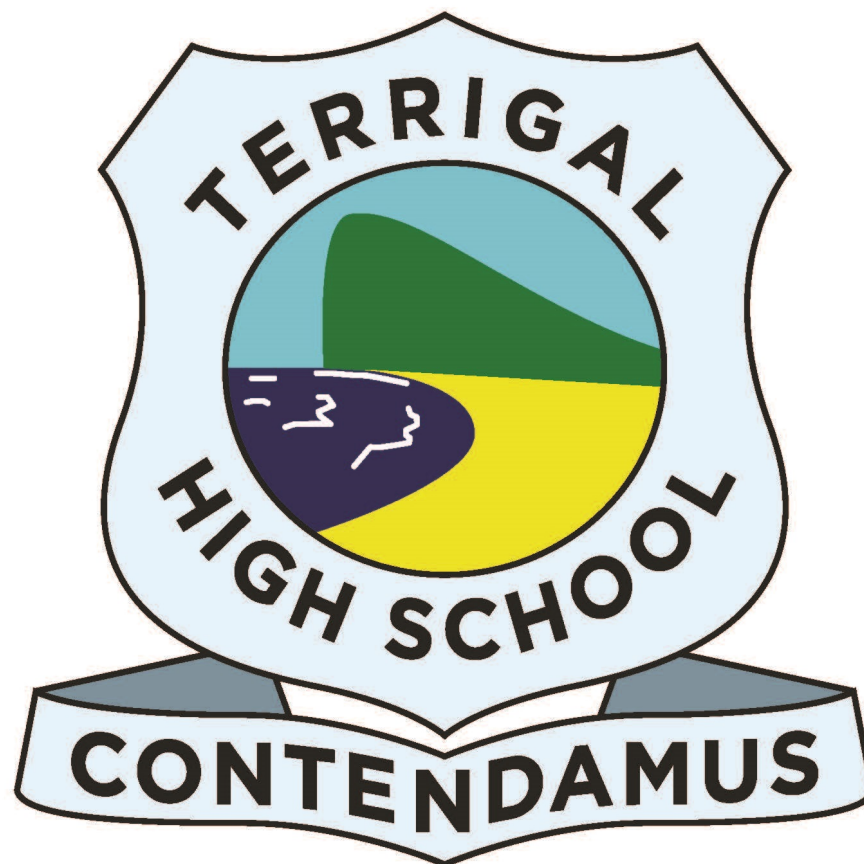


# Strategic Improvement Plan 2021-2024

## Terrigal High School 8533



***"WE STRIVE"***

# School vision and context

## School vision statement

Terrigal High School will be the leading comprehensive secondary school on the Central Coast, engaging and inspiring our school community to be curious and active learners, striving for excellence in all aspects of life.

## School context

Terrigal High School is a leading comprehensive, co-educational secondary school on the Central Coast. The school has a student population of 977, including a Support Unit with three multi-categorical classes. The school reflects the diversity of the local community with a full range of socio-economic and educational backgrounds. The school's enrolment numbers are increasing across all year groups. EALD support is provided to 2% of the total student enrolment. The 2021 staffing entitlement was 70 teachers and 20 non-teaching staff. The school is located on Darkinjung land with 5% of the total student population identifying Aboriginal heritage. The school has a close partnership with the local Kuriwa AECG to enhance Aboriginal cultural programs for all students and staff to address the needs of Aboriginal students.

Terrigal High School has placed student centred, evidence-based practice at the core of all teaching and learning programs. We are focused on increasing student growth across stages 4 and 5 in Literacy and Numeracy, with the promotion of high quality HSC attainment for all students undertaking ATAR and vocational courses. This is achieved through a whole school commitment to implement effective, evidence-based learning incorporating social and emotional frameworks, to support a shift to a 'high growth/high proficiency' school (Hattie: 2016).

High impact professional learning and self-evaluation processes are the key to building the capacity of staff as leaders to optimise student learning which is embedded into school structures. Staff professionally collaborate to embed consistent pedagogical practice in all classrooms.

