

# Strategic Improvement Plan 2021-2024

## Concord High School 8535



# School vision and context

## School vision statement

At Concord High School every student and staff member will be known, valued, cared for and supported to achieve their full potential within a culture of high expectations.

## School context

Concord High School is a dynamic 7-12 comprehensive co-educational school of 1300 students, including 70% of students from a language background other than English and international students. Current school focuses include academic achievement, literacy, numeracy and technology within a supportive welfare environment. This includes wellbeing programs such as Positive Behaviour for Learning (PB4L). Concord High School strives to promote a culture of excellence, integrity and caring and supports students through active programs of student wellbeing. The school enjoys a strong reputation in the local community for its high academic achievement, strong sporting programs and particularly the richness of its extra-curricular offerings. The school has a broad and differentiated curriculum that caters for varied interest and abilities including VET courses, a gifted and talented program, extensive technology resources and a broad range of extra-curricular activities. The diverse student body is catered to with an extensive range of sporting, creative and performing arts, public speaking, leadership, and personal development opportunities.

This plan has been developed following an extensive situational analysis involving data analysis from a range of sources and consultation with the staff, students and broader Concord High School community. The result of this consultation has been the development of the three strategic directions outlined in this plan. Student growth and attainment, Student engagement and empowerment, and Developing professional practice.

The schools focus in this planning period are to improve student growth and attainment through the embedding of a culture of high expectation for student success across the school driven by consistent, high impact teaching and learning strategies delivered by a collaborative and reflective teaching staff, to an engaged and empowered student community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve the academic outcomes of all students at the school by ensuring high impact teaching strategies are delivered with a culture of high expectations in a positive learning climate.

## Improvement measures

### Target year: 2022

An uplift of 9.3% of students achieving in the top two bands for Year 9 NAPLAN reading.

### Target year: 2022

An uplift of 5.2% of students achieving in the top two bands for Year 9 NAPLAN numeracy.

### Target year: 2022

An uplift of 5.6% of HSC course results in the top three bands.

### Target year: 2023

An uplift of 4.0% of students achieving expected growth from Year 7 to Year 9 in NAPLAN reading.

### Target year: 2023

An uplift of 3.8% of students achieving expected growth from Year 7 to Year 9 in NAPLAN numeracy.

## Initiatives

### Whole school literacy and numeracy project team

To achieve a whole school literacy and numeracy program that has been devised, implemented, evaluated and embedded with the view to positively and significantly impacting student growth and attainment through targeted programs, explicit feedback and embedded classroom practice.

### High expectations project

To identify the **What works best** elements that would apply to Concord HS and develop and implement a program based on elements including goal setting, feedback, effective study, note taking and checkpoints. This initiative will have two groups working on Years 7-9 and Years 10-12.

### Middle school initiative

The Middle School Project was implemented to address the goal that all students be known, valued and cared for. This initiative will be further developed and refined with the outcome to embed in school culture a transition program that supports and enhances student growth and attainment through greater connection with teaching staff delivering a connected and relevant curriculum.

## Success criteria for this strategic direction

The school achieves excellent value added results, significantly above the value added by the average school. (SEF: Student Performance Measures - Value-add)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF: Student Performance Measures - Student growth)

The whole school community demonstrates aspirational expectations of learning and achievement for all students, and is committed to the pursuit of excellence. (SEF: Learning Culture - High Expectations)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF: Learning Culture - Transitions and continuity of learning)

## Evaluation plan for this strategic direction

**Questions:** What has been the impact using consistent, explicit what works best strategies on student performance?

What has been the impact of a targeted literacy and numeracy strategy on the growth of student skills and the ultimate performance in the HSC?

What has been the impact of a targeted and strategic transition program on the success of students as they move from primary to high school?

**Data:** External student performance measures (NAPLAN and HSC), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations and student work samples.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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**Analysis:** Analyse the data via the Scout portal and internal assessment to determine the success of the strategies.

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

## Strategic Direction 2: Student engagement and empowerment

### Purpose

To improve the level of student engagement in their education, with the view to improving intrinsic motivation to succeed in a supportive and well managed learning environment that supports students to deeply engage with their learning in a meaningful way.

