

Strategic Improvement Plan 2021-2024

Eden Marine High School 8487



**EDEN MARINE
HIGH SCHOOL**
RESPECT RESPONSIBILITY RESILIENCE

School vision and context

School vision statement

At Eden Marine High School every student is known, valued and cared for. Our school values, *Respect*, *Responsibility* and *Resilience* underpin everything we do, and we believe every student should be challenged to continually learn and improve. Our strong community partnerships nurture positive relationships and support academic excellence, and our vision is to build the learning capacity students need for now and in the future.

School context

Eden Marine High School is a comprehensive rural secondary school with a Support Unit which has four classes. The school is located in the far south coast of NSW and marine education is an important feature of the school's curriculum and culture.

The student population has increased over the past two years from 550 to 585. Our school community is culturally diverse, with 96% of students having an English speaking background and 13% of students identifying as having an Aboriginal background.

The school offers a diverse academic and vocational curriculum to meet the needs of all students. Students participate in a wide range of learning experiences that include a broad range of cultural, creative and performing arts, community and sporting programs.

The school's staffing entitlement in 2020 was 52 teaching staff and 13 non-teaching staff. The school employs a Business Manager and Deputy Principal from school funds. Our executive staff is stable with the majority being at the school for more than five years. 10% of our staff are early career teachers.

We have fostered strong partnerships with universities, local businesses and services, partner schools and community groups to support student learning and wellbeing. Students represent the school in a range of cultural, sporting activities and extra-curricula activities.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved consultation with students, staff, parents and carers and the local AECG. Throughout our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices. Explicit teaching informed by data and enhanced by the effective use of technology to support learning is a key focus. Ongoing staff professional learning underpins our practice and supports our commitment to continually improve student learning outcomes in literacy, numeracy and the Higher School Certificate.

A focus on innovative, evidence-based teaching and wellbeing strategies to support a positive learning environment that promotes a desire to learn and a strong sense of belonging will frame a refinement of the school's positive behaviour strategy and the establishment of a Learning and Resource Centre and Wellbeing Hub.

The school will also focus on strengthening partnerships with parents and carers to ensure strong collaborations support personalised and differentiated learning, with a particular emphasis on inclusion and continuity of learning, particularly at key transition points.

Strategic Direction 1: Student growth and attainment

Purpose

Promote student achievement through explicit teaching and the effective use of technology, work samples, feedback and student data.

Improvement measures

Target year: 2022

NAPLAN - Top Two Bands Reading

Increase in the percentage of students achieving in the top 2 bands in reading with an uplift of 4.5% to the school's lower bound system-negotiated targets being achieved.

Target year: 2022

NAPLAN - Top Two Bands Numeracy

Increase in the percentage of students achieving in the top 2 bands in numeracy with an uplift of 5% to the lower bound system-negotiated targets being achieved.

Target year: 2023

NAPLAN - Expected Growth Reading

Increase in the percentage of students achieving expected growth in reading with an uplift of 5% to the school's lower bound system-negotiated target being achieved.

Target year: 2023

NAPLAN - Expected Growth Numeracy

Increase in the percentage of students achieving expected growth in numeracy with an uplift of 3.8% to the school's lower bound system-negotiated target being achieved.

Target year: 2022

HSC Achievement - Top Two Bands

Increase in the percentage of course results in the top 2

Initiatives

Explicit teaching and effective feedback

Implement and embed evidence-based high-impact teaching strategies so staff collective efficacy is enhanced and student self-regulated learning is supported. To achieve this:

- Develop and embed high impact teaching strategies so that explicit teaching is the main practice used in the school, with learning intentions and success criteria routinely framing and supporting student learning.
- Student learning is systematically monitored to inform and evaluate learning and growth over time.
- Formative and summative assessment data is used to analyse student progress, with work samples routinely used to support consistent, evidence-based judgement.
- Explicit, specific and timely feedback supports students to develop the skills they need to progress from corrective task-based feedback to process-based feedback and from there into self-regulation.
- Technology is used to enhance explicit teaching, and is expertly integrated into lessons.
- Build staff capacity through sustained professional learning to understand and implement high impact explicit teaching, assessment and feedback strategies.

