

# Strategic Improvement Plan 2021-2025

## Northlakes High School 8547



# School vision and context

## School vision statement

Northlakes High School has high expectations and is committed to enabling all students to reach their full potential. Our students experience success in an inclusive, supportive, co-operative environment where they demonstrate our core values of respect, responsibility and personal best. We foster a strong sense of belonging in our students and ensure our staff are empowered with contemporary approaches to education and well-being.

## School context

Northlakes High School is an inclusive, comprehensive government secondary school on the NSW Central Coast. The 2022 enrolment is 815. There are strong links to the community, Muru Bulbi AECG, the Wallarah Learning Community and local universities.

The school caters for the learning and wellbeing needs of students from diverse backgrounds, including low socio- economic status. 19% of students identify from an Aboriginal and Torres Strait Island background and 9% identify as having a non-English speaking background. There are eight classes supporting students with a range of disabilities based within the Adaptive Learning Centre and Twinlakes Centre.

Northlakes High School is a Positive Behaviour for Learning (PBL) school, and is utilising PBL and a successful house system to devise engagement strategies and improve student wellbeing. There is a large focus placed on teacher professional learning, Quality Teaching, and use of data to inform planning and programming. Advancement via Individual Determination (AVID) was introduced as a core program in 2015, and has since been implemented school-wide.

The Learning Support, Welfare, PBL and Careers and Transition teams support students' learning, vocational and social needs, with an emphasis on respect, responsibility and personal best. The school offers an extensive curriculum which includes VET and Life Skills courses, and collaborates with universities, TAFE and industry and community groups. Aboriginal students are supported through the Muru Bulbi Learning and Engagement Centre, with tutoring and access to a range of cultural activities, mentoring and other programs. The school continues to strengthen positive relationships with its parent body and the whole school community.

A comprehensive situational analysis and external validation process has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local Muru Bulbi AECG and our P&C. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a comprehensive range of initiatives supporting student wellbeing and development of core skills in literacy and numeracy, to support HSC attainment and successful transitions to employment or further study.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to improve the fundamental skills of our students through explicit research-informed practice, which ensures strong growth and continued development. Our teachers will use assessment data to inform teaching practice and embed critical skill development into everyday practice.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

HSC:

- Increase % results in Top 2 HSC bands from 8.1% to 14.5% by 2023

### HSC achievement - top 3 bands

Achieve by year: 2023

- Increase % results in Top 3 HSC bands from 32.2% to 39.3% by 2023

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 8 and 10 for 2023 compared with Year 7 and 9 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 8 and 10 for 2023 compared with Year 7 and 9 in 2022.

### Aboriginal Students Reading Growth

Achieve by year: 2025

### Aboriginal Students Numeracy Growth

Achieve by year: 2025

## Initiatives

### Writing

Embed whole school writing strategy using current research literature, based on Steve Graham's approach to develop a simplistic scaffold for Stages 4 and 5

- Advancing students' extended writing scaffold using ALARM scaffold throughout Stages 5 and 6
- Explicitly develop students' paragraph writing skills using evidence scaffold
- Embedded paragraph writing skills within all lessons and teaching programs
- Embedding of data analysis across all Key Learning Areas to track, assess and identify individual students learning needs to develop student writing skills.

### Reading

Embed whole school reading strategy using current research literature, based on CESE publications such as *What Works Best*, *How schools can improve literacy and numeracy performance and why it still matters*.

- Embedding of critical reading skills within lessons to develop comprehension across all Key Learning Areas.
- Professional learning for all staff on developing students' reading, comprehension and critical reading skills across the school.
- Embedding of data analysis across all Key Learning Areas to track, assess and identify individual students' learning needs to develop student reading skills.

### Numeracy

Embed whole school numeracy strategies using current research literature, based on CESE and *What Works Best* publication.

- Problem-solving skill development
- Numeracy associated literacy

## Success criteria for this strategic direction

- Evidence of expected student growth in writing, reading and numeracy in internal and external assessments measures for all students.
- The school uses data to inform collective decisions about student learning to develop enriched teaching opportunities to improve student achievement.
- All teachers have a sound understanding of student assessment and can use data to inform planning, identify need to develop students writing, reading and numeracy skills.
- Evidence of student growth in writing, reading and numeracy is collected for all Aboriginal students and used to guide future teaching and learning priorities.

## Evaluation plan for this strategic direction

Questions: How have we enhanced student growth in Writing, Reading, Numeracy and HSC achievement.

Data Sources: The data sources will be collected using external student performance measures (NAPLAN, HSC, Year 7 Best Start Assessment, Check-in Assessment); internal student performance measures (Literacy and Numeracy Progressions; Assessment Tasks); teaching programs; classroom observations; Quality Teaching Rounds; School Excellence Framework assessment.

Analysis: Data will be analysed on a regular basis to determine the growth of improvement and level of achievement.

Implications: Rigorous analysis of data will determine student growth and achievement and guide future school planning towards providing ongoing improvement and student growth.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Embedding PLAN 2 and learning progressions.
- Embedding of data analysis across all Key Learning Areas to track, assess and identify individual students' learning needs to develop student numeracy skills.

## Strategic Direction 2: Belonging

### Purpose

Northlakes High School ensures that all students feel known, valued and cared for by ensuring that educational inclusion is embedded in all aspects of school life. This will be achieved through an active student voice, respected and supported cultural initiatives and effective wellbeing policies and practices.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

% of Students attendance above 90% increases from baseline of 36.5% to 41.5% in 2023

Achieve by year: 2022

% of students reporting positive outcomes by TTFM indicators increase from a baseline of 52.7% to 58.1% by 2022.

Achieve by year: 2023

Increase % of students completing HSC from 42% to 63% by 2023.

#### Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining year 12 by 30% while maintaining their cultural identity-Premier's Priorities.

#### Wellbeing

Achieve by year: 2023

Improve student advocacy as measured by TTFM from a baseline of 42% to meet state average.

### Initiatives

#### Wellbeing

NHS supports wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community based on CESE - *What works best: In practice* document.

- Student voice driven by a range of diverse student leadership teams to implement school based activities and whole school celebrations.
- PBL strengthened to create a common language which sets a culture of high engagement, inclusive education and pride in Northlakes High School where student and staff wellbeing are at the forefront.
- Communication and partnerships with parents and community are enhanced to support a collaborative approach to student wellbeing and education.

#### Attendance

Parents and carers work together to address the needs of students to improve school attendance. Based on CESE *Improving high school engagement, classroom practices and achievement* and AITSL *Spotlight: Attendance matters*.

- Develop processes, structures and supports to improve student attendance and engagement.
- Improve transition support for students moving from Year 10 through to Year 11 and Year 12 to attain the HSC.

### Success criteria for this strