

# Strategic Improvement Plan 2021-2025

## Toormina High School 8527



# School vision and context

## School vision statement

We will work in partnership with our community achieving continual improvement developing every student to demonstrate our values of being a safe, responsible, learner. Using research-based strategies and qualitative and quantitative data, every teacher will engage students in achieving high levels of growth. Students will achieve high attendance rates and will be actively engaged in their learning.

We will provide pathways for all students through the provision of high-quality literacy and numeracy programs leading to academic excellence in NAPLAN and the HSC. All students will be supported through strong wellbeing programs, ensuring every student is known, valued and cared for and to prepare students to become global citizens of the world beyond school.

## School context

Toormina High School is a comprehensive co-educational secondary school. Over the past 3 years, we have seen a 15% increase in enrolments. Currently, our enrolment of 790 students comprises 748 mainstream students and 42 students catered for in 7 special education classes. 20% of students identify as Aboriginal and Torres Strait Islander (ATSI) with 96% of all enrolments born in Australia. 21 various other nations of birth are represented providing 4% EAL/D students. Toormina High School is located approximately 9km south of Coffs Harbour and is part of the Bongil Bongil Community of Schools (BBCoS). The school's staffing entitlement for 2021 was 62.5 teachers and 18 non-teaching staff. This staffing entitlement has decreased minimally in 2023 with the small decline in student numbers. The school has an additional Deputy Support and Inclusion appointed due to the growth in classes within the Special Education Unit. A Head Teacher HSIE and Technical Support Officer and School Learning and Support Officers are employed from school funds to ensure student needs are met.

In 2020 we conducted our external validation. A comprehensive situational analysis was also conducted in 2020 which involved extensive consultation with staff, students and parents. Through our situational analysis, we have identified a need to use the majority of our school's equity funding to support a range of initiatives. We have developed strong partnerships with our Aboriginal and Torres Strait Islander community, through provision of language (Gumbaynggirr) within Mandatory Stage 4 LOTE and elective Certificate 1 Community Language, dance, SistaSpeak, BroSpeak and the establishment of a Reconciliation Action Plan.

Improving our HSC and NAPLAN results was identified as a key focus for improvement. Research will be conducted into various high impact programs with demonstrated success in improving student HSC results, literacy and numeracy performance and student attendance. This will require improvements in the accurate monitoring of student achievement and the provision of quality feedback that is explicit to tasks. Developing high expectations for and of all students, staff and parents, and strengthening the differentiation of work to meet identified needs of all students, while developing acceleration programs for our high potential and gifted students was also identified. A renewed focus on school uniform and teaching expected behaviours will be a major element as we continue to develop strong student leadership. A central focus will be ensuring that all students are genuinely known, valued and cared for through a comprehensive wellbeing program.

Teachers will be provided with high quality professional teaching strategies, enhancing teacher capabilities, improving teaching practice through the establishment of a robust instructional leadership and peer observation program. Staff will engage in a variety of professional learning in data analysis, classroom management strategies and developing individualised and differentiated learning opportunities for all students. An examination of staff needs, targeting improved morale and further develop our future school leaders will also be undertaken.

Structures and strategies will be put in place to identify and support students not showing improvement and our learning and support teachers will deliver intensive and targeted learning programs to students. Targeted support that assists our special education students

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access appropriate school courses and electives with SLSO support and community programs or work experience will also be enhanced to ensure that these conversations and plans are identified, developed and implemented early.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that every student is highly engaged and challenged in their learning, demonstrating consistent positive growth. Students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through the use of student assessment data to inform teaching practice utilising quality, targeted professional learning.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

- Increase the percentage of students achieving in the top 2 bands for HSC to between 23% and 28%

### HSC achievement - top 3 bands

Achieve by year: 2023

- Increase the percentage of students achieving in the top 3 bands for HSC to between 50.1% and 55.1%

### Aboriginal student achievement: NAPLAN top 3 bands - Numeracy

Achieve by year: 2022

- Increase the percentage of students in the top 3 bands for NAPLAN numeracy to between 21.60% and 26.60%

### NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's lower bound system negotiated target baseline of 62.9%.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the school's lower bound system-negotiated target baseline of 63.6%.

## Initiatives

### Highly effective teaching practices that result in high impact teaching and improved outcomes for students

Improving effective classroom practice through a focus on high impact professional learning, explicit teaching practice, improved classroom management, formative assessment, feedback and differentiation.

- Drive high expectations for teachers and students through effective teaching and learning programs with a relentless focus on using high impact strategies (formative assessment/collaborative practices/explicit teaching, visible learning).
- Provide professional learning for all teachers examining formative assessment and feedback strategies that improve student learning.
- Literacy and numeracy professional learning resulting in teaching practice being informed by research such as What Works Best and other high impact professional learning.
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the school excellence framework.
- Increase opportunities for teachers to collaborate with colleagues in other faculties and schools including partner primary schools.
- Develop high impact professional learning for teachers in differentiation and classroom management strategies.
- Embed understanding, collection and use of data in driving teacher reflection and programming for improved teaching effectiveness.
- Establish strategies to identify senior students that are at risk of not completing HSC/subjects/HSC minimum standards and develop various strategies to support students.
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education (HPGE) Policy.
- Provide professional learning for teachers in the

## Success criteria for this strategic direction

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures. Equity groups within the school are equivalent to or greater than the progress and achievement of all students in the school.

Consistently strong collaboration between teachers across faculties and schools with a sharing of curriculum knowledge, assessment and feedback, management strategies and student progress data. All teachers seek out opportunities to improve practice through regular observation of colleagues beyond the PDP process.

Consistent assessment strategies and processes implemented across the whole school and are used regularly to promote consistent and reliable teacher judgement of student learning, monitoring student learning progress, identifying skill gaps for areas for improvement or extension and reporting to parents. We identify expected growth for every student and establish goal setting to assist every student to exceed their expected growth on internal and external progress and achievement measures.

The strategies adopted and developed will build teacher and leader capacity. Our learning and support team (LaST) supports improvement in teacher capacity building expertise in all teachers to improve literacy, numeracy and HSC outcomes of all students across the whole school.

We will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that are measurable based on consistent teacher judgement and moderation of assessments.

## Evaluation plan for this strategic direction

We will use the QDAI process to our success in achieving this strategic direction. We will consider:

# Strategic Direction 1: Student growth and attainment

## Initiatives

school excellence framework (SEF), What Works Best and the Australian Professional Standards for Teachers (APST) to improve teaching practice.

## Evaluation plan for this strategic direction

- What expectations do we currently demonstrate for teachers, students and parents?
- How do teachers currently use data to determine what/when/how to teach and whether teaching has been effective?
- How can we develop stronger professional relationships with Partner Primary Schools in the areas of collaborative practice and student transition?
- Do teachers fully understand the needs of a differentiated curriculum to meet the needs of all students including HPGE students?
- How do teachers currently collaborate to evaluate, reflect on and adapt practice?
- Is there a response to individual student learning needs with a shared responsibility for high student achievement where teachers plan differentiated lessons based on the analysis of student performance data?

Data will be analysed and triangulated regularly to determine the extent to which the purpose and the improvement measures have been achieved. This will provide opportunities for dynamic changes in planning to occur which will allow for a responsive approach to meet the needs of students and staff. This rigorous analysis of multiple, relevant and reliable data sources, to determine impact, will guide both the ongoing implementation as well as future school planning, ensuring all students grow in their learning. These data sources include:

- Reading results - NAPLAN
- Numeracy results - NAPLAN
- HSC results/HSC minimum standard data
- Analysis of RAP data by stage 6 teachers
- Check-in assessment data
- Assessment tasks and assessment rubrics

## Strategic Direction 2: Communication, collaboration and feedback

### Purpose

Enhancing the partnerships between teachers, parents and students through effective communication, collaboration and high-quality feedback. A renewed focus will provide high quality professional learning for staff around APST Standard 5: Assess, Provide Feedback and Report on Student Learning and APST Standard 6: Engage Professionally with Colleagues, Parents and the Community.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

- Increase the percentage of students attending school 90% or more to between 66% and 71%

Achieve by year: 2025

- Improving the relationships between the school and parents through better communication, collaboration and feedback as evidenced by our parent satisfaction surveys.

Achieve by year: 2025

- Improving the relationships between teachers and students through better communication, collaboration and feedback as evidenced by Tell Them From Me and our student satisfaction surveys.

Achieve by year: 2025

- Improving the relationships between staff and staff through better communication, collaboration and feedback as evidenced by People Matter and our staff satisfaction surveys.

### Initiatives

#### Improving student attendance

Focus on improving teaching processes and providing targeted support to students through improved administrative processes that make monitoring student attendance easier and assist with alerting parents of unexplained student absences.

