluation plan for this strategic direction

Question: Has the student growth and attainment targets been achieved? What has been the impact of a focus on the use of various data to inform teaching practices? Have students demonstrated positive growth in their literacy and numeracy skills or overall results? Have staff developed their professional responsibility to utilise data to value add to student outcomes. Data: Pre and Post Progressive Achievement results, Y7 Best Start results, NAPLAN, HSC Results, SCOUT, student reflections, parent and community feedback, Staff evaluation. Analysis: Analyse the data to determine the extent to which the identified student performance targets have been achieved. Implications: Where do we go from here? Future directions and next steps.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- support.
- Review and improve the use of formative data sources from student performance and design an approach to Student Self Reflection, on diligence and commitment to learning.

## Strategic Direction 2: Positive Education to connect and thrive

### Purpose

To create proactive, rich and meaningful opportunities for all learners to develop and enhance their wellbeing and the wellbeing of others. This enables all students, staff and the wider school community to belong, thrive and flourish together now and into the future.

### Improvement measures

#### Target year: 2024

Increase in positive mentions and behaviours recorded by staff, outreaching the negative behaviours (3:1), coupled with a greater proportion of students demonstrating increased wellbeing, resilience and engagement as evident in TTFM and other data sources.

#### Target year: 2024

All staff professionally developed in, and have the capacity to teach skills in social and emotional learning to support the wellbeing of all students.

#### Target year: 2023

Increase the proportion of Aboriginal students attaining Year 12 from 71% to 100%.

#### Target year: 2024

Increased Aboriginal student representation in wellbeing programs including Junior and Senior Leadership Teams, Elevate classes and OnTrack as evidenced by TTFM survey data for sense of belonging.

#### Target year: 2024

Aboriginal students reflecting positively and achieving their goals; in learning, personal and cultural as evident through TTFM survey data for sense of belonging.

### Initiatives

#### Wellbeing and Engagement

*Placing wellbeing at the heart of a quality education, with the same priority to character development and social and emotional learning as to the academic curriculum. A preventative and proactive whole school community wellbeing approach.*

Activities:

- Embed a continuous evidence-based professional learning community for staff and the community in positive education, underpinned by positive psychology principles, the science and skills of wellbeing and SEF and Wellbeing frameworks.
- Professional Learning for, and capacity building of, teachers in social and emotional learning (SEL) and effective and best practice in the classroom.
- Share best practice, ideas and expertise through collaboration and positive relationships school-wide.

#### Cultural identity and diversity

All Aboriginal and Torres Strait Islander children and young people developing and achieving their learning and wellbeing potential, and empowered to shape their own success and identity as Australia's First Nations peoples. Achieve the agreed outcomes for Aboriginal students, under the 2020 -2030 AECG Partnership Agreement.

Activities:

- Design and implement processes to track and support Aboriginal student's academic learning, wellbeing and post school aspirations that is data driven.
- Improve implementation of Personalised Learning Plan informed by the Partnership Agreement, through evaluative thinking, student voice and positive goal setting and opportunities for student self-reflection.
- Evaluate and implement plans to encourage Aboriginal student's representation in whole school

### Success criteria for this strategic direction

Teachers complete PL focused on social and emotional learning (SEL) and positive education and begin to role model knowledge, understanding, values and skills (LEARN, LIVE).

Systems of prevention and promotion where all students are being mentored, taught, practice, developed and applying SEL to improve and enhance their wellbeing, aligned to wellbeing framework and SEF - connecting, thriving, succeeding.

Whole School Wellbeing Checklist (and/or any other measuring tools) show a significant increase in wellbeing, especially in the areas of strength and areas to improve.

School data (internal and external) demonstrates improved academic success in HSC and improve exit outcomes compared to previous years.

TTFM Surveys shows increased sense of belonging for all Aboriginal students (connection), school attendance and positive relationships while being advocates for EHS.

NAPLAN and PAT data demonstrate Aboriginal students are achieving higher than state average in reading and numeracy.

