

Strategic Improvement Plan 2021-2025

Turrumurra High School 8435



School vision and context

School vision statement

Turrumurra High School is a dynamic and inclusive learning community that seeks to empower individuals to reach their potential through the creation of supportive relationships and a future-focused learning environment. We seek to prioritise collaborative and creative practices to facilitate agency and the promotion of resilience.

To equip all students to be active and successful members of society, we provide learning environments and experiences that challenge and support all students to become confident lifelong learners. Students of all interests, backgrounds, learning needs and abilities are catered for through differentiated learning experiences and a culture of high expectations. Our teaching practices emphasise student centred learning and employ strategies that develop key foundational skills in literacy and numeracy, along with the development of vital learning dispositions.

School context

Turrumurra High School is a comprehensive, coeducational secondary school located on the upper North Shore of Sydney. The population of approximately 1070 students includes 38% students from a non-English speaking background and a number of students who identify as Aboriginal. The school provides a wide range of learning opportunities which aim to develop the learning skills and dispositions of students to empower them to lead their own learning journey.

Our students are encouraged to participate in a wide range of extra-curricular activities to assist them in becoming well-rounded members of the community. Students represent the school in a broad range of areas including leadership, sport, creative and performing arts, and speaking competitions with a high degree of success and achievement.

We enjoy strong support from our community and have fostered partnerships with local organisations, schools and networks across the region and the state. Our strong links with our feeder primary schools are exemplified by The Powerful Project, an annual project based learning and mentoring program with a focus on sustainability. The Parents & Citizens (P&C) Association take an active role in supporting the education and development of the young people in our care.

A comprehensive situational analysis has been conducted which resulted in the development of the 2021-2024 Strategic Improvement Plan. Extensive consultation and data analysis has characterised this process and will continue to be a feature of the implementation of the plan. Our school is committed to a culture of growth, with students and staff focused on reflection and refinement of practice in the continual pursuit of excellence. This also means we will enhance the opportunities for distributed leadership.

We will employ explicit strategies to support growth in essential learning skills in literacy and numeracy, aspects of which have been identified in our school data as specific areas of need. This will be supported by targeted professional learning, monitoring of student progress and reflection on teaching pedagogy. Differentiated teaching and learning strategies will be vital in meeting individual learning needs along with improvement in assessment and feedback strategies.

Through the continuing implementation of Transformative Learning strategies and mindsets, all students will be supported to achieve their goals with high expectations and appropriate levels of challenge. With all staff and students adopting a collaborative and reflective approach to learning, we will see transformation in teaching and learning practices, empowering learners to be self-driven and resilient. Supportive learning partnerships between all members of the school community will ensure growth in learning and wellbeing outcomes for all students.

Strategic Direction 1: Student growth and attainment

Purpose

High expectations for student growth, supported by genuine differentiation, will improve our ability to cater for the learning needs of all students. A sustained focus on writing, and an emphasis on embedding reflection and methods for tracking student performance, will support student self-regulation and agency in their own learning. Alongside quality teaching and learning programs appropriate for students of all abilities, implementing HPGE policy will see an improvement in students achieving learning outcomes which challenge and extend their knowledge, understanding and skills.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for **reading** in Years 7 - 9 for 2023 compared with Year 7 - 9 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for **numeracy** in Years 7 - 9 for 2023 compared with Year 7 - 9 in 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

HSC TOP TWO BANDS

Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 47.39%

WRITING

Achieve by year: 2025

Initiatives

Literacy and numeracy

Introduce explicit, research supported, classroom practices to support improvement in literacy and numeracy skills for students drawing from Reading to Learn, EAL/D strategies, etc.

- Ensure a coordinated approach to the development of literacy and numeracy skills across the school.
- Develop explicit teaching strategies for writing as the "Language of Learning".
- Develop explicit teaching strategies for numeracy.
- Implementation of the Reading to Learn program to support the literacy development of students.
- Tracking of student data across the school from Best Start / NAPLAN / HSC. and Minimum Standards testing, referencing internal data where relevant.
- Targeted professional learning opportunities for staff to develop skills in delivering key programs and strategies.

Engagement (differentiation strategies)

Improve on existing practices which support genuine differentiation in learning and assessment tasks, providing opportunities for all students to grow and succeed.

- Implement High Potential and Gifted Education policy and practices in the school to improve engagement, growth and attainment for these students.
- Develop a "community of practice" to share ideas, provide meaningful feedback and collaborate to develop teaching and learning activities to encourage critical & creative thinking with opportunities for enrichment and extension of students.
- Implement research and evidence based teaching methodologies that develop students' skills to meet HSC outcomes at a higher level.
- Review and adjust learning programs and teaching practice to incorporate effective teaching strategies

Success criteria for this strategic direction

Explicit and effective evidence-based teaching strategies are employed through systematic programming and lesson planning, informed by student progress and achievement data.

Explicit teaching strategies to address literacy and numeracy are understood and successfully employed by all teachers for students of all ability levels, resulting in improved student progress and achievement data.

Teaching and learning programs are differentiated to meet needs of all students to improve learning outcomes for all. Adjustments are provided to address individual student needs, ensuring that students are challenged leading to improved learning. Learning goals and support strategies for students are informed by analysis of internal and external student progress and achievement data.

Systems are in place to track student progress which are aligned with strategies to support student growth. School data sources indicate that student progress and achievement is greater than students at statistically similar schools. Progress and achievement of students from all ability and equity groupings is equal to or greater than that of students from statistically similar schools.

Assessment tasks provide opportunities for all students to demonstrate their learning. Feedback processes are in place which support student understanding of where they are in their learning and how to improve. Data sources indicate that there is a high level of engagement and challenge for students, in alignment with their skills.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement in student outcomes?

Data: We will use a combination of data sources. These may include:

- External assessment e.g NAPLAN, HSC, Best Start. Identification of areas of achievement eg. Top 2/3

Strategic Direction 1: Student growth and attainment

Initiatives

- which enhance students' abilities to achieve in the top bands.
- Further developing staff understanding of adjustment and assessment modification practices.

Evaluation plan for this strategic direction

bands.

- Faculty audit of teaching and learning progress - evidence of differentiation.
- Work samples demonstrating quality of feedback as well as student reflections on feedback.
- Report analysis.
- TTFM - Social-Emotional / Academic / Drivers of Student Outcomes
- Focus groups - students, staff, parents.
- Learning Support Team data based on Individual Student Learning Plans.

Analysis: Initiative/activity teams will embed data analysis processes for ongoing progress monitoring. Data analysis will be used to determine the extent to which the purpose has been achieved.

Implications: The findings of the analysis will inform future directions and assist individuals and teams to set goals.

Strategic Direction 2: Ongoing Transformation

Purpose

Our purpose is to continue transformation, as 4Cs Transformative Learning provides opportunities to build collaborative and reflective learning and working environments for students and staff. Continuing to reflect on and refine school processes and practices, through a transformative lens, will empower members of the school community to reach their potential and be agents of positive change, leading to increased wellbeing and learning outcomes for students.

Improvement measures

LEARNING DISPOSITIONS

Achieve by year: 2025

LEARNING DISPOSITIONS

100% of Stage 4 and 5 teaching and learning programs include aspects of the learning disposition wheel and 4Cs (Critical reflection, Collaboration, Creativity and Communication).

COLLABORATIVE PRACTICE

Achieve by year: 2025

COLLABORATIVE PRACTICE

An improvement in the element of 'Learning and Development' to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Transformation of Practice

Transformation of pedagogy, assessment and reporting, collaborative and reflective practices for staff and student teams and use of learning spaces

- engage students, parents and the broader community in understanding transformative learning and why it is valued at THS.
- Align assessment and reporting practices with the school vision so that what we value is assessed and reported on.
- Student Led Conferences - expansion of this approach to include both Stage 4 and 5. Students to complete self-reflection at the end of each semester which will be the basis for a student-led conference with a teacher and parent(s)
- Creation of a professional learning community which is focused on continuous improvement of teaching and learning. Deepen pedagogical understanding through Collaborative Classroom Visits.

Transformation in leadership and structures

Transformation of leadership structures and practices, organisational and curriculum structures.

- Develop structures to enable distributed leadership.
- Provide professional learning for genuine leadership development.
- Review curriculum structures to look for opportunities to improve student learning outcomes.

Success criteria for this strategic direction

Staff can articulate the school's beliefs about learning and their role in the bigger picture of our school. Students and parents have a strong understanding of the Learning Disposition Wheel and 4Cs. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Operational links between teams and groups within the school are clear, purposeful and drive continuous improvement. Systematic and regular monitoring of a range of indicators is used to evaluate impact of initiatives and provide impetus for modifications.

Staff work collaboratively as a professional learning community which is focused on continuous improvement of teaching and learning. The professional development plans of staff are of a high quality, with strong alignment to the professional teachings standards, learning dispositions and school plan priorities.

Teachers apply a full range of assessment strategies - assessment 'for' and 'as' learning practices to be in place to aid the monitoring and assessing of student progress and achievement and to reflect on teaching effectiveness.

Student reports and other forms of feedback on student progress reflect the value the school places on the development of learning skills and dispositions. Reports provide personalised, detailed information about student learning and next steps.

Evaluation plan for this strategic direction

Question: What has been the impact of the initiatives we have had in place to support transformation and leadership development in the school? ie. Have we progressed towards our vision?

Data:

- PDP - target evidence of quality of collaboration and reflection. Mapping of staff goals to SIP directions and initiatives.

Strategic Direction 2: Ongoing Transformation

Evaluation plan for this strategic direction

- Information drawn from mini-bazaar showcasing the work of initiative groups each year.
- Ongoing initiative team progress.
- Feedback from participants in leadership learning, self-reflections on leadership development.
- Analysis of assessment tasks and reports.
- Evidence of pedagogical change through observations.

Analysis: School leaders will analyse data from various sources including quantitative and qualitative data. Analysis processes will be ongoing and embedded into the practice of teams.

Implications: Through data collection and analysis, leaders and teams will adapt strategies and processes to improve progress towards goals.

Strategic Direction 3: Supportive Learning Partnerships

Purpose

Strong, supportive learning environments, in which all voices are valued and critical reflection promotes growth mindsets, are the foundation of positive wellbeing outcomes for students and staff. Meaningful collaborations between members of the school and wider community enrich learning outcomes, deepening learning and recognising the differing strengths of all community members. Clear processes for identifying, measuring, sharing and celebrating success will enable us to scale up successful initiatives, and further promote continuous school improvement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

ATTENDANCE

Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 88.3%

Wellbeing

Achieve by year: 2023

WELLBEING

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 69.03%

Initiatives

Effective Learning Communities

Improve on existing practices which support genuine collaboration in developing and delivering learning experiences which aid effective transition to high school and promote a sense of community within and beyond THS.

- Create multiple platforms and opportunities to connect more immediately and authentically, to deepen learning and better celebrate our successes.
- Evaluate current programs and look for further opportunity to embrace authentic partnerships with our Parents and Community.
- Opportunity will be sought/created for THS students to give back to the community and promote value of THS through working with local Primary Schools.

Enabling Voice

Refining communication processes and practices between all members of the school community, working to include student and parent voice in order to support student wellbeing and learning.

- Hosting regular parent and student forums and focus groups to hear and address key issues in supporting learning.
- Focus on social, emotional and physical safety at school, and consider the consistency of processes for dealing with students who feel unsafe.
- Evaluate current communication processes and capitalise on opportunities to improve their effectiveness.

Success criteria for this strategic direction

Indicators of student wellbeing including sense of belong and advocacy at school are strong. Positive, respectful relationships are evident and widespread among students and staff. Along with this is an increase in participation in education (and specifically in additional extra-curricular activities).

Students, staff and parents feel empowered to share their voice and participate in school planning initiatives. There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students.

There is strong positive feedback from the community, including feeder primary school communities, on engagement of the school with the community. The school collaborates strongly with parents, students and the community to support student learning and development. The successes of students and staff are celebrated within the school and with the broader community.

Evaluation plan for this strategic direction

Question: To what extent has there been an improvement in the strength of the learning partnerships between staff, students and parents and the broader community?

Data:

- Attendance data.
- Focus groups: students, parents.
- communication platform data. eg. Facebook, website.
- Sentral welfare data.
- TTFM - Social-Emotional data

Analysis: Initiative teams will analyse data from various sources as part of their evaluation plans. Regular reporting to executive team.

Strategic Direction 3: Supportive Learning Partnerships

Evaluation plan for this strategic direction

Implications: Data collection and analysis will be ongoing and initiative teams will continue to adjust existing activities and implement new activities in response.