- Providing professional learning for staff on the importance of students having high attendance rates, attendance monitoring of students and feedback to parents and carers.
- Developing connective approaches that offer services or support for students and their families and focus on improving relationships between the school, student, and family.
- Develop procedures to celebrate 100% student attendance.
- Develop procedures to identify and celebrate students who achieve >90% attendance.
- Improve existing strategies for informing parents about students who are absent or truanting.
- Identify and implement strategies that increase the percentage of students who return notes regarding an absence within 7 days of the absence.
- Improve relationships with parents to increase positivity about school attendance and establish routines that help students get to school on time.
- Develop strategies to monitor class by class attendance data to be used to inform future practice.

#### Improving relationships through better communication and collaboration

Improve the way we communicate and collaborate with parents, staff and students through a focus on developing healthy, respectful and professional relationships.

- Increase the percentage of parents reporting high levels of satisfaction in being informed about their child's progress in all aspects of learning and wellbeing.

### Success criteria for this strategic direction

The whole school recognises and celebrates excellence and demonstrate aspirational expectations of learning and achievement. School data demonstrates that student attendance is greater than students at statistically similar schools.

Data will be used to identify students of concern with early and targeted support provided to students experiencing issues with maintaining acceptable attendance rates. Students want to be at school and are celebrated and rewarded for high attendance rates. The school will provide all students regular opportunities to meet with an identified staff who can provide advice, support and assistance to assist the student to meet their full potential.

Effective partnerships in learning with parents exist where parents are consistently and effectively are informed by staff about student academic performance and attendance issues, with real time student attendance data available to all parents. This data will be accurate, clearly supporting students with their learning to meet individually developed attendance targets for identified students.

Parents, students and staff will be well informed through improved communication strategies, developed to provide relevant and timely feedback on student performance. Positive partnerships will exist between key stakeholders with parents becoming actively involved in their child's learning. Our teachers will directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Our reporting to parents has been enhanced in response to feedback received.

Our teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

We will engage in strong collaborations between partner primary schools, parents, students and the community that inform and support continuity of learning for all

## Strategic Direction 2: Communication, collaboration and feedback

### Initiatives

- Increase the percentage of parents reporting high levels of satisfaction in being informed about what their child is taught and adjustments made to their learning.
- Provide parents increased range of opportunities to engage in the school.
- Engage parents in effective learning partnerships with their child and teachers where students are motivated to deliver their best and continually improve their performance.
- Develop effective partnerships with parents and partner primary schools to support continuity of learning for all students at transition points.
- Collaborate with students and parents to ensure understanding of the assessments and assessment strategies used and the benefits for improving student learning.
- Initiate and maintain strong collaborations between partner primary schools, parents, students and the community that inform and support continuity of learning at transition points.

### Providing high-quality feedback

Provide high-quality, timely and responsive feedback as a key element of the incremental process of ongoing learning and assessment, engaging teachers in providing frequent and ongoing feedback is a significant means of improving achievement in learning. Developing strategies with staff in reporting to and providing feedback more frequently to parents about their child's learning progress and strategies.

- Feedback to students on assessments is individually tailored to individual students.
- Students use feedback from teachers to drive future improvements in learning outcomes.
- Feedback from students to teachers on their learning derived from assessments informs further teaching.
- Providing improved feedback to teachers about teaching performance through enhanced classroom observation.

### Success criteria for this strategic direction

students at Year 6-7, 10-11 and post school transition points, including highly mobile students and students with atypical enrolment.

### Evaluation plan for this strategic direction

We will use the QDAI process to evaluate our success in achieving this strategic direction. We will consider:

- What expectations do we currently demonstrate for teachers, students and parents?
- What attendance programs/strategies do we need to implement to achieve the system negotiated Attendance target?
- How can we develop stronger professional relationships with parents as partners in the learning journey?
- What professional learning do our teachers need to complete to feel confident in implementing differentiation strategies?

Data will be triangulated and reviewed by project teams, head teachers and the senior executive and will directly feed into future plan adjustments ensuring that all students achieve at or above expected growth each year. Attendance data, listed below, will be analysed fortnightly:

- Attendance data
- Sentral data
- Referrals to the Home School Liaison Officer (HSLO)
- Parent, staff and student satisfaction surveys

## Strategic Direction 2: Communication, collaboration and feedback

### Initiatives

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- Provide high quality professional learning to teachers on formative and summative assessment strategies.
  - Examine ways to improve how we provide feedback to parents about student performance.
  - Develop strategies for students, teachers and parents to provide the school with feedback that can be used to drive future directions.
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# Strategic Direction 3: Positive school culture - ownership, belonging and pride

## Purpose

Identify the need for a greater sense of ownership, belonging and pride for students and a need for improved sense of worth and value for staff. Developing a positive school that supports positive mental health, wellbeing, and a love of learning within a context of trauma informed practice with high expectations will be a central focus for professional learning for all staff. Providing structures to improve teacher performance with a focus on APST Standard 4: Create and Maintain Supportive and Safe Learning Environments will be a pivotal aspect of improving student and staff sense of ownership, belonging and pride.