### Improvement measures

#### Target year: 2022

An uplift in the percentage of students attending >90% of the time by at least 6.4%

#### Target year: 2022

An uplift in the percentage of students reporting a positive sense of wellbeing (as measured in the Tell Them From Me Survey) by at least 3.5%

#### Target year: 2024

An uplift in the percentage of students reporting in the TTFM survey they experience a positive learning climate by at least 0.6 scaled points

#### Target year: 2024

An uplift in student TTFM survey Data by at least 7% in the high skills/high challenge quadrant.

### Initiatives

#### Enhanced Student wellbeing and resilience

Improve and build the capacity of students to manage change and promote resiliency of every student, through the development and implementation of pro-active, structured welfare programs that support student sense of belonging, expectations for success and advocacy at school.

#### Enhancing and embedding Positive Behavior for Learning

Use school wide data to successfully implement evidenced-based whole-school practices that enhance student attendance and engagement. Promoting a classroom learning climate that supports positive learning outcomes for all students through meaningful and effective lessons delivered in a caring, safe environment.

#### Student learning culture

Establish a school wide culture that promotes broad platforms for students to engage in leadership, student voice and self advocacy. With the view to develop in students a high expectation culture categorised by highly developed student leadership skills.

### Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF: Wellbeing - A planned approach to wellbeing)

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. (SEF: Wellbeing - Behaviour)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF: Learning Culture - Attendance)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF: Learning Culture - High Expectations)

The school provides all students with opportunities for leadership and advocacy roles with evidence across the school that student voice and leadership is contributing positively to engagement and academic outcomes

### Evaluation plan for this strategic direction

Question: What has been the impact of resilience being taught upon student welfare and academic progress?

Is there evidence of consistent and explicit approaches towards Positive Behaviour for Learning (PB4L) by all staff, which has enhanced the learning of all students?

How many students have actively participated in leadership or student voice activities?

## Strategic Direction 2: Student engagement and empowerment

### Evaluation plan for this strategic direction

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Data: Tell Them From Me survey data, Sentral Wellbeing Incident register, student and staff observation, student and staff feedback/surveys, counsellor referral registers/logs.

Analysis: analyse the data (as specified above) to determine the extent to which the purpose has been achieved in resilience, PB4L and student leadership and student voice.

Implications: The evaluation of this direction will be by progress measured by internal data sources that links to student welfare, student discipline and student leadership.

## Strategic Direction 3: Developing professional practice

### Purpose

To pursue excellence in teacher capacity, to engage student learners and improve educational outcomes through a collaborative and reflective culture that encourages all teaching staff to reflect regularly on their practice and identify opportunities for consistent, high impact practices in all classrooms

### Improvement measures

#### Target year: 2024

2020 self-assessment against SEF of Effective Classroom Practice as Delivering to be validated at Sustaining & Growing by 2024 External Validation process.

#### Target year: 2024

2020 self-assessment of Curriculum as Sustaining and Growing to be validated at Excelling by 2024 External Validation process.

#### Target year: 2024

2020 self-assessment against SEF of Assessment as Sustaining and Growing to be validated at Excelling by 2024 External Validation process.

### Initiatives

#### Collaborative and Reflective Practice

To foster professional learning communities, engaging teachers in Professional Learning Rounds and structuring and supporting coaching/mentoring opportunities. With the view to increasing teacher capacity to deliver quality teaching and learning that supports the What Works Best and High Leverage HSC strategies.

#### Assessment for and of Learning

Establish and embed whole school assessment practices and procedures as a driver for developing and enhancing teacher practice. Improving the use of formal and informal assessment and feedback both from and to students.

### Success criteria for this strategic direction

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. ( SEF- Effective Classroom Practice: Classroom management).

Teachers collaborate across faculties to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. ( SEF- Effective Classroom Practice: Lesson Planning).

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. ( SEF- Effective Classroom Practice: Explicit teaching)

100% of early career teachers and new teachers are involved in coaching and mentoring relationships.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. (SEF- Effective classroom practice: Feedback).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. ( SEF- Curriculum: Differentiation).

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. ( SEF- Assessment: Formative assessment).

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF: Assessment: Whole school monitoring of student learning).

## Strategic Direction 3: Developing professional practice

### Evaluation plan for this strategic direction

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#### Questions:

What has been the impact of using a variety of strategies to develop professional practice?

Have all teachers engaged with the available processes and practices?

Have students benefitted from the implementation of these processes and practices?

#### Data:

HSC RAP data analysis, TTFM data trends, teacher and student feedback/surveys, classroom observations, pre and post teachers assessment using quality teaching rounds coding, teaching programs and assessment processes and practices.

#### 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.