

Strategic Improvement Plan 2021-2024

Barham High School 8461



School vision and context

School vision statement

At Barham High School we inspire students to become lifelong learners who pursue personal excellence through a dynamic, engaging, safe inclusive and effective learning environment. We utilise consistent and sustainable processes and systems to build a culture of high expectations and quality teaching practices. We foster and maintain an environment of inclusion in order to develop positive and respectful relationships, enabling students to connect, succeed, thrive and learn.

School context

Barham High School is a small rural and remote school situated on the Murray River, and is on the land of the traditional custodians, the Barapa Barapa nation.

The school draws students from both NSW and Victoria from our community of feeder schools in Koondrook, Murrabit, Moulamein, Wakool/Burraboi and Bunaloo Primary Schools. The student population is approximately 150 which is projected to increase over the next 4 years.

Barham High School is well resourced with every learning space having technology available to display relevant content to the students. The school has three science laboratories with two receiving an upgrade in 2020 and 2021. Technology has been a major focus for the school, and it is readily available for our students with two computer labs with 50 desktop computers and over 100 laptops to be used for our students. We have modern facilities, including a large 5 acre, productive agricultural farm on campus.

The majority of the school's equity funding will be used to support initiatives developed in the 2021 - 2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

As a result of the school's situational analysis, it has been determined that a whole school approach is required to achieve improvement in student performance. The school is committed to continually improving effective classroom practices with staff collaboration and professional learning in data collection, analysis and use driving differentiated learning and support programs.

We will continue to augment processes and practices within the school to ensure that every student feels known, valued and cared for. We will forge positive relationships that allow our whole community feels a true sense of belonging. We will continue our relationship with external agencies who assist with developing a holistic approach to student learning. These services include: Murray River Council, Gannawarra Shire Council, CAHMS, Vinnies Reconnect, NDCH, HeadSpace. In 2021, we will establish a Multi-categorical support class which will assist in students with specific needs, being assisted to access the curriculum.

Strategic Direction 1: Student growth and attainment

Purpose

In order to enable student growth and attainment, we will use explicit, evidence informed teaching practices, utilising student assessment data and high impact professional learning to drive improvement.

Improvement measures

Target year: 2022

NAPLAN Top Two Bands

Increase in the percentage of students achieving in the top two NAPLAN bands in numeracy by at least 5.6% .

Target year: 2022

NAPLAN Top Two Bands

Increase in the percentage of students achieving in the top two NAPLAN bands in reading by at least 7.1%.

Target year: 2022

HSC

Increase in percentage of HSC course results in top three bands by at least 3.8% .

Target year: 2023

HSC Attainment

Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 20%

Initiatives

Effective Use of Data

Establish effective and consistent processes for the collection and analysis of data across the school. Staff capacity will be strengthened, through professional learning, to collect, analyse and use data to inform their teaching practice, ensuring the delivery of a curriculum that is responsive to the needs to every student.

Explicit teaching

Ensure that every teacher is confident in explicitly teaching literacy and numeracy. Staff will be engaged in high impact professional learning, where all staff are responsible for embedding evidence based literacy and numeracy strategies into everyday classroom practice.

Success criteria for this strategic direction

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.

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.

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.

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.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

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

- NAPLAN data
- HSC data analysis (RAP and SCOUT)
- Lesson observation feedback
- Check in assessment data
- Student work samples
- Literacy and Numeracy PLAN2 data

Evaluation plan for this strategic direction

- Student PLPs
- Internal student assessment data
- SEF SaS

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.

Strategic Direction 2: Connecting Through Collaboration

Purpose

In order to sustain high quality teaching practices we will embed explicit systems and processes to facilitate collaboration. We will develop a culture of high expectations across all facets of the school to enable maximum growth in student learning.

Improvement measures

Target year: 2023

NAPLAN Growth

Increase in the percentage of students achieving expected growth in NAPLAN numeracy by at least 2.8% .

Target year: 2023

NAPLAN Growth

Increase in the percentage of students achieving expected growth in NAPLAN reading by at least 5.1%.

Initiatives

Building Collaborative Practices

We will develop and embed effective systems for collaboration across the school. Teachers will regularly collaborate within and across schools with a focus on strengthening teacher practice to support differentiated teaching, enabling the growth of all students. The leadership team will ensure collaborative planning, reflection and peer coaching are embedded into everyday school life.

A Culture of High Expectations

Through developing strong learning community partnerships, we will develop a common understanding of the high expectations required for success in teaching and learning. Teachers will be supported to challenge and engage themselves and their students, working together to set and achieve individualised aspirational goals.

Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

Evaluation plan for this strategic direction

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

- NAPLAN data
- Scout data
- Lesson observation feedback
- Literacy and Numeracy PLAN2 data
- SEF SaS
- PLC collaborative surveys

The evaluation plan will involve:

Strategic Direction 2: Connecting Through Collaboration

Evaluation plan for this strategic direction

- 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.

Strategic Direction 3: Structures to Enhance Wellbeing

Purpose

In order for all students at Barham High School to connect, succeed, thrive and learn we will develop a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students.

Improvement measures

Target year: 2022

TTFM

Student wellbeing data will increase in both advocacy and belonging by at least 5% as measured by the Tell Them From Me survey.

Target year: 2022

Attendance

Increase the percentage of students attending school 90% of the time increasing by 5%.

Initiatives

Whole school approach to student wellbeing

Create sustainable structures to support the coordination of a range of student wellbeing and relationship building initiatives and processes across the school.

Through collaboration across the school community, we will create a whole school approach to student wellbeing to ensure students feel safe and connected to learn at school. A range of strategies will be implemented to enable students to be challenged to learn and supported to attend school and develop the social and emotional skills needed to be resilient and successful learners.

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.

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.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students.

Evaluation plan for this strategic direction

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

- Tell Them From Me data
- Scout data - attendance
- Student focus group analysis
- Sentral wellbeing entries
- Reduction in behavioral interventions
- Learning support Initiatives
- Student Personal Learning Plans
- School counselor reports

Evaluation plan for this strategic direction

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.