

Strategic Improvement Plan 2021-2024

Elderslie High School 8521



School vision and context

School vision statement

At Elderslie High School, we strive for academic excellence and high expectations for all, with a strong focus on the foundations of literacy and numeracy. We are committed to creating a collaborative and inclusive environment where everyone is engaged and supported to achieve their potential.

School context

Elderslie High School is a comprehensive secondary school located in South Western Sydney. The student population of 1080 has been steadily increasing over the past decade, with 100 additional student enrolments over this time span. The school features a Support Unit which has 3 classes for students on the Autism spectrum. Our school community is becoming more diverse with an increase in the range of cultural groups from which our students are drawn. 5% of students identify as having an Aboriginal background. The FOIE data for the school shows that the degree of socio-economic disadvantage is increasing. Students participate in a wide variety of learning experiences that focus on achieving their personal best. These experiences occur both within and beyond the classroom.

The school staff entitlement is 73.6 teaching staff and 16 non teaching staff. The school also employs a Deputy Principal, Business Manager, Senior Learning Mentor and Technical Support Officer from school funds. The school currently has 16.9% staff who are new to the school and 7.41% Early Career Teachers with a 7.84% staff turnover each year. This shows a steadily increasing trend and the need for ongoing professional learning for all staff that supports consistent practices across the school.

The school enjoys active partnerships with its partner primary schools which are evident through our transition processes and there are clear aims to strengthen these connections so that pedagogical practices are aligned. Further, there is a well established connection between the school and neighbouring high schools within the Macarthur Trade Training Centre in which delivery of VET programs and other Stage 6 courses are shared to widen curriculum opportunities for our students.

The school has a proud history of success in extra-curricular pursuits including strong sporting success, creative and performing arts, public speaking, debating and agriculture. These experiences are widely recognised by our community and enrich the learning experiences of students.

The majority of the school's equity funding is used to support initiatives developed in the 2021-24 Strategic Improvement Plan.

The school is committed to the development of explicit teaching practices that enhance collaboration, high expectations and effective classroom management. Our overarching goal is that we create the foundations for optimal student engagement.

Our initiatives will directly align to the achievement of school targets to improve reading, numeracy, HSC attainment, attendance and wellbeing, leading to growth in student performance and value added data.

The school is determined to create an inclusive culture of improved wellbeing where our students embrace and celebrate diversity. Promotion of student voice and positive values will be critical to develop kind, responsible citizens. We are committed to developing learners with a growth mindset and nurturing learning dispositions that promote self-regulation in the learning process.

Strategic Direction 1: Student growth and attainment

Purpose

To engage teachers in the effective monitoring of student growth through regular analysis of performance data to inform teaching practice and the pursuit of academic excellence.

Improvement measures

Target year: 2022

Increase of 3.9% of students achieving the top 2 bands in reading

Target year: 2022

Increase of 4% of students achieving the top 2 bands in numeracy

Target year: 2023

Increase of 3.1% of students achieving expected growth in reading.

Target year: 2023

Increase of 4.2% of students achieving expected growth in numeracy

Target year: 2024

Improvement as measured by the School Excellence Framework, Teaching Domain, Element- data skills and use, Theme - data use in teaching - Sustaining and Growing.

Target year: 2022

Improvement of 2% in HSC course results in top 2 bands to reach the lower bound system-negotiated target.

Initiatives

Data Informed Practice

This initiative will target Stage 4 and 5 learners. We will build opportunities for teacher reflection on student progress data to support changes in classroom practice. This will allow us to be more responsive to the needs of our current cohort.

- Embed a learning culture that enables teachers to effectively teach Reading and Numeracy for improved NAPLAN results.
- Embed a system of staff collaboration and instructional leadership within the school and wider community(COS).
- Develop high impact professional learning for effective analysis of data to identify and monitor improvement measures and target areas where there are gaps in skills development.

HSC Improvement

This initiative specifically targets our Stage 6 students with the goal of boosting the achievements of those achieving middle bands. A range of classroom and whole school initiatives will help Band 4 students to achieve Band 5/6 results.

- Embed the use of formative assessment data collection, feedback monitoring and regular reflection on teaching practice.
- Develop formative and summative assessment strategies for learning to guide and inform teaching practice.
- Embed school wide practice where learning goals are informed by internal and external student progress and achievement data. Teachers monitor student progress and achievement of learning goals.

Success criteria for this strategic direction

- Teachers regularly analyse data, monitor student progress and reflect on teaching practice for improved student achievement in Reading, Numeracy and the HSC.
- Professional learning with a focus on literacy, numeracy and HSC is informed by current research to improve teaching and learning to meet student learning needs.
- Teachers have a sound understanding of assessment and data concepts. Data is used to evaluate the effectiveness of teaching practice and teaching is adjusted to meet the learning needs of students across the full range of abilities.
- Student learning goals are identified by ongoing analysis of a wide range of data sources. Teachers monitor student progress towards student attainment of learning goals.

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and seen growth and attainment in reading, numeracy and HSC results?

D: NAPLAN, HSC Results, Best Start, PAT Testing

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the achievement of the progress measures.

I: The findings of the analysis will inform future actions and the school progress will be reported in the annual report.

Strategic Direction 2: Enhancing Learning Culture

Purpose

To create a learning culture of student engagement, resulting in high levels of effort and motivation. Our learning culture is fostered by teachers who set high expectations and use creative teaching methodologies which generate interest, enthusiasm and positive student learning outcomes.

