

Strategic Improvement Plan 2021-2024

South Grafton High School 8406



School vision and context

School vision statement

At South Grafton High School we are proud of our traditions and community connections. We provide an inclusive, responsive and supportive environment that encourages each individual to develop to their full potential. Our students are nurtured, guided, inspired and challenged through activities that foster creativity, individuality and leadership. Students are also challenged and engaged through authentic learning opportunities with high expectations that promote academic rigour and inspire them to develop confidence and resilience, becoming independent life long learners.

SGHS aims to support the wellbeing of all students, through its Positive Behaviour for Learning (PB4L) values of Being Respectful, Taking Responsibility and Personal Best. The success of our students is regularly celebrated with our community at presentation assemblies, year level meetings and in-class awards.

The key messages for our community during 2021-2024 are that SGHS values academic success and promotes outstanding learning opportunities for all students and that we provide a safe, nurturing and inclusive learning environment across our community of schools. We are at the heart of our community, helping our children create their own future by nurturing their passions, skills and interests and engaging with outstanding and committed teachers who inspire success.

School context

South Grafton High School is a rural, comprehensive, coeducational high school of over 700 students, 64 teaching and 17 non-teaching staff. Many of our students come from a low SES background and 27% of them identify as Aboriginal or Torres Strait Islander. SGHS is located on the southern side of the Clarence River, in the heart of the Clarence Valley and within easy driving distance of Coffs Harbour, Yamba and Maclean. The school has excellent facilities including an agricultural farm, modern science laboratories, a Trade Training Centre for our Construction course and industry standard kitchens for our Hospitality course. In addition to this, our classroom teaching spaces are being upgraded to provide learning environments that are functional and engaging.

Our school provides learning environments that cater for individual student learning needs, as well as opportunities that allow all students to develop to their full potential. This includes an integrated model that supports four MC classes, an ED class and a Tutorial class. In addition to this, the school funds a Transition Learning Centre (TLC), which supports students struggling with the demands of mainstream classes and a Clontarf Academy, which provides targeted support to our Aboriginal boys. The school's Aboriginal Education Team has used the Clontarf model to provide similar support to our Aboriginal girls.

SGHS undertook a consultation process which sought input from students via the SRC, staff at a whole school and faculty level, parents via focus groups and the P&C, as well as discussions with members of the AECG.

Strategic Direction 1: Student growth and attainment

Purpose

Achieving educational excellence for students through collaborative classroom practice, data analysis and evaluation, and pedagogical improvement.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands Reading- Proportion of students in the top two bands (or above) in reading

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading by 5.5%.

Target year: 2022

NAPLAN Top 2 Bands Numeracy- Proportion of students in the top two bands (or above) in numeracy

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy by 5.5%.

Target year: 2023

Aboriginal student HSC attainment- Proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity by 30%.

Target year: 2023

NAPLAN Expected Growth Reading- Increase % of students achieving expected growth in reading

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target by 9.4%.

Target year: 2023

NAPLAN Expected Growth Numeracy - Increase % of

Initiatives

Effective Classroom Practice

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.

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.

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.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Data Skills and Use

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.

The learning goals for students are informed by analysis of internal and external student progress and

Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

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, Check-in assessment, Scout - Value added data, student work samples, PDPs - staff to have a goal related to evidence-based practices or differentiation, Teaching and learning programs show evidence of differentiation.

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.
- After analysing the data a determination will be made as to the future directions.

Strategic Direction 1: Student growth and attainment

Improvement measures

students achieving expected growth in numeracy

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 10.6%.

Target year: 2024

The school will move from delivering to sustaining and growing in data skills and use.

Initiatives

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.

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.

Strategic Direction 2: Education for life

Purpose

To achieve student growth by enhancing engagement and wellbeing through facilitating academic development, cultural awareness, emotional resilience and building social intelligence.

Improvement measures

Target year: 2022

Attendance - Proportion of students attending > 90% of the time

Increase the percentage of students attending school more than 90% by 5.7%.

Target year: 2022

Attendance - Decrease proportion of students attending <80% of the time

Decrease the percentage of students attending less than 80% by 2%.

Target year: 2022

HSC Achievement - Increase % of HSC course results in top two bands

Increase the percentage of HSC course results in top two bands by 6.7%.

Target year: 2022

HSC Achievement - Increase % of HSC course results in top three bands

Improvement in the % of HSC course results in top 3 bands by 8.9%.

Initiatives

Enhancing Wellbeing

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.

The school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Transitions and continuity of learning

The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Success criteria for this strategic direction

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

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.

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: Attendance, Clontarf, suspensions and resolution meetings, N-warning resolutions, Sentral Wellbeing (PBL Zones), personalised learning and support plans, destination study and student feedback (including TTFM).

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.
- After analysing the data a determination will be made as to the future directions.

Strategic Direction 3: Leadership for learning

Purpose

Effective leadership ensuring all staff are actively engaged in supporting innovation for learning which will enable growth for our school community.

Improvement measures

Target year: 2024

To move from sustaining and growing (2020) to excelling in 2024 in the SEF element of Educational Leadership.

Target year: 2024

To move from sustaining and growing (2020) to excelling in 2024 in the SEF element of School Planning Implementation and Reporting.

Initiatives

Educational Leadership

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

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

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

School Planning, Implementation and Reporting

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 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.

The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress.

Success criteria for this strategic direction

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement

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: CSI evaluation, EV documentation and evaluation, TTFM, Lesson Improvement Team, PDP evaluations, school plan monitoring and evaluation, Annual school report and community of schools professional learning.

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.
- After analysing the data a determination will be made as to the future directions.