

# Strategic Improvement Plan 2021-2024

## Oxley High School 8455



# School vision and context

## School vision statement

Oxley High School will strive to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting pursuits.

It will seek to equip students with the skills to thrive in a modern workplace through creating an engaging, effective and rigorous future focused learning curriculum.

The staff of Oxley High School will be professional and highly motivated and, in partnership with parents will encourage each child to achieve to their full potential.

In a disciplined and caring environment, based on mutual respect, each child at Oxley High School will be appreciated as an individual in his/her own right and valued as an important member of the collective student body and an embodiment of positive educational and social values.

Each student will be encouraged in their moral purpose to complete their education at Oxley High School ready to take on the challenges of adulthood with success and integrity.

## School context

Oxley High School is characterised in the Tamworth community by personal achievement and high expectations. It is also characterised by a culture of commitment to excellence between students, teachers and parents in every aspect of school life. Oxley is recognised as a *Centre for Excellence* and has an enrolment approximately 1100 in 2021, including approximately 210 Aboriginal students and 46 students in a Special Needs Unit. It is a co-educational comprehensive high school with approximately 130 full-time and part-time staff.

Our core values are Respect, Tolerance, Personal Best and Commitment to Community. We are a school that values the wearing of uniform, high behavioural and learning expectations, resilience and effective interpersonal relationships. Student achievement at the HSC regularly sees ATAR's (Australian Tertiary Admission Ranks) above 90 and typically university enrolments of Year 12 leavers is consistently between 70-90%.

The school prides itself on academic, vocational, the creative and performing arts, sport and student participation.

Oxley High School had undergone a rapid staff change, primarily through retirements in the last 5 years. The remaining experienced staff is a core group of approximately 25 permanent teachers who are dedicated to the school, its culture and expectations. The school also has a high number of permanently appointed teachers in their first 5 years of teaching. The rapid turnover of teachers has led a renewal of the school's educational outlook, practices and processes with a focus in the immediate future on building the capacity of young teachers to feel supported, grow and thrive as highly proficient educators.

A Situational Analysis of the school's data over the last five years assessed the results in NAPLAN and the HSC (Higher School Certificate), attendance, suspension, student wellbeing and (whole school community) perceived needs. The data indicated that the growth in the standards of student attainment stayed stationary or declined slightly. The data also indicated that complex student social-centred issues, such as mental health and external issues stemming from the local Tamworth community such as drought, increased the trends observed in students learning.

Additionally, teachers indicated a desire to form meaningful mentoring relationships (both pastoral and educational) with students. The *Tell Them From Me* student survey data indicated that students are seeking to be known and valued by teachers.

From the work completed on the Situational Analysis, the school educational community will work on using data to inform improved teaching and student engagement, setting high standards of personal and professional expectation to deliver *Excellence in Teaching* with a focus on whole school criteria for the teaching of Literacy and Writing and, enhancing Student wellbeing through recognising and rewarding students who engage in making a positive difference to their lives.

The overarching focus of our school in the 2021-2024 School Plan is to assist young people to make improvements in the educational and social aspects of their lives and for them to become future focused learners.

# Strategic Direction 1: Student growth and attainment

## Purpose

Oxley High School will develop and implement practices driven by, and responsive to, data specific to the cohort learning needs and individual student requirements to achieve maximised student learning outcomes in HSC performance, NAPLAN growth and Aboriginal student retention and retainment specific to NAPLAN and HSC as well as promoting student wellbeing through increased attendance and reduced suspensions.

## Improvement measures

### Target year: 2022

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 of 60.3%.

### Target year: 2022

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 of 64.9%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN Reading to be above the school's lower bound system negotiated target of 60.3%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN Numeracy to be above the school's lower bound system negotiated target of 64.9%.

### Target year: 2023

Improvement in the percentage of Aboriginal Students in the HSC course results in Top 3 Bands in Reading to the lower bound target of 24.6%.

