

# Strategic Improvement Plan 2021-2025

## Oxley High School 8455



# School vision and context

## School vision statement

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

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

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

In a disciplined and caring environment, based on respect and high personal expectations, each child at Oxley High School is appreciated as an individual in their own right and valued as an important member of the collective student body.

Each student is 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 a prominent comprehensive regional high school in the Tamworth community. It is characterised by personal achievement, high expectations and commitment to excellence.

The school is recognised as a *Centre for Excellence* through its partnership with the University of New England. It has an enrolment of approximately 1050 students in 2021, including approximately 210 Aboriginal students and 50 students in a Special Needs Unit. It has approximately 140 full-time and part-time staff.

Oxley High School's core values are Respect, Tolerance, Personal Best and Commitment to Community.

The school values the wearing of uniform, high behavioural and learning expectations, resilience and positive 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 between 70-90%. The 2021 HSC results saw one of our HSC students achieve the highest ATAR in the region across all Public, Independent and Catholic Schools

Oxley High School prides itself on academic, vocational, the creative and performing arts, sport and student participation.

The school has undergone a rapid staff change, primarily through retirements in the last 6 years. The remaining experienced staff is a core group of approximately 25 permanent teachers. They are dedicated to the school, its culture and expectations. The turnover of teachers has led a renewal of the school's educational outlook, practices and processes. There is a focus in the immediate future on building the capacity of young teachers to feel supported, grow and thrive as highly proficient educators.

There has been a number of impacts on the school's progress in implementing the school plan. The two most prominent factors impacting the school plan have been Covid and attracting staff to the regional community. These factors coupled with teachers rapidly switching between school-online-school learning, adjusting for learning from home, staff covering a small number of unfilled vacancies and the low number of casual teachers in the Tamworth area has had an ongoing impact on the capacity of the school to keep plans on-track. The school continues to create a positive learning and workplace environment and seeks to attract staff to fill the small number of remaining vacancies.

The journey of managing Covid in the school setting will be ongoing. The return to traditional schooling with students and staff consistently attending school has seen a re-direction to focus on the school's goals in line with the strategic directions.

A Situational Analysis of the school's data over the last five years assessed the NAPLAN and HSC (Higher School Certificate) results, attendance, suspension and student well-being. The data indicated that the growth in student attainment remained stationary or declined slightly. The data also indicated that complex social issues such as student mental

# School vision and context

## School vision statement

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## School context

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health and external factors stemming from the local Tamworth community such as drought negatively impacted the changing trends in learning.

Rain in the last two years has seen an improvement in the economic outlook of the community, however, the positive impact of the rain has been counteracted by the outbreak of the Covid pandemic.

The teachers at Oxley High School continue to indicate a desire to form meaningful relationships (both pastoral and educational) with students. The challenges in achieving positive relationships in an online environment and new staff in the school has impacted the implementation of revised student well-being strategies.

From the work completed on the Situational Analysis, the 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 the teaching of Literacy, enhancing Student well-being through recognising positive growth and rewarding students who engage in making a positive difference to their lives.

The overarching focus of the 2021-2024 School Plan is to assist young people to make improvements in their educational and social 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

### HSC achievement - top 2 bands

Achieve by year: 2023

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

### HSC achievement - top 3 bands

Achieve by year: 2023

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

### Attendance (>90%)

Achieve by year: 2023

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

### Numeracy growth

Achieve by year: 2023

Improvement in the percentage of Yr 9 students achieving expected growth in numeracy to be above the school's target.

### Reading growth

Achieve by year: 2023

Improvement in the percentage of Yr 9 students achieving expected growth in Reading to be above the

## 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

schools target.

### Reading growth

Achieve by year: 2023

Improvement in the percentage of Aboriginal Students in the HSC course in Reading to meet the school's target.

### Numeracy growth

Achieve by year: 2023

Improvement in the percentage of Aboriginal Students in the HSC course results in Numeracy to meet the school's target.

## Initiatives

in the creation and evaluation of Personalised Learning Plans (PLPs).

- Implement *Quicksmart* to improve Numeracy skills of students.

## Evaluation plan for this strategic direction

- 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

Achieve by year: 2025

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%.

Achieve by year: 2025

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

#### Aboriginal student HSC attainment

Achieve by year: 2023

Aboriginal students staying on to complete Year 12

Working towards 20 students completing their HSC in 2024 from the Year 9 (2020 cohort).

Achieve by year: 2025

All teachers across all KLA's collaborate in developing Quality Teaching practice, collectively analysing, refining and implementing high engagement strategies to. HSC within school improvement is Z=+1 on 2020 results.

### Initiatives

#### Improving student performance by preparing them for the HSC

We will have a consistent, school wide focus on improving writing and reading from Year 7-12 with the goal of ensuring that all students have the literacy skills to successfully complete their HSC. Teachers will employ explicit teaching utilising the Quality Teaching Framework, high expectations, data driven decision making and high impact teaching strategies. The school will implement a range of writing criteria across Years 7-10 to improve creative, analytical and extended writing responses 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
- Re-implement ALARM.
- 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.
- Implement Professional Learning on Quality Teaching, using data to focus on improving student outcomes and strengthening the teaching-learning-assessment cycle.

### 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.
- Feedback on teaching performance linked to the Quality Teaching cycle.

### 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?



## Strategic Direction 3: Curriculum and Engagement

### Evaluation plan for this strategic direction

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#### Data

- 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