

Strategic Improvement Plan 2021-2024

South Sydney High School 8545



SOUTH SYDNEY HIGH SCHOOL

School vision and context

School vision statement

South Sydney is an inclusive learning community that inspires innovation, success, pride and a sense of belonging for all. We provide a forward looking, academically challenging learning environment that allows students to strive for excellence. We foster resilience, responsibility and success in academic, creative, cultural and sporting endeavours to develop students into active, respectful, adaptable and informed global citizens.

School context

South Sydney High School is a proud comprehensive, co-educational school situated in Maroubra and has an enrolment of over 700 students. Our school caters to the learning and wellbeing needs of a diverse socio-economic and multicultural community where 46% of our students are from a language background other than English. This provides a dynamic learning environment which benefits all. We offer a well-rounded, balanced education that offers outstanding opportunities through to the HSC and beyond.

A wide range of co-curricular activities provide opportunities for our students to excel and develop their talents and connections to the world beyond school. This includes: an extensive music program, Homework Club, High Potential and Gifted Program, an established volunteering program, Opportunity Programs, enrichment opportunities in art, drama and public speaking and a purpose designed Student Services Centre. SSHS students participate in both a range of recreational sport and knockout sporting competitions in the summer and winter seasons. We have well established, flourishing student leadership programs including a dynamic Student Representative Council (SRC) and active Prefect body.

Care, Opportunity and Success underpin our philosophy at South Sydney High School. Our school has a strong learning culture and our staff have high expectations of themselves and for and of our students. Staff are dedicated to catering for the individual learning needs of all students and building educational aspirations and success through authentic connections to culture and community. These values are reflected in the relationships between students, teachers and parents, the learning environment and school systems.

Our situational analysis identified clear areas for improvement in the areas of student growth and attainment, wellbeing, and community engagement.

Staff will be supported to improve classroom practice through a focus on explicit teaching, differentiation, formative assessment, literacy, numeracy and EAL/D strategies. Working collaboratively using evidence informed practice, staff will support students to ensure continued growth and achievement to reach their potential. Specialist literacy and numeracy staff will target specific student cohorts, and pre and post-assessments will be embedded to evaluate the progress and effectiveness of this support. Greater use of technology will support continuous home/school learning and continued access to quality digital teaching and learning resources. This will support a school culture focused on high expectations of learning and continuous improvement defining aspirations of students to inform future pathways for learning.

A strategic, school-wide approach to wellbeing will enable all students to connect, succeed, thrive and learn. Building student capacity to achieve and maintain a pattern of consistent attendance, understand and meet our explicit behaviour expectations and access wellbeing supports will assist students to improve their engagement and performance. The streamlining of learning and support processes will ensure that appropriate interventions meet all learners' specific needs. Building staff capacity to support their own wellbeing and the wellbeing of others will support improvement. Opportunities to share expertise will be provided through the development of quality, ongoing professional development. Our early

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career teachers will be supported through a research based, formal mentoring program, and growth opportunities provided for all aspiring leaders.

There is a whole school commitment to improving communication and engagement with our community to improve community satisfaction. We will refine and reinvigorate all modes of communication, including school newsletters, websites, and social media. As a staff we will reinvigorate our program of showcasing student talent and increase communication of positive student outcomes. Establishing and extending existing partnerships with community and business organisations, Universities and cultural groups will be mutually beneficial to support student wellbeing and engagement and ensure that all students are known, valued and cared for. The development and expansion of mutually supportive links with feeder primary schools and neighbouring high schools will allow the sharing of staff expertise, promoting a high quality teaching and learning environment.

School resources will be strategically aligned to ensure maximised impact across the school in these three strategic directions and ensure a culture of continuous improvement.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality targeted professional development and use of student assessment data to inform teaching.

Improvement measures

Target year: 2022

HSC

Improvement in the percentage of HSC course results in the top three bands to be between the lower and upper bound system negotiated-target.

Reduction in HSC course results in the lowest two bands.