At Terrigal High School we believe in excellence in all aspects of our school life. The school is committed to supporting student wellbeing through a diverse range of programs and the establishment of a wellbeing hub. Students are involved in a range of leadership and social awareness programs as well as student voice opportunities to influence current and future initiatives.

Terrigal High School has a strong sporting achievement including winning the Sydney North Champion school on four occasions in the past ten years. The targeted sport program is an integral part of our high potential and gifted strategy enhancing opportunities for talented athletes. The school has been recognised for its exceptional creative arts program with regular participation in community events and exhibitions, as well as Central Coast and HSC showcases.

We have forged respectful and collaborative relationships with wider school community through regular parent and student forums and surveys and consultation with the Aboriginal community. Terrigal High School has a strong partnership with Terrigal Public School and Erina Heights Public School, which together form the Terrigal Learning Alliance, to ensure continuity of learning from kindergarten to Year 12. Significant work will take place to further strengthen the relationship with our wider school community and build an authentic partnership based on trust and a shared vision for all students.

# Strategic Direction 1: Student growth and attainment

## Purpose

Evidence-informed practice will support high expectations and the provision of differentiated teaching strategies, which challenge every student to improve their literacy and numeracy skills as well as performance in the HSC.

## Improvement measures

### Target year: 2023

#### NAPLAN Expected Growth

An increase from 66.% to 70.8% in the number of students achieving expected growth in numeracy.

An increase from 67.4% to 70.7% in the number of students achieving expected growth in reading.

### Target year: 2022

#### NAPLAN Top 2 Bands

An increase from 19.9% to 27.6% in the number of students achieving in the top 2 bands in numeracy.

An increase from 19.2% to 25.7% in the number of students achieving in the top 2 bands in reading.

### Target year: 2022

#### HSC performance

An increase from 27.6% to 34.4% in the number of students achieving in the top 2 bands in the HSC.

An increase from 59.7% to 66.7% in the number of students achieving in the top 3 bands in the HSC.

### Target year: 2024

#### Aboriginal Student Achievement

The percentage of ATSI students achieving in the top three bands is above statistically similar school groups.

## Initiatives

### Data Informed Practice

Teachers are supported to analyse and interpret student learning and achievement data and design evidence-based adjustments to teaching programs and learning activities.

Differentiated learning experiences explicitly address literacy and numeracy needs of all students and supports high potential and gifted students achieve their personalised learning goals.

Collaborative and applied professional learning is designed to build consistent high expectations, address student learning needs and strengthen explicit, directed teaching strategies to challenge and improve performance in all HSC courses.

Literacy and numeracy progressions will inform differentiated, personalised learning for all Year 7 - 10 Aboriginal students and non-Aboriginal students identified as requiring additional support, to meet established benchmarks.

## Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meets the learning needs of all students.

Targeted, differentiated learning experiences explicitly addressing literacy and numeracy needs of all students are embedded in all faculty programs and internal assessment data shows improvement in student achievement.

High potential and gifted students are academically challenged and are successfully able to reflect on improvements and achievement of personalised goals.

Aboriginal students and other identified students will achieve higher than anticipated growth as measured against the literacy and numeracy progressions.

## Evaluation plan for this strategic direction

Question: What has been the impact of data informed adjustments on student achievement? Do teachers feel confident in analysing student achievement data and working collaboratively to adapt practice?

Data: External student performance measures (NAPLAN, HSC, Best Start), literacy and numeracy progressions (PLAN2), internal assessments data, teacher evaluations of professional learning.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future Direction and next steps.

## Strategic Direction 2: Engage and Inspire

### Purpose

To inspire students to become self-directed learners who are aware of their own progress and feel confident in collaborating with teachers to direct future learning. Active engagement in a variety of school opportunities prepares students for excellence in all aspects of life.

### Improvement measures

#### Target year: 2022

An increase from 52.7% to 64.0% in the number of students attending greater than 90% of the time.