### Evaluation plan for this strategic direction

Question: What has been the impact of Positive Education for all learners as an essential component of quality education at EHS?

Data: Internal data, qualitative and quantitative. Pre and post survey's. Student case studies. SENTRAL Wellbeing data, TTFM, NAPLAN, PAT, ROSA and HSC. Aboriginal student data.

Analysis: Analyse the data to 'know the impact' and if the purpose has been achieved; especially student outcomes.

Implications: Where to next? LEARN - LIVE - TEACH - EMBED. Evaluate where we are to be a Positive

# Strategic Direction 2: Positive Education to connect and thrive

## Initiatives

teams, leadership, student voice, cultural programs and initiatives through mentoring.

## Evaluation plan for this strategic direction

Education school.

# Strategic Direction 3: Aspiration for Success

## Purpose

To ensure all learners are strongly supported and inspired to maximise their growth potential through targeted, personalised quality learning experiences to achieve success. Identifying and responding to individual staff and student needs in meeting the demands of evolving educational programs that provide a platform for successful life outcomes.

## Improvement measures

### Target year: 2024

100% of staff actively engage in quality professional learning to adjust curriculum to meet the needs of all students and deliver future focused learning strategies and inclusive education practices.

### Target year: 2024

Student TTFM survey data indicates improvement in interest and motivation from 24% to 60%.

### Target year: 2024

Student TTFM survey data indicates improvement in students finishing school from 79% to 90%.

### Target year: 2024

Parent TTFM survey data indicates improvement in recommending EHS as the local secondary school of choice from 56% to 70%.

### Target year: 2022

Student TTFM survey data indicates improvement in student sense of belonging at EHS from 66% to 80%.

### Target year: 2022

Improve student attendance data to system negotiated target of 66.1% by 2022.

## Initiatives

### Innovative future focused learning

*Providing innovative, personalised future focused learning opportunities for all students and staff to demonstrate aspirational expectations to achieve successful outcomes.*

#### Activities:

- Access quality professional learning opportunities for all staff to align to their career stage to maintain accreditation and seek higher levels of accreditation as appropriate. Opportunities for staff to engage with Quality Teaching rounds.
- Investigate, develop and implement 7-10 differentiated future focused learning programs that engage and motivate students to strive for success. Programs include Masterclass, Project Based Learning, Ontrack, Elevate and NEXUS.
- Design and implement Stage 6 pattern of study to be individualised and focused on clear post school options through personalised learning plans.

### Inclusive Education

*Embedding inclusive educational practice into school culture to benefit all students, staff and the community.*

#### Activities:

- Professional learning for staff in inclusive education, trauma informed practice and principles of inclusive practice.
- Development and implementation of an integrated curriculum model to support Special Education students.
- Building strong home school partnerships with parents/carers and support staff to achieve positive outcomes for students.
- Engaging students with a broad range of co-curricular programs to enhance motivation and connectedness.
- Community, business and industry access programs

## Success criteria for this strategic direction

All staff are actively engaged with professional learning and identify and systematically implement the most effective teaching and learning strategies to provide future focused learning experiences for students.

Teaching and learning programs are dynamic showing evidence that they are adjusted to address individual student needs, interests and capabilities ensuring all students are challenged to achieve success.

Staff will engage with evidenced based professional learning to ensure they deliver quality teaching and learning experiences to meet the needs of students with disabilities and complex needs.

Internal and external data shows evidence of positive student engagement, progress and achievement.

Evidence of strong collaboration between school, parents, students and the community to support the continuity of learning in a highly supportive environment.

## Evaluation plan for this strategic direction

Question: What has been the impact of accessing and delivering innovative future focused learning ? Have students improved their level of engagement with learning? Have school wide practices been developed and implemented to support inclusive education?

Data: Teaching and learning programs, classroom observations, Internal and external data measures, Parent and community feedback, Staff evaluation.

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: Aspiration for Success

### Initiatives

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to strengthen confidence and skill development for students with additional needs.

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