Target year: 2023

NAPLAN

Improvement in the percentage of students achieving expected growth to be between the lower and upper bound system-negotiated target in reading and numeracy.

Target year: 2022

NAPLAN

Improvement in the percentage of students achieving the top two bands trending towards the lower bound system-negotiated target in reading and numeracy.

Initiatives

Highly effective teaching practice

Improve effective classroom practice through a focus on explicit teaching practice, differentiation, formative assessment, literacy, numeracy and EAL/D strategies.

- Embed the use of formative data collection and analysis to inform explicit teaching in all Key Learning Areas.
- Develop quality EAL/D teaching professional learning and implementation
- Establish collaborative support for teacher performance development, cross-faculty collaboration and evidence based programs.
- Analyse assessment data including NAPLAN, HSC, mathematical diagnosis tests, EAL/D testing and PAT data to identify target areas resulting in a monitoring and reflection of teaching effectiveness.
- Develop greater use of technology to support continuous home/school learning and continued access to quality digital teaching and learning resources.
- Provide intensive targeted support for students requiring remedial literacy and numeracy and those identified as high potential or gifted to ensure continued growth.
- Develop and embed differentiated teaching and learning strategies and resources to engage and cater for all students (including high potential, gifted and students requiring support)

High Expectations culture

A school culture focused on high expectations of learning and continuous improvement defining aspirations of students to inform future pathways for learning.

- Support students to set individual learning goals based on formative assessment, individual interests/abilities and learning intentions.
- Implement whole school expectations around

Success criteria for this strategic direction

EAL/D and LST teams are collaborative, build the capacity of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

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.

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

Teaching staff demonstrate and share their expertise within their school and with other schools.

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

Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

Quality digital teaching and learning resources are evident through classroom observations and walkthroughs. Continuous improvement in levels of student engagement with digital technologies enhances student achievement.

Evaluation plan for this strategic direction

Question: What has been the impact of explicit, collaborative teaching practice with a focus on literacy and numeracy on student results. How do teachers use data to reflect on teaching practice?

Data: NAPLAN growth, Top two band NAPLAN growth,

Strategic Direction 1: Student growth and attainment

Initiatives

- homework and study, supported by the evaluation and further development of existing study support programs.
- Provide mentoring, guidance and support to set student expectations about appropriate stage 6 courses and school to work pathways.
 - Clearly communicate expectations around attendance, behaviour, equipment requirements and assessment to parents and students utilising a range of modes.
 - Refine and effectively communicate processes for assessment in junior years.
 - Conduct Professional Development in behaviour management and student motivation.

Evaluation plan for this strategic direction

HSC Top three band results, RAP data.

Analysis: Analyse the data to determine the extent to which improvements have been made in learning culture and teaching practice.

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

Strategic Direction 2: Student and Staff Wellbeing

Purpose

Our purpose is to create a workplace and school where all stakeholders care for the Wellbeing of others and self. This will enhance the performance and engagement of all members of the South Sydney High School learning community.

Improvement measures

Target year: 2023

TTFM Wellbeing Data (advocacy, belonging, expectations) improves to be trending between the lower bound and upper bound system-negotiated target.

Target year: 2022

Increased percentage of students attending school more than 90% of the time is trending towards the lower bound system-negotiated target.

Initiatives

Student wellbeing

Build student capacity to support their own wellbeing and the wellbeing of others enabling opportunities for students to improve their engagement and performance.

- Maintain and further develop a diverse range of co-curricular activities to support and extend student engagement through the expansion of the peer mentoring and support programs including development and promotion of the Year 12 mentoring program.
- In collaboration with Aboriginal students, parents, and AECG investigate ways to develop and demonstrate teacher understanding of Aboriginal culture, as well as opportunities for amplifying Aboriginal student voice.
- Establish greater individual student case management which includes the development and communication of a more streamlined approach to PLPs and IEPs.
- Increasing support for transition programs linking students to opportunities within the school.
- Refine, monitor and reinforce accurate recording of attendance data and regularly communicate students' attendance data to parents/carers. Including developing positive attendance rewards to encourage consistent attendance and participation in education.
- Investigate how partnerships with other stakeholders can be leveraged to support students in achieving and maintaining a pattern of consistent attendance.