#### Target year: 2024

The score for effective collaboration through peer observation, as evidenced on the What Works Best survey increases, from 3.33 to 4 out of 5.

### Initiatives

#### Self-Directed Learning

Embed a learning culture that enables students to receive feedback and use success criteria to become self-directed learners and identify next steps for learning.

High impact teaching combined with formative assessment strategies engages students in the learning process and supports a culture of high expectations.

The school actively seeks and incorporates student perspectives to enhance the curriculum and school decision making.

#### Feedback for Teaching

Collaborative cross faculty professional learning supports teachers in evaluating the delivery of high impact, explicit and differentiated learning to engage all students.

Teachers regularly participate in structured lesson observations that focus on the impact of teaching on student learning.

#### School Opportunities

The school provides co-curricular opportunities for students that build engagement and connection to the school.

Leadership opportunities build teacher and student capacity to strive for excellence in all aspects of school and community life.

### Success criteria for this strategic direction

Students can use criteria to assess the level of achievement and identify next steps for improvement.

Staff monitor and analyse formative assessment data and the implementation of visible learning and SOLO taxonomy to differentiate learning at the point of instructional need, to engage students in continuous academic improvement.

Student reflections and evaluations inform teaching and learning programs, the curriculum offering and school management practices.

There is a high functioning professional learning community where teachers are engaged in strong collaborations to inform and support the continuity of learning for all students.

Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement.

Attendance rates improve due to student participation in extracurricular and leadership opportunities.

Teachers who aspire to leadership positions actively lead professional learning and whole school initiatives.

### Evaluation plan for this strategic direction

Question: To what extent is feedback and formative assessment embedded into all teaching and learning programs? Do teachers collaborate to evaluate, reflect on and adapt practice? Are students able to identify next steps for learning? Are students engaged in a diverse range of school opportunities?

Data: Attendance data, exit slips, professional learning agendas, observation reports, teaching programs, student work samples

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

## Strategic Direction 2: Engage and Inspire

### Evaluation plan for this strategic direction

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Implications: Where do we go from here? Future directions and next steps.

## Strategic Direction 3: Connections to Learning

### Purpose

Parents and the broader community support and enable the aspirations of every student. Genuine and respectful partnerships build individual and collective wellbeing through a culture of care and positivity.

### Improvement measures

#### Target year: 2024

A 20% uplift in the number of Aboriginal students attending school greater than 90% of the time.

#### Target year: 2024

An increase in the percentage of students achieving a "We Strive" score greater than 4.

#### Target year: 2024

School assessment on the School Excellence Framework element on 'Community Engagement' is validated at 'Excelling'.

### Initiatives

#### Cultural Identity

Partnerships with Aboriginal agencies and the Kuriwa AECG support Aboriginal students to reach their academic potential while maintaining their cultural identity.

Build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students.

#### Wellbeing

The wellbeing team will plan, regularly review and evaluate the impact of student wellbeing programs and practises through data informed evaluation methods.

#### Community Engagement

The curriculum provision is enhanced through partnerships with parents, other schools and organisations meaning students are motivated and continually improve.

### Success criteria for this strategic direction

Effective partnerships with the Kuriwa AECG and Aboriginal community supports the development of cultural identity and learning programs that are relevant, challenging and reflect the high expectations of the school community.

Staff design, deliver and embed a culturally rich and locally relevant curriculum that genuinely connects and celebrates Aboriginal culture so that all teachers have knowledge of quality practices to support the learning of Aboriginal students.

The school implements and evaluates the effectiveness of wellbeing programs and practices across a tiered continuum of support to cater for all students.

There is a high functioning learning community where teachers are engaged in strong collaborations to inform and support the continuity of learning for all students.

### Evaluation plan for this strategic direction

Question: Do parents and the broader community support and enable the aspirations of every student. How do partnerships contribute to collective wellbeing?

Data: student and parent surveys, community engagement school assessment tool, Tell Them From Me, Attendance data

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.