

Strategic Improvement Plan 2021-2024

Smiths Hill High School 8542



School vision and context

School vision statement

In our compassionate and caring school community, we value a love of learning and achieving personal best. We endeavour to offer a broad range of experiences in diverse and harmonious environments that challenge and engage students. To enhance literacy and numeracy skills and deepen understanding, we use explicit and differentiated learning strategies. We are committed to high expectations, excellence and integrity for all of our students and staff, underpinned by mutual respect, inclusivity and a desire to continuously learn and improve each year.

School context

Smith's Hill High School is an academically selective school situated in central Wollongong. It has an enrolment of 734 students drawn from a broad geographical area. Students with a language background other than English make up 34% of the student population with Indigenous students making up 1%.

Smith's Hill HS supports every student to achieve their educational potential, through talent development opportunities, and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

The school fosters a safe, nurturing and harmonious environment where diversity is embraced and celebrated; where students experience a flexible, challenging and relevant learning environment. This includes facilitating social justice clubs and the development of student attitudes and values which promote endeavour, respect, integrity, compassion, harmony, self-regulation, citizenship and leadership.

Smith's Hill High School has dedicated and passionate staff, caring and engaged parents and motivated students with a genuine love of learning. The school's curriculum provides a broad range of subject choices and extracurricular opportunities in all stages and a variety of learning pathways. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This professional learning will ensure that student growth and attainment, and both literacy and numeracy levels can be enhanced through improved use of data, to support differentiated learning.

Our school regularly welcomes and addresses feedback on school performance from its broader school community. Through collaborative leadership, the school is committed to improvement and change becoming a collective rather than an individual responsibility. Our School Council, SRC and P&C bodies are active and effective in collaborative decision making with the learning community including students, parents and staff. We are committed to connecting with community and have fostered strong partnerships with universities, charity and community groups, and our sister schools across the world.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with the whole school community and endorsed by the School Council.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching.

Improvement measures

Target year: 2022

HSC attainment

- Improvement in the percentage of HSC course results in top two bands to the lower bound target 74.9% or above.
- Improvement in the percentage of HSC course results in top three bands to the lower bound target 90% or above.

Target year: 2022

NAPLAN Top 2 or 3 Bands

- Improvement in the percentage of students achieving in the top 2 bands in reading to the lower bound target of 88.3 % or above.
- Improvement in the percentage of students achieving in the top 2 bands in numeracy to the lower bound target of 90 % or above.

Target year: 2023

NAPLAN Expected Growth

- Improvement in the percentage of students achieving expected growth in reading to the lower bound target of 67.2% or above.
- Improvement in the percentage of students achieving expected growth in numeracy to the lower bound target of 63.5% or above.

Initiatives

HSC attainment

- Classroom teachers evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and the use of student assessment data to inform teaching
- Develop and implement delivery of high impact, explicit and differentiated teaching and learning to improve student outcomes within faculties, using ongoing collaboration and evaluation to allow for adjustments.

NAPLAN

- Purposefully analyse NAPLAN data to target areas for development in students' literacy and numeracy and develop and deliver quality professional learning to inform teaching across all faculties.
- Establish a whole school literacy/numeracy focus to regularly assess, collate and analyse student progress to inform next steps in teaching and to embed a culture of agreed faculty practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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.

The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

Accommodations and adjustments are made to suit needs as they arise. Personal programs reference student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

A faculty approach ensuring the most effective evidence based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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.

Strategies implemented reflect research on best practice and include ongoing monitoring.

Evaluation plan for this strategic direction

Internal assessment and report data

External assessment data, e.g. NAPLAN/HSC/VALID

Surveys focusing on student learning

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Teacher observations

Student and Parent Focus groups

Faculty programs and registration embedded with targeted differentiated strategies

PDPs and supervision and support meetings minutes

Student work samples highlighting pedagogical shift in practice

Student IEPs reflect differentiation strategies

Analysis of systems for data collection

Strategic Direction 2: Student wellbeing

Purpose

To nurture supportive, respectful and caring relationships across the community fostering connectedness and building the capacity of students to enhance their wellbeing and self-worth for sustainable lifelong success.

Improvement measures

Target year: 2022

Attendance

Improvement in the percentage of student attendance to the lower bound target 94.4% or above.

Target year: 2022

Wellbeing

Improvement in the percentage of students reporting positive wellbeing outcomes in "Tell Them From Me" surveys (combined results relating to 'Sense of belonging', 'Expectations for Success' & 'Advocacy at School') to the lower bound target of 77.8 % or above. SEF assessment indicates improvement in SEF theme Student Engagement (learning, assessment) from sustaining and growing (S&G) to excelling.

Initiatives

Attendance

- Review current wellbeing processes and student wellbeing data and their levels of alignment with the Wellbeing Framework to embed a whole school approach.
- Foster positive relationships with students through professional learning that shares wellbeing information, builds greater understanding of the whole child, and develops staff capacity to meet the diverse wellbeing needs of students in an inspired and caring environment that realises potential.

Students

- Review current wellbeing processes and student wellbeing data and their levels of alignment with the Wellbeing Framework to embed a whole school approach.
- Foster positive relationships with students through professional learning that shares wellbeing information, builds greater understanding of the whole child, and develops staff capacity to meet the diverse wellbeing needs of students in an inspired and caring environment that realises potential.

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.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

The implementation of whole school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.

Planning for learning is informed by sound, holistic information about each student's wellbeing involving consultation with parents/carers.

Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.

Evaluation plan for this strategic direction

Wellbeing Framework Self Assessment data.

Professional Development Plans.

Personal Attendance Plans.

Incident reports. Suspension data. Extra-curricular group, behaviour, counsellor's data.

TTFM - Student wellbeing data.

SENTRAL based wellbeing data

Student and Parent Focus groups on engagement, sense of belonging and expectations for success.

Strategic Direction 3: Educational Planning and Collaborative Leadership

Purpose

To build a collaborative culture of continuous and measurable whole school educational improvement.

Improvement measures

Target year: 2024

All teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice, including the professional learning needs of each teacher within their faculty.

Target year: 2024

All teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Initiatives

Professional Learning

- Engage staff, review faculty strategic improvement plans, and current and future curriculum, to identify professional learning needs and deepen research into pedagogies with greatest impact on improved outcomes for high potential and gifted students with differentiated needs.
- Build the capabilities of all staff to embed contextually relevant learning into all areas of the curriculum.

Collaborative Leadership

- Build capacity of school leaders to forge a vision within their teams to work towards a shared sense of responsibility for targeted areas of student wellbeing, growth and attainment, through ongoing collaboration and evaluation to allow for adjustments and the embedding of relevant practice.
- Actively support classroom teachers as leaders to develop effective practices and positively impact student learning and wellbeing progress.

Success criteria for this strategic direction

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

School uses research, evidence based strategies and innovative thinking in designing and implementing a school plan that successfully delivers improvement.

Staff PDPs reflect elements of the School Plan.

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Classroom teachers engage in a process of planning, implementation, monitoring and self-assessment, and lead the collaborative development of evidence-based school plans.

Staff understand what they need to do and have capacity to address the School Plan strategic directions and meet school improvement measures.

Evaluation plan for this strategic direction

Survey of staff on the engagement of staff with the School Plan

Faculty focus groups targeting elements of the School Plan

Head Teacher Teaching and Learning audit and collation of the PDPs of staff

Review of progress monitoring documents and minutes of faculties

Student work samples, observations, programs, registration and policy evaluated