Developing a supportive and collaborative staff culture that builds wellbeing

Build staff capacity to support their own wellbeing and the wellbeing of others enabling opportunities to improve their engagement and performance.

- Implement processes for recognising staff

Success criteria for this strategic direction

Students have a sense of belonging to the school community which exudes a high expectations culture and students feel they have a voice in the school.

Students want to be at school every day and on time prepared to learn.

Students are active participants in all areas of school life.

Staff have high expectations for all students to perform at their individual best in an environment that is conducive to high quality teaching and learning.

Evaluation plan for this strategic direction

Question: What has been the impact of a focus on student and staff wellbeing on student and staff performance? Are school processes clear in regard to supporting students?

Data: TTFM data, attendance data, PD data, ATSI data, SENTRAL,

Analysis: Analyse the data to determine the extent that student and staff wellbeing has improved.

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

Strategic Direction 2: Student and Staff Wellbeing

Initiatives

- contributions and achievements within the school community
 - Develop a research based, formal mentoring program for early career teachers.
 - Identify, mentor and provide growth opportunities to aspiring leaders among school staff
 - Collaboratively develop and implement both formal and informal opportunities for sharing expertise through the development of quality and ongoing relevant PD incorporating constructive collegial feedback.
 - Evaluate existing processes and systems for communicating information about high needs students between teachers, executives and support staff.
 - Promote, support, and celebrate staff contribution to relevant professional associations and/or publications.
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Strategic Direction 3: Community Engagement and Partnerships

Purpose

Our purpose is to increase parent and community partnerships to support student learning and psychosocial development and opportunities.

Improvement measures

Target year: 2022

Greater community engagement resulting in a trend upwards of between 2% and 5% increase in enrolments.

Target year: 2022

Greater community engagement resulting in a trend upwards of 2% of local area students attending the school.

Equity of opportunities for all students in all areas of school life.

Initiatives

Greater communication and engagement with the community.

There is a whole school approach to improving communication and engagement with its community resulting in improved community satisfaction.

- Create a community profile for staff- who are our community.
- Increase communication of positive student outcomes to parents/carers. Reinvigorate and promote a program of showcasing student talent.
- Provide opportunities for community members to share this expertise with students, staff, parents and carers.
- Refine and reinvigorate communication with the community including school newsletters, websites, and social media.
- Develop a parent tour highlighting all areas of school life at SSHS including parent information sessions.

Greater Partnerships with community stakeholders

Establish mutually beneficial partnerships with a diverse group of stakeholders.

- Reaffirm and extend existing partnerships with community and business organisations.
- Continue development and expansion of mutually supportive links with feeder primary schools and neighbouring High Schools which allows for sharing of staff expertise in the promotion of a high quality teaching and learning environment for all stakeholders.
- Explore new opportunities for collaboration with Universities to the benefit of staff, students and future teachers.
- Investigate proactive linking of government and NGO's with parent groups to share advice and

Success criteria for this strategic direction

The school has a consistent trend upwards for enrolments especially from the local catchment area.

Equity of opportunities for all students in all areas of school life.

The school has strong partnerships with a wide range of stakeholders from all areas of the education and business communities that benefits the staff, students and their parents.

Parents are well informed about their child's schooling and in partnership with the school celebrate our successes .

Evaluation plan for this strategic direction

Question: What has been the impact of improved and varied communication and engagement with the community on enrolment trends. Are there mutually beneficial partnerships with a range of stakeholders?

Data: Enrolment numbers, local area numbers, partnership numbers, DGR records.

Analysis: Analyse the data to determine the extent to which the community is active, informed and engaged in school life.

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

Initiatives

expertise to support student wellbeing.

- Strengthen the relationships between school and cultural groups who represent and support students from minority backgrounds.
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