Data informed teaching and learning

Develop, implement and embed whole school processes to routinely analyse data to support student growth and attainment. To achieve this:

- Time is routinely dedicated to develop staff capacity to collect, collate and analyse data effectively to inform the teaching and learning cycle.
- Technology is used to support qualitative and quantitative data collection and analysis, with relevant data accessible and useful.
- Planning for teaching and learning is informed by

Success criteria for this strategic direction

- **Effective classroom practice** - All teachers are committed to identifying, understanding and implementing effective evidence-based explicit teaching methods.
- **Assessment** - Consistent teacher judgement is evident across the school, and student achievement data is used flexibly as part of daily practice to monitor student learning progress, identify areas for improvement and extension, inform feedback and future learning, and direct student understanding of how to improve.
- **Literacy and Numeracy focus** - All teachers are familiar with the literacy and numeracy progressions and use student achievement data to inform explicit teaching across all learning areas.
- **School resources** - All students and staff use technology and online learning platforms effectively to support and enhance learning at school and at home.
- **Data skills and use** - All staff contribute to data collection and analysis, with data used routinely and collaboratively to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Questions used to evaluate the effectiveness of the initiatives:

- To what extent has explicit teaching and effective feedback lifted student growth and attainment?
- To what extent has technology effectively supported teaching and learning?
- To what extent has data-informed teaching and learning lifted student growth and attainment?

Data sources used to measure the effectiveness of the initiatives:

- HSC and NAPLAN data

Strategic Direction 1: Student growth and attainment

Improvement measures

bands with an uplift of 6.9% to the lower bound system-negotiated targets being achieved.

Target year: 2022

HSC Achievement - Top Three Bands

Increase in the percentage of course results in the top 3 bands with an uplift of 8.9% to the lower bound system-negotiated targets being achieved.

Target year: 2024

NAPLAN - Value Added

Value added 7 - 9 improves from 'Delivering' to 'Sustaining and Growing' against the School Excellence Framework.

Target year: 2024

HSC - Value Added

Value added 9 - 12 demonstrates sustained improvement trending upwards and moving to 'Delivering' against the School Excellence Framework.

Initiatives

data analysis, knowledge of how students learn and an understanding of high-impact teaching strategies.

- Student growth and attainment data is used to monitor the implementation of teaching interventions and identify if students are making progress appropriate to the teaching approaches used.
- Teaching practices are adjusted in response to the analysis of data.

Evaluation plan for this strategic direction

- Grades, Best Start, Check-in and PAT
- Teaching programs
- Classroom observations
- Student voice
- Student work samples.

Ongoing data analysis will be embedded within the two initiatives so that implementation progress is monitored by the Executive Team. Progress towards the improvement measures will be measured annually. The findings of the annual evaluation will determine the extent to which the Strategic Direction 1 purpose has been achieved, and will be used to inform future actions.

Strategic Direction 2: Student engagement

Purpose

Provide a friendly and positive environment that promotes a desire to learn and a strong sense of belonging through the use of innovative, evidence-based teaching and wellbeing strategies.

Improvement measures

Target year: 2022

Attendance

Increase in the percentage of students attending school 90% of the time or more with an uplift of 7.7% to the school's lower bound system-negotiated target being achieved.

Target year: 2022

Wellbeing

Increase in the percentage of students demonstrating positive wellbeing as measure through the 'Tell Them From Me' survey with an uplift of 5.4% to the school's lower bound system-negotiated target being achieved.

Initiatives

Learning culture

Promote a school culture that is strongly focused on learning, wellbeing, and positive and respectful relationships to nurture the development of independent, self-regulated life-long learners. To achieve this, we will prioritise the following:

- Build staff capacity through sustained professional learning to apply evidence-based proactive wellbeing structures and tiered interventions of individualised support.
 - Attendance is accurately monitored, and attendance data is used to inform whole school and personalised attendance approaches so that student absences do not impact on learning outcomes.
 - Develop and implement behaviour expectations that promote positive, respectful relationships to ensure effective conditions for learning are supported. Expectations are explicitly communicated, and consistently and supportively applied across the school.
 - Research, develop and implement a planned approach to wellbeing that is evidence-based and supports student wellbeing and engagement. Data is used to monitor and refine whole school and personalised approaches to wellbeing and engagement to improve learning.
 - Partnerships between parents, staff and students inform and support differentiated curriculum delivery so that students can articulate their learning, identify what they need to learn next, and develop as self-regulated learners.
 - A consistent, school-wide approach supports effective and positive classroom management and promotes student engagement and responsibility for learning, ensuring optimum growth and attainment.
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Success criteria for this strategic direction

- **A planned approach to wellbeing** - All staff, students and parents have a shared understanding of the impact attendance, wellbeing and engagement has on learning. Staff, parents and the community work together to support student wellbeing and attendance, and ongoing monitoring of attendance, wellbeing and engagement data ensures the whole-school approach to wellbeing is responsive to student need.
- **Behaviour** - All staff, students, parents and carers have a shared understanding of behaviour expectations. Behaviour expectations are explicitly taught, consistently and supportively applied across the school, and positive and respectful relationships are evident among staff and students.
- **Differentiation** - All teaching and learning programs are responsive to the needs of students, showing evidence of a flexible repertoire of explicit teaching and classroom management strategies and differentiated learning at the point of instructional need.
- **Student growth** - Student assessment data is regularly used across all learning areas to identify expected student growth. Students can articulate their learning goals, are developing as self-regulated learners, and are demonstrating expected, or higher than expected growth, on school progress and achievement data.

