

Strategic Improvement Plan 2021-2025

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 740 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

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

A decrease in the proportion of students' HSC results in the bottom three achievement bands 2027, compared to 2023 and 2022.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Initiatives

HSC attainment

- Classroom teachers evaluate their effectiveness and reflectively adapt their practice to improve student outcomes.

Literacy

- Purposefully analyse data to target areas for development in students' literacy.
- Establish and develop a whole school literacy focus to deliver quality teaching and learning.

Numeracy

- Purposefully analyse data to target areas for development in students' numeracy.
- Establish and develop a whole school numeracy focus to deliver quality teaching and learning.

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, PAT and HSC) to assess student progress and achievement against syllabus outcomes.

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/PAT

Surveys focusing on student learning

Teacher observations

Student Focus groups

Faculty programs and registration embedded with targeted differentiated 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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.0% in the attendance rate, from 92.51% in 2023 to 93.5% in 2027

Initiatives

School Engagement

- Review systems, structures and processes related to student wellbeing data to embed a whole school approach.
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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 Programs review

TTFM - Student wellbeing data

SENTRAL based wellbeing data

Student Focus groups on wellbeing programs

Strategic Direction 3: Educational Planning and Collaborative Leadership

Purpose

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

Improvement measures

School Excellence Framework: Learning and Development

Achieve by year: 2025

Improvement in the element of Learning and Development as measured by the School Excellence Framework.

Initiatives

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.
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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.

Evaluation plan for this strategic direction

Faculty focus groups evaluating collaborative leadership

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

Review of progress monitoring documents and minutes of faculties

Audit of teaching and learning policy , and staff handbook implementation