Improvement measures

Target year: 2024

Improvement as measured against the School Excellence Framework Teaching Domain- Element- Learning and Development- Excelling

Target year: 2024

The proportion of students reporting higher expectations for success in TTFM trends upwards beyond statistically similar school groups.

Target year: 2024

Improvement as measured by the School Excellence Framework Teaching Domain - Element - Effective Classroom Practice, Theme - Classroom Management - Excelling.

Initiatives

Quality Teaching Practices

Implement the GROW Program which aims to further promote professional growth in the teaching traditions of staff. The program is designed to foster a clear focus on staff, school and student improvement in learning outcomes, explicit teaching and staff collaboration for learning.

- High quality collaborative learning sessions focusing on improvements in all elements of professional teaching standards. These occur within faculty and cross faculty (whole school) groups.
- Enriched and formalised Professional Learning program. Staff focus on developing their professional practice through self-reflection, evaluation, staff observation exercises, classroom management and the ongoing PDP process.
- Investigate and embed principles of educational research that foster professional growth in practices for effective feedback, assessment, classroom management, collaboration, observing colleagues, reflection, data use to inform practice and quality teaching practice.
- Strengthening our Early Career and initiating an Aspiring Leader Team with alignment to mentoring programs and professional growth opportunities across the school.

Engaged Students for Learning

Improved effective classroom practice through a focus on explicit teaching, student engagement, high expectations, creative innovation, feedback and high student choice. Effective practice techniques encourage and foster high level of student motivation, effort and interest leading to enhanced learning outcomes for all. This will be achieved by-

- Enhancing school wide systems for explicit teaching and classroom management through the Elderslie High School Lesson Framework (ELF) platform with

Success criteria for this strategic direction

There is a clear culture of strong instructional leadership and high expectations focusing on continuous improvement in teaching and learning. This is clearly underpinned by a high functioning PL community.

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. This supports the continuity of learning for all students and staff.

Students value learning and are motivated to regularly engage in all classroom experiences.

Students respond to substantive feedback and display effort towards their learning. They can readily articulate their progress towards their personal best.

Classrooms and learning environments are well managed by consistent, school wide systems. These systems demonstrate a flexible repertoire of teaching and learning strategies.

Systems and cultures foster innovation in the classroom. Students demonstrate an interest in new creative styles and real-world linkages that result in enthusiastic learners.

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose of creating a learning culture that is centred on high expectations and student engagement?

D: Lesson observations and feedback to teachers; student focus group data, TTFM data; attendance data; PDP goal development and staff reflective practices.

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress toward the improvement

Strategic Direction 2: Enhancing Learning Culture

Initiatives

- particular emphasis on significance.
- Changed culture of supporting and promoting innovative teaching practices across the school.
 - Investigation, trial and evaluation of new innovative future focus teaching styles and learning strategies to engage students.
 - Increased Professional Learning focused on explicit teaching techniques, engagement and strengthened classroom management tools.
 - Investigate, trial and evaluated innovative curriculum and learning design targeted at the learning needs for transitional student in stage 4 and 5.
 - Regular student self-monitoring and reflection practices focused on effort, motivation, interest and application to learning allowing for higher expectations and personal best in learning.
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Evaluation plan for this strategic direction

measures.

I: The findings of the analysis will inform future actions and progress will be reported in the Annual Report.

Strategic Direction 3: Enhancing Wellbeing for Successful Learning

Purpose

To implement evidence-based and school-wide practices that support the wellbeing of all students so that they can engage successfully in their learning.

Improvement measures

Target year: 2022

Continued uplift of 3.7% of students attending school more than 90% of the time during Semester 1

Target year: 2022

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School increases by a further 2%

Target year: 2024

Improvement as measured by the School Excellence Framework Learning Domain, Element - Wellbeing - Excelling.

Initiatives

Social-Emotional Learning

This initiative aims to cultivate social and emotional confidence in our students to empower them to address everyday challenges in classroom and non-classroom settings.

- Evidence based practices are explored, developed and implemented to address the needs of the whole student body as well as targeted groups and individual students.
- Pastoral care programs are implemented to provide students with opportunities to be heard and advocated for.
- Students are empowered to be actively connected to their learning, understand their social and emotional learning needs and develop positive and respectful relationships with others.

Fostering Belonging

This initiative aims to build whole school structures that promote a positive sense of belonging for all our students and encourages them to embrace diversity, leading to a sense of connectedness and pride in their school.

- Embed a range of targeted systems that encourage active student participation at whole school level, supporting improved student attendance.
- Student voice significantly contributes to school belonging initiatives that enhance school culture.

Success criteria for this strategic direction

All students have an opportunity to access an identified staff member as an advocate for their social and emotional learning needs.

Whole school practices result in measurable growth in wellbeing and engagement to support student learning.

Expectations of behaviour are explicitly and consistently applied across the school and are responsive to student needs.

The school community work collaboratively to develop practices and programs which encourage respectful positive relationships, ensuring optimal conditions for student learning.

The school community demonstrates collective responsibility for student's wellbeing and learning needs.

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose of supporting the wellbeing of all students so that they can engage successfully in their learning?

D: Sentral data, Student focus group data, TTFM data; attendance data; parent feedback

(Add any extra data sources after IPM is written)

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress toward the improvement measures.

I: The findings of the analysis will inform future actions and progress will be reported in the Annual Report.