

Strategic Improvement Plan 2021-2024

Evans High School 8420



School vision and context

School vision statement

To build a culture of high expectations, academic achievement and personal excellence through developing confident, resilient, empathetic students in an inclusive and diverse school.

School context

Evans High School, a comprehensive, co-educational secondary school has served the South Blacktown community since 1973. The school caters for over 600 students (70% Language Other than English and 28% EAL/D learners) and provides a broad curriculum, including the full range of academic subjects as well as a number of vocational education pathways to ensure all students have the opportunity to achieve their career pathways. We aim to build the resilience and engagement of our Stage 4 students through a dedicated Middle Schooling program underpinned by current research which supports their transition from primary to high school through reduced class sizes, home rooms and innovative programs. Stage 5 and 6 students have a wide range of study options which include preparation for tertiary studies, trade readiness and direct entry to work. Our Trade Training Centre offers students access to a state of the art metals workshop and hospitality kitchens as part of our extensive VET education program.

Evans High School includes a Support Unit (LAF) which caters for 28 students with Autism Spectrum Disorder. Students have access to a varied study program which includes access to mainstream classes across the high school, work experience, project based learning and targeted wellbeing programs. A very experienced teaching and educational support staff prepare students for a variety of post schooling transitions including university, TAFE, work and supported work opportunities.

We also host the Western Sydney Region Return to School Centre, which is a NSW Government initiative aimed at supporting the successful return to school of students from across the area who have been placed on long suspension.

The Evans Intensive English Centre provides outstanding English targeted tuition programs delivered by highly experienced staff for recently arrived students from overseas. Our students undertake quality learning programs of up to 6 terms in length to prepare them for transitions into schools across Western Sydney. Many of these students come from areas of high conflict in various parts of the world and their wellbeing and emotional needs are met with a dedicated counselling team and targeted support programs.

Our quality learning environments are supported by highly professional teaching and educational support staff who deliver data informed practice with explicit teaching and high expectations through our wellbeing Positive Behaviour for Learning framework. Collaboration across the school of staff through teams and working parties drives school improvement.

Over the next four years, our future focus will be underpinned by agreed targets to raise student growth in the top bands of NAPLAN, uplift students into the top two bands in the HSC, ensure equal representation of Aboriginal students' attainment across NAPLAN, the HSC and entry into tertiary institutions, and increase the focus on attendance and wellbeing across the school. Ongoing differentiated learning will support student progress with an emphasis on improving literacy and numeracy outcomes. We will continue to focus on providing our students with innovative and data informed teaching practice in learning environments that are supported by high quality wellbeing programs, quality professional learning and collegial classroom support.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that we can maximise the learning outcomes for students through academic rigour which is differentiated, resulting in teaching and learning that is data responsive.

Improvement measures

Target year: 2022

NAPLAN

Uplift of 4.3% of students into the top 2 Bands in NAPLAN Numeracy

Uplift of 4.9% of students into the top 2 Bands in NAPLAN Reading

Target year: 2022

HSC

Uplift of 6.5% of students in the top 2 Bands in the HSC

Uplift of 7.1% of students achieving the top 3 Bands in the HSC

Target year: 2024

EAL/D

100% of EAL/D students, excluding appropriate exemptions, successfully achieve all components of Minimum Standards by the end of Year 11

Target year: 2023

Aboriginal student HSC attainment

Proportionally contribute to the Bungarrabee Network target of increasing the percentage of Aboriginal students attaining the HSC by 18% in 2023, while also maintaining their cultural identity

Target year: 2023

Initiatives

Literacy and Numeracy

Improving student growth and attainment in Literacy and Numeracy with a focus on effective teaching practices, through employing what works best methodologies:

- High expectations
- Explicit teaching
- Effective feedback
- Use of data to inform practice
- Collaboration.