## Improvement measures

### Aboriginal student HSC attainment

Achieve by year: 2023

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

### Wellbeing

Achieve by year: 2023

- Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 63% and 68%

Achieve by year: 2025

- Increase the percentage of staff reporting high levels of morale, and sense of wellbeing by 22% (2021/2022 combined total) as measured using 2020 People Matter survey and the 2020 staff survey as baseline data.

## Initiatives

### Creating positive cultural links that challenge and engage Aboriginal students

Further develop and enhance the established links with our Aboriginal community to ensure that students feel connected to Toormina High School and are challenged and engaged in their learning.

- Develop deep understanding and effective implementation by staff of programs related to Aboriginal Education.
- Develop culturally rich programs that challenge and engage students and foster links with our community.
- Implement high impact professional learning for staff Aboriginal education teaching that will improve literacy and numeracy outcomes.
- Provide support for students in year 10 as part of the transition to year 11 through enhanced subject selection processes.
- Develop student's ability to become active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential.

### Developing a positive school culture that improves student and staff wellbeing

Improve and promote positive relationships between and amongst students, staff, and parents through a focus on positive school strategies with a renewed focus on anti-bullying strategies and programs that develop social and emotional intelligence skills to help nurture a safe, caring and connected school environment.

- Strengthen collaboration with students in developing school expectations.
- Strengthen student involvement in school decisions such as uniform and school planning.
- Provide professional learning for staff to identify, cater for and support students with learning support needs.

## Success criteria for this strategic direction

Aboriginal students are highly engaged in the curriculum and extra-curricular activities provided and are in command of their learning. An increase in Aboriginal students continuing to Year 11 and 12 studies, with strong connections established with the community and families. Families report that there is a high level of trust developed between school and home..

Our school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. Data obtained from TTFM and school-based surveys indicate improvements in students' expectations for success, advocacy, and sense of belonging at school. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Students will set personal learning goals and undertake mentoring opportunities, students will have more confidence to take on more challenging tasks, regardless of their ability. Their motivation to improve and master a task is improved and their self-esteem remains strong, even in the case of failure. We have a school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Our school has a high performing teaching staff, as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experience high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

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. Data obtained from the People Matter survey and staff surveys indicate positive wellbeing outcomes for staff. Staff feel empowered to take control of the learning experiences for

## Strategic Direction 3: Positive school culture - ownership, belonging and pride

### Initiatives

- Refocus the positive behaviour for learning program to provide explicit teaching of expectations coupled with an effective and efficient positive recognition system.
- Develop student's ability to become active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential.
- Provide students opportunities to guide the learning process and influence what is taught or how it is taught.
- Develop extra-curricular activities that give students additional motivation to attend and look forward to coming to school.
- Develop positive, respectful relationships among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Establish partnerships with universities to help students develop long term aspirational career goals.
- Increased focus on career planning as part of an enhanced subject selection process for year 8 and 10.
- Develop enhanced communication strategies to ensure all staff are well informed and able to share projects, success and workload.
- Engage teachers in high impact professional learning around APST Standard 4.
- Provide increased in-class professional support for teachers through instructional leadership.
- Provide professional learning to teachers in mentoring students and assisting students to identify, set and achieve personal learning goals.
- Initiate and establish a team to review the school uniform.

### Success criteria for this strategic direction

each child and staff demonstrate proficiency and higher against the APST standards. Staff seek higher duties and actively seek promotion.

### Evaluation plan for this strategic direction

We will use the QDAI process to evaluate our success in achieving this strategic direction. Considerations will include:

- How do we demonstrate to our students, staff, parents and community that we care?
- What professional learning do we need to implement to assist teachers to be confident mentors for students.?
- How do we change the culture of our students so that these changes also impact our broader community?
- How do we engage students to be proud to wear their school uniform? How do we engage our parents more in the school?

Analysis will be embedded within the initiatives through progress and implementation monitoring. Deep analysis of the data occurs regularly and will guide future school planning to provide ongoing improvement to maximise student learning outcomes. Data sources to be used will include:

- Suspension data
- Attendance data
- Percentage of students engaged in Aboriginal programs
- Student work samples
- Parent involvement in the school
- HSC data
- People Matter survey data