Evaluation plan for this strategic direction

The school will use the following questions to evaluate the effectiveness of the initiatives:

- To what extent has a focus on whole school and personalised attendance approaches ensured student absences don't impact on student learning?
- To what extent has a focus on behaviour expectations and positive and respectful relationships increased positive wellbeing?

Evaluation plan for this strategic direction

- To what extent are students able to articulate their learning?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- Attendance data
- External wellbeing measures (TTFM)
- Internal wellbeing measures (Sentral)
- Wellbeing Hub program data
- Student Learning Plans
- Classroom observations
- Student voice
- Staff, student and parent surveys
- SEFSaS data

Embedded ongoing data analysis by the Wellbeing Team will be used to monitor implementation progress. Progress towards the improvement measures will be measured annually. The findings of the annual evaluation will determine the extent to which the Strategic Direction 2 purpose has been achieved, and will be used to inform future actions.

Strategic Direction 3: Community engagement

Purpose

Foster strong community connections and build effective partnerships with parents and carers that are based on mutual trust, respect and shared responsibility to nurture positive attitudes towards learning and support student achievement and wellbeing.

Improvement measures

Target year: 2022

NAPLAN - Top Three Bands Reading and Numeracy

Student growth and attainment for Aboriginal students is equivalent to, or greater than the progress and achievement of all students in the school.

Target year: 2023

HSC Attainment

Increase in the percentage of students attaining the HSC from the school's 2020 baseline data.

Increase in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system negotiated lower bound target.

Initiatives

Parent partnerships

Build strong family partnerships through proactive two-way communication and explicit, accessible information about how to support student learning progress. To achieve this, we will prioritise the following:

- Proactive two-way communication between the school and parents supports high expectations for learning and positive behaviour, and information to support student learning progress is accessible.
- Partnerships with parents and students support high expectations and clear improvement aims and planning for learning.
- The aspirations of students are known and inform learning, and learning progress and achievement is identified and acknowledged.
- Students, parents and staff share responsibility for student engagement, growth and attainment.

Community partnerships

Build strong community partnerships to support student wellbeing and student learning progress. To achieve this, we will prioritise the following:

- Partnerships with local services, businesses and community organisations support student access to wellbeing support through the Wellbeing Hub.
- Community partnerships help build the school as a cohesive educational community and support inclusive approaches to wellbeing and learning so that all students can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments tailored to meet their individual needs.
- Professional learning to build staff understanding and capacity to support effective implementation of Aboriginal programs that are both academically aspirational and support students to maintain cultural identity.

Success criteria for this strategic direction

- **High expectations** - There is demonstrated commitment within the school community that all students make learning progress. Student learning goals support high expectations and clear improvement aims through holistic short-term and long-term goals that are developed collaboratively with students and parents. Progress and achievement of equity groups within the school is equivalent to, or greater than, the progress and achievement of all students in the school.
- **Parent engagement** - Parents are actively engaged in their child's learning, share responsibility for student learning progress, and work in close partnership with the school to support learning and wellbeing.
- **Community engagement** - The school works in partnership with the community and local services to support student learning, wellbeing and engagement. Strong community collaborations build the school as a cohesive and inclusive educational community, and the shared use of school facilities delivers benefit to both the school and the community.
- **Transitions and continuity of learning** - Strong collaborations between students, parents and the school ensure planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs, and consultation with key stakeholders supports continuity of learning, particularly at transition points.

Evaluation plan for this strategic direction

The school will use the following questions to evaluate the effectiveness of the initiatives:

- To what extent are parents actively engaged in supporting student wellbeing and learning progress?
- To what extent have partnerships with the community and local services supported student learning, wellbeing and engagement?
- How accessible is information to support learning

Strategic Direction 3: Community engagement

Initiatives

- The school values the identify, culture, heritage and languages of Aboriginal students, and builds and supports a culture of high expectations and community engagement to support student learning outcomes.
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Evaluation plan for this strategic direction

and wellbeing?

- To what extent has continuity of learning been supported by shared responsibility, holistic information about student learning and wellbeing, and collaboration with key stakeholders?
- Is progress and achievement of equity groups within the school equivalent to, or greater than, the progress and achievement of all students in the school?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- Parent surveys
- Staff surveys
- Student voice
- SCOUT data
- Student Learning Plans
- SEFSaS data.

Ongoing data analysis will be embedded within the two initiatives so that implementation progress is monitored by the Executive Team and Wellbeing Team. Progress towards the improvement measures will be measured annually, and the findings of this evaluation will determine the extent to which the Strategic Direction 3 purpose has been achieved and inform future actions.