

# Strategic Improvement Plan 2021-2025

## Peel High School 8525



# School vision and context

## School vision statement

At Peel High School we are committed to educating a regional community, within an environment of inclusion, to become responsible and successful learners focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year.

To achieve academic growth and prepare students for higher education, training and work we use high engagement learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge underpinned by a confidence in each student's ability to learn, adapt and become a responsible and productive citizen.

## School context

Peel High School, situated on Gomeroi country, is located in Tamworth and is one of four public high schools in the city. Our student enrolment of 770 students, includes 44% Aboriginal students.

In April of 2022, Peel High School joined the Connected Communities Strategy which has a focus on strengthening the educational outcomes for Aboriginal students and all students. Engagement in the strategy aims to bring the community closer with the school, bring in Aboriginal culture, and allows the school to work with government and non-government groups to help support the education of the school's students.

The school is supported by significant Resource Allocation Funding (RAM). Our school is part of the NSW Selective School system and has a selective stream in each year of the junior school. The school is recognised for its success with its partnerships and transition programs. We also have a seven class Special Education facility which provides educational access to our students with special needs. Our 'stage' classes support students to achieve outcomes in a differentiated learning environment supported by consistency of reduced teachers and a dedicated School Learning Support Officer in each classroom. Peel High School also has strong links with UNE and we continue the relationship providing pre-service teachers opportunities to develop skills at Peel High school and through their mentoring support of our stage 6 Extension Science students.

The focus of our Strategic Directions in 2022 is to improve HSC and NAPLAN results in the top 2 and 3 bands by implementing themes of the What Works Best framework, engaging in high impact professional learning and focusing on highly effective teaching practice enabling teachers to reflect and refine teaching practice based on research to inform and engage in effective explicit teaching. Focus on improving student attendance, engagement and retention through the use of identified strategies and the continued embedding of practice through the Aboriginal Learning and Engagement Centre to work towards meeting the Premier Priorities of increasing the proportion of Aboriginal Students attaining their HSC by 50% in 2023, whilst maintaining their cultural identity.

Building teacher capacity remains a focus of our Strategic Improvement Plan at Peel High School and this has been enhanced by the addition of a Head Teacher Mentor to our staffing allocation to support early career teachers who are currently engaged or appointed to Peel High School. Our COVID Intensive Learning Support Program (ISLP) provides small group tuition for students who need it most across our student cohort. To support this program Peel High School has developed a strategy of employing pre-service teachers as part of our COVID ISLP team who then regularly continue on to be employed as teaching staff when they have reached their final year of study at university.

With the addition of our Senior Leader Community Engagement position in 2022, Peel High School will continue to build and strengthen our connections with parents and carers, community groups, the Tamworth Local AECG and external agencies to meet the needs of our students and families.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that students learning outcomes improve through reflective collaborative teacher practice.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

Increase the percentage of students achieving in the top two bands by 4.1% from the baseline

### HSC achievement - top 3 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in the top three bands by 3.8% from a baseline

### Reading growth

Achieve by year: 2023

An increased proportion of 2023 Year 8 students attaining a 'C' or above in English, compared with Year 7 in 2022

### Numeracy growth

Achieve by year: 2023

An increased proportion of 2023 Year 8 students attaining a 'C' or above in Mathematics, compared with Year 7 in 2022

## Initiatives

### Highly Effective Teaching Practices

Improve classroom teaching practice through a focus on explicit teaching informed by data.

- HSC Professional Learning to enhance teacher knowledge and skills to address teacher and student needs, therefore, improving student success
- What Works Best - continue to embed the What Works Best Framework, as appropriate, with a view to implementing all themes over time to 'tackle student improvement'
- ALARM - A Learning and Response Matrix to improve literacy and assist students with composing written responses for assessment tasks and exams
- Ongoing data evaluation to support future planning

### Literacy and Numeracy Focus

To improve literacy and numeracy skills across the school by engaging in:

- vocabulary initiatives - creating baseline data and undertaking Tier 2 training
- numeracy initiatives - creating baseline data to inform future planning
- continue to implement and embed the What Works Best themes
- LaST Support, data collection, distribution to support the delivery of literacy and numeracy programs
- ongoing data evaluation to support future planning

## Success criteria for this strategic direction

- Teachers actively engage in, evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.
- Teachers employ evidence-based effective teaching strategies. Methods such as the ALARM Matrix are promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Literacy and numeracy initiatives are embedded into lesson planning, accommodations and adjustments are made to suit needs as they arise and continuous improvement for all students is observed across the full range of abilities.
- School staff collaborate with the school community to use student progress and achievement data to develop and implement plans for continuous improvement.

## Evaluation plan for this strategic direction

**Q** To what extent has classroom teaching practice and literacy and numeracy skills improved as a result of a focus on evidenced-based practices?

### D

- Staff feedback on Professional Learning
- Qualitative feedback on the WWB framework
- RAP and HSC Data

**A** The analysis of this data will provide valuable feedback to determine the need to continue to provide opportunities for staff to engage in targeted professional learning.

**I** This analysis will guide the school's future directions around professional learning opportunities.

## Strategic Direction 2: SD 2 - Enabling Quality Teaching and Learning through Leading, Learning and Teaching

### Purpose

The situational analysis revealed a need for continued focus on honing collaborative teacher practice to support improved student outcomes. Our purpose is to facilitate improved teacher practice. Research will inform improvement strategies and utilise CESE's What Works Best framework.