Staff will work collaboratively to plan and implement consistent programs and engage in deep analysis of student data to uplift achievement in Literacy and Numeracy

Equity Groupings

Differentiation of curriculum delivery is implemented to meet the needs of students at different achievement levels including adjustments to support or increase challenging learning. Groups addressed in this area include:

- EAL/D
- Aboriginal
- LAF
- OOHC
- NCCD
- HPGE.

Staff will work to ensure the progress of equity groups.

Success criteria for this strategic direction

- The school used systematic and reliable assessment data to evaluate student learning over time and implemented changes in teaching that led to measurable improvement. (SEF, Learning: Assessment)
- Progress and achievement of equity groups within a school was equivalent to the progress and achievement of all students in the school.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They have analysed, interpreted and extrapolated data and they collaboratively used this to inform planning, identify interventions and modify teaching practice. (SEF, Teaching: Data Skills and Use)
- School has identified what growth is expected for student achievement and students have achieved higher than expected growth on internal school progress and achievement data. (SEF, Learning SPM)
- All teachers understood and explicitly taught literacy and numeracy to students at all levels of achievement, in all subject areas, with success that was measured by improved student progress and achievement data. (SEF, Teaching: Professional Standards)

Evaluation plan for this strategic direction

Question:

How have teachers engaged with student data in order to be able to better direct and focus teaching?

Data:

External data on student performance including NAPLAN results, minimum standards testing, HSC analysis, ROSA grades and internal data on formative assessment to occur termly. Data sources to include: Check in, Best Start, Elevate Writing and school based assessment data.

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN

Uplift of 5.1% of students achieving expected growth in NAPLAN reading

Uplift of 4.3% of students achieving expected growth in NAPLAN numeracy

Evaluation plan for this strategic direction

Analysis:

Analysis of Best Start Data to ensure appropriate differentiation is implemented. Analysis of external testing data to see if school based strategies are supporting students to achieve at or above expected growth.

Implications:

Students will show improved growth and attainment in external examinations and have a greater understanding and preparedness for post school destinations.

Strategic Direction 2: Practise changing practice

Purpose

Supporting student growth and attainment through the transformation of our teaching practices, targeted utilisation of resources and building positive professional relationships.

Improvement measures

Target year: 2024

100% of staff Performance and Development Plans reflect the school's strategic improvement plan focus areas. Staff have engaged in professional learning conversations around their practice.

Target year: 2024

School Excellence Framework assessment of the element 'Individual Learning Needs' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

Increased use of evidence informed research to develop a culture using future focused learning and teaching.

Target year: 2024

Instructional Leadership underpins and supports professional learning, management skills and builds ongoing improvement in teacher performance using best practice to embed a culture of high expectations among students, the community and teachers.

Initiatives

Instructional Leadership

School based professional learning emphasises the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a pipeline of leaders.

Developing and aspiring leaders are identified and provided professional learning which is actively evaluated and implemented to improve whole school practice.

Future focused learning

Use evidence informed research to develop a collective vision for future focused learning and teaching:

- Student directed personal improvement
- Use of tools and strategies
- Innovative spaces
- Global competence and real life adaptability.

Resources are provided to direct and evaluate individual student learning.

Success criteria for this strategic direction

- Professional learning is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- 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. (SEF, Teaching: Professional Standards)
- Teaching staff have demonstrated and shared their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF, Teaching: Learning and Development)
- The leadership team has maintained a focus on distributed instructional leadership that sustained a culture of effective, evidence-based teaching and ongoing improvement so that every student made measurable learning progress and gaps in student achievement decreased. (SEF, Leading: Educational Leadership)
- The school has engaged in strong collaborations between parents, students and the community. These are informed and supported by a continuity of learning for all students, including those who are highly mobile and students with an atypical enrolment, at transition points. (SEF, Learning: Learning Culture)

Evaluation plan for this strategic direction

Question:

What has been the impact of using an Instructional Leader within the School? How has it changed teacher practice and how has that in turn supported student

Strategic Direction 2: Practise changing practice

Evaluation plan for this strategic direction

improvement?