### Target year: 2023

## Initiatives

### Highly Effective Teaching Practices

Enhance classroom teaching practice through a focus on explicit teaching informed by data:

- Develop staff capacity to focus on improving writing across all KLA's.
- Analyse HSC, NAPLAN, Minimum Standard and Student Wellbeing data to identify target areas.
- Develop, implement and review whole school resources focused on the improvement of student results.
- Implement evidence based strategies to improve student Literacy results.
- Provide professional development for teachers to interpret data for improved student results.
- Implement faculty Professional Learning to regularly review Band 5/6 standard HSC questions.
- Implement whole school Professional Learning for *A Reading and Learning Matrix* (ALARM).
- Structured mentoring of teachers undertaking teaching the HSC for the first time.
- Implement *Literacy Works* to build Literacy teaching skills.
- Develop, implement and review a whole school (Literacy) Writing scaffold.
- Implement Numeracy Professional Learning with all staff.
- Implement *Restorative Practice* across the whole school.
- Revise student rewards pathway in wellbeing policy.
- Implement *Forge Wellbeing* survey to regularly measure and identify trends in student mental health and wellbeing.
- Coordinate all members of the Aboriginal Education Committee to analyse Aboriginal student data in NAPLAN, HSC, positive rewards, staying on at school and implement strategies to improve results.
- Engage parents and students to actively participate

## Success criteria for this strategic direction

- Targeted TPL to all staff relevant to use of data and subject literacy demands.
- Collect evidence of student literacy tasks
- Teachers respond to trends in student achievements reflective of student development
- Targeted students have participated in and completed Quickstart and Boost programs
- Teachers monitor student learning and collect data to identify skill gaps and use relevant data to develop and implement differentiated teaching and explicit practice
- All indigenous students have a negotiated PLP with parents/carers, students with staff input.
- Students in all years (excepting year 8) have completed the *FORGE* wellbeing.
- Teachers regularly use Restorative Conference to manage conflict and behaviour.
- Database of HSC course exemplar responses implemented.
- ALARM scaffold evident in all subject areas.
- All teachers use *Literacy Works* within their subject area.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose to improve teaching practices via collection and evaluation of data to engage all students?

To what extent have we improved student wellbeing and Literacy/Numeracy outcomes through staff capacity building?

### Data:

We will use a combination of data sources, these will include:

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Improvement in the percentage of Aboriginal Students in the HSC course results in Top 3 Bands in Numeracy to the lower bound target of 19.3%.

**Target year: 2022**

Improvement in the percentage of students in the HSC course results in the Top 2 Bands to the lower bound target of 28.1%.

**Target year: 2022**

Improvement in the percentage of students in the HSC course results in the Top 3 Bands to the lower bound target of 56.5%.

**Target year: 2022**

Improvement in the percentage of students attending school more than 90% of the time to the lower bound system negotiated target of 65.1%.

## Initiatives

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- in the creation and evaluation of Personalised Learning Plans (PLPs).
- Implement *Quicksmart* to improve Numeracy skills of students.

## Evaluation plan for this strategic direction

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- Internal Assessments (Quicksmart)
- External Assessments (NAPLAN, HSC, VAILD, Best Start, Minimum Standards)
- NCCD
- Lesson observations
- RAP data
- SCOUT data
- ALEC check in survey
- Clontarf Reports

### Analysis:

Will incorporate implementation and progress monitoring embedded within individual initiatives. Progress towards improvement measures will be reviewed annually. Deputies in charge of strategic directions will report on milestones to the executive team once per term.

### Implications:

Analysis will inform and guide:

- School Annual Report
- Reported progress measures
- Direction of future actions
- Dissemination of information to the wider school community including staff, parents, carers etc.

# Strategic Direction 2: Connect, Succeed, Thrive

## Purpose

To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement for all members of the school community.

## Improvement measures

### Target year: 2024

- Reduction in days lost due to suspension from the 2019 baseline by 60%.
- TTFM data on students with positive behaviour at school increases from 75% to be at or above 87%.

### Target year: 2024

- TTFM data from students with a positive sense of belonging increases to above 66%.
- TTFM data from students who are interested and motivated in their learning increases to above 30%.

## Initiatives

### Building Positive Relationships Across The School Community

Building relationships to embed a whole school approach to:

- Review current positive relationships strategies and implement clearer pathways to reward and communicate positive student behaviour.
- Implement *Restorative Practices* with the school community.
- Align the Oxley High School Student Wellbeing policy to the "Wellbeing Framework for Schools
- Update current policies and procedures to reflect the building of relationships and conflict management.
- Embed a whole school approach to developing positive physical and mental health.
- Review the positive reward system.
- Build the capacity of student leaders to discuss perspectives with teacher leaders.
- Improve proactive wellbeing strategies across the whole school
- Build a staff culture related to their responsibilities for student wellbeing.

## Success criteria for this strategic direction

- The school collected, analysed and used data from SCOUT, TTFM, SENTRAL and other relevant sources;
- Positive and respectful relationships are evident throughout the school community;
- Student suspensions have reduced.
- The school collects, analyses and uses data from *FORGE*, TTFM, Future proof and other relevant sources;
- Measurable improvement in wellbeing and engagement to support learning is evident;
- Evidence-based change to whole school practices are implemented.

## Evaluation plan for this strategic direction

To what extent have we achieved a reduction in suspensions and improved student advocacy in the school?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- SCOUT suspension data
- Tell Them From Me data
- Wellbeing Framework self assessment data
- SENTRAL entries for negative student behaviour
- SENTRAL entries for positive student behaviour

### Analysis:

Analysis of data will be ongoing through progress and implementation monitoring to determine the extent the school is reaching its measures and purpose.

### Evaluation plan for this strategic direction

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#### Implications:

The findings of the analysis will inform and determine:

- Future directions- where do we go from here?
- Annual reporting on the school progress measures (published in the ASR)
- Informing the community through the school website and newsletter

# Strategic Direction 3: Curriculum and Engagement

## Purpose

Oxley High School teachers and leaders will implement whole school practices to build professional capacity in teaching and learning and foster a culture of future focused learning and a reputation in education circles for delivering excellence in teaching and learning.

## Improvement measures

### Target year: 2024

Writing Targets (high quality creative writing and/or extended response)

- Years 7-10, Year 7 - 1 page response, Year 8 - 2 page response, Year 9 - 3 page response, Year 10 - 4 page response

### Target year: 2024

Aboriginal students staying on to complete Year 12

- Working towards 20 students completing their HSC in 2024 from Year 9 (2021 cohort).

## Initiatives

### Students staying on to complete their HSC

We will have a consistent and school wide focus on improving writing and reading. Teachers will employ explicit teaching utilising high expectations and high impact teaching strategies. The school will implement a specific and mandatory writing criteria across Years 7-10 to improve student creative and extended writing response skills across all faculties.

### Activities

- Cross-check success writing criteria
- Writing targets for Years 7-10, Year 7 - 1 page response, Year 8 - 2 page response, Year 9 - 3 page response, Year 10 - 4 page response.
- Oxley High School staff will engage in whole school professional learning to:
  - Building knowledge of the field of literacy
  - Supported reading
  - Modelling genre
  - Supported writing
  - Independent writing
- ALARM will be re-introduced to the staff at Oxley High School.
- Strategic School Support - Numeracy
- In 2021, the Mathematics Faculty will undergo intensive numeracy training focused on developing knowledge of the numeracy continuum, curriculum, planning, making adjustments and assessment.

## Success criteria for this strategic direction

- Student retention into Year 11 and 12 increased.
- All students are challenged and all adjustments lead to improved learning.
- Teaching and learning programs have embedded activities showing a whole school focus on improving writing.
- Teachers collected evidence to support writing progress.
- A culture of collective learning practice is evident.
- Students evaluate their learning and monitor their own progress.
- Data is used to inform student learning progression.
- Strategies implemented reflect research on best practice and include ongoing monitoring and success.
- Teachers model effective practice with colleagues.
- Students across all years use ALARM
- Student performance from Years 7-12 demonstrate improvement in completion of school work and assessment
- Assessment data indicates that students are achieving higher order understanding of Mathematical concepts and learning outcomes.

## Evaluation plan for this strategic direction

### Question

What progress has been made by students in Writing and Retention of Aboriginal students to the HSC?

Are teachers developing, sharing and reflecting on their resources and practices?

Are the identified strategies being consistently used across the school?

### Data

## Evaluation plan for this strategic direction

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- External student data (BestStart, NAPLAN, HSC)
- Student samples of classwork
- Observations
- Surveys
- Teaching programs
- Faculty reviews
- Internal assessments

### Analysis

The school will continue to monitor progress towards the improvement measures.

### Implications

- Future direction and actions
- Where do we go from here? Strengths/weaknesses