### Improvement measures

#### Expertise and Innovation

Achieve by year: 2025

Self assessment against the School Excellence Framework demonstrates the school is Excelling in the theme of Expertise and Innovation, in the element of Learning and Development, and will continue to build the capacity of staff and students

#### High Expectations

Achieve by year: 2025

Self assessment against the School Excellence Framework demonstrates the school is moving from Sustaining and Growing to Excelling in the theme of High Expectations in the element of Learning Culture

### Initiatives

#### Enabling Quality Teaching

Enable quality teaching across the school by:

- implementing themes from the What Works Best framework with a view to implementing all themes over time to 'tackle student improvement'
- continuing the Faculty Review implementation plan to improve teaching and learning in faculties
- attracting, inducting and retaining staff with a goal to fully staffing the school
- utilising the skills of the Digital Classroom Officer (DCO) to build the capacity of staff to deliver effective engaging lessons
- providing a safe learning environment to enhance student outcomes
- provision for professional development to support the implementation of the new curriculum
- collegial lesson observations to share internal expertise and build capacity of staff
- utilising the Head Teacher Mentor to build the capacity of all staff

### Success criteria for this strategic direction

- Teachers actively evaluate, share and discuss learning with other staff in their school to improve whole school practice.
- The school uses the DCO to further develop the technology skills of its professional learning community.
- Positive, respectful relationships are evident among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Mentoring and support, to ensure the ongoing development and improvement of all teachers, is provided by the Head Teacher Mentor and expert teachers in and external to the school.

### Evaluation plan for this strategic direction

**Q** To what extent has quality teaching been enabled by enacting the actions outline in the initiative 'Enabling Quality Teaching'

#### D

- staff, student and parent/carer input during the Faculty review process
- FTE staffing success
- stakeholder feedback around positive programs and school safety
- programs engaged to support student wellbeing and safety
- engagement with the DCO
- staff feedback on impact of collegial lesson observations and support

**A** Analysis of the data gathered will determine the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

**I** The findings of the analysis will guide future directions.

# Strategic Direction 3: SD 3 - Student Attendance, Engagement and Retention

## Purpose

Strong attendance patterns underpin successful student outcomes and meaningful engagement in learning. The situational analysis highlighted these areas as opportunities for growth, in particular amongst Aboriginal students. A strategy to address this issue is the implementation and development of the Aboriginal Learning and Engagement Centre with supporting programs.

## Improvement measures

### Attendance >90%

Achieve by year: 2023

The % of students attending school 90% of the time or more, increases by 4.5% from the baseline

### Aboriginal Student HSC Attainment

Achieve by year: 2025

Increase the number of students completing the HSC including the Premier's Priority target of 50% of the 2020 year 9 ATSI cohort

### Wellbeing

Achieve by year: 2023

Increase the proportion of students identifying positive wellbeing through the Tell Them From Me (TTFM) survey by 5.4%

## Initiatives

### Enhanced Learning Opportunities

Provide opportunities for students to achieve success through enhanced learning opportunities in specialised learning environments and support Aboriginal students to attain the HSC whilst maintaining their cultural identity through a range of cultural opportunities.

- Special Programs

Engage with other stakeholders to provide engaging learning opportunities for High Potential and Gifted students

Stage 4 boys/girls - provide a targeted and unique learning environment to meet needs of identified students

Stage 5 boys - provide a targeted and unique learning environment to meet needs of identified students

- Aboriginal Learning and Engagement Centre (ALEC)  
ALEC Yr 11/12 - to support retention and achievement of the HSC whilst maintaining cultural identity

Deliver Cultural Programs in a culturally safe environment

- Attendance

Attendance monitoring and support to enable students to connect, succeed and thrive

Phone Intervention Program (PIP) to support positive attendance

Positive rewards program to recognise and celebrate attendance

- Post school opportunities

Engage students in School Based Traineeships as a positive post school pathway

Careers guidance for all students to assist with transition to post school training and employment

## Success criteria for this strategic direction

- The school's curriculum provision supports high expectations for student learning and opportunities for students to be supported in a range of specialist programs designed to meet student needs.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school engages in strong collaborations between parents, students and the community to facilitate the attainment of the HSC, whilst maintaining the cultural identity of Aboriginal students and collects and analyses information to inform and support students' successful transitions to post school opportunities.

## Evaluation plan for this strategic direction

**Q** To what extent has Peel High School provided opportunities for students to achieve success through enhanced learning opportunities?

**D** Data and feedback supporting students involved in special programs

- HSC completion data
- TTFM data
- cultural programs provided
- SCOUT attendance data
- Pathways and post school destination data

**A** The analysis process will involve reviewing data from the sources above to determine impact and identify next steps.

**I** The findings from the analysis will determine future school planning of enhanced learning opportunities.

## Strategic Direction 3: SD 3 - Student Attendance, Engagement and Retention

### Initiatives

---

Careers Network/Joblink Plus support for students to transition to post school opportunities

University visits and roadshow to increase exposure to tertiary education

Work experience opportunities to develop workplace skills and connections to the community

---