Data:

External data on student performance including NAPLAN results, minimum standards testing, HSC analysis, ROSA grades and internal data on formative assessment, TTFM and student generated surveys. records of community correspondence and IEPs, PLASPs, OOHC, ILPs.

Data on the impact of Instructional Leadership could include Teaching & Learning Program, teacher surveys, the Instructional Leadership program & teacher professional learning, termly overviews and staff PDPs.

Analysis:

An analysis of the data will be conducted.

Implications:

Implications will be deduced from an analysis of the data. This will guide us in our planning.

Strategic Direction 3: Building our community

Purpose

Deliberately utilising community partnerships to build trust and participation to enhance student growth and attainment. Aligning data and knowledge through responsive evaluation at critical and transitional times.

Improvement measures

Target year: 2024

School regularly requests and addresses feedback on school performance and wellbeing from students, staff, parents and the broader school community.

Target year: 2024

Attendance data is regularly analysed and used to inform teaching and learning practices with the aim to engage all learners .

Overall student attendance rate uplift of 3.9%

Target year: 2022

Uplift of 3.6% of students identifying a sense of belonging, advocacy at school and expectations for success.

Target year: 2024

School Excellence Framework assessment of the element 'Individual Learning Needs' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

Instructional Leadership underpins and supports professional learning and management skills and builds ongoing improvement in teacher performance using best practice to embed a culture of high expectations among students, the community and teachers.

Initiatives

Every student is known, valued and cared for.

The well being leader facilitates the implementation of a whole school evidence based wellbeing program, acknowledging all areas of the school:

- Increase opportunities for Aboriginal students to connect and collaborate to build confidence in their heritage, culture and language
- Using EAL/D expertise and partnerships to inform the development of whole school approaches.

The school collects, analyses and uses data and implements evidence-based change, resulting in measurable improvements in wellbeing and engagement.

Individual learning needs

The school implements evidence-based approaches, programs and assessment to identify, regularly monitor and review individual student learning needs in consultation with parents/carers through:

- developing cultural competence of staff and students by recognising the cultures of students at Evans High School and developing respect for each other
- building and implementing a culturally responsive wellbeing teaching and learning program
- developing and implementing a whole school strategy for High Potential and Gifted Learners ,with a faculty based approach.

These approaches are based on high level data analysis and evaluative practices.

Success criteria for this strategic direction

- All teachers have used the EAL/D Learning Progressions to describe levels of English language proficiency. (SEF, Learning:Assessment)
- The school has engaged in strong collaborations between parents, students and the community that have informed and supported continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (School Excellence Framework, Learning, Learning Culture)
- The school has implemented evidence-based change to whole school practices, which resulted in measurable improvements in wellbeing and engagement to support learning. (SEF, Learning: Learning Culture)
- All students have demonstrated an understanding of Aboriginal heritage culture and the history of the interaction between Indigenous and non-Indigenous Peoples
- Well-developed and evidence-based approaches, programs and assessment processes have been identified, regularly monitored and reviewed. Planning for learning has been informed by sound, holistic information about each student's wellbeing and learning needs in consultation with parents/carers
- 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. (SEF, Learning: Wellbeing)
- The leadership team measured school community (parents and student) satisfaction and shared its analysis and actions in response to the findings with the community (SEF, Leading: Management Practices and Processes)

Strategic Direction 3: Building our community

Evaluation plan for this strategic direction

- **Question**

What has been the impact of implementing a whole school wellbeing program? How has it supported student improvement? How has engagement with the community improved student learning and teacher practice?

- **Data**

Data that will be used includes TTFM data, internal student and staff surveys, attendance & retention data, SCOUT data, attendance at school events

- **Analysis**

An analysis of data will be conducted to ensure student and staff practice and programs are evaluated

- **Implementation**

Implications will be deduced from an analysis of the data. This will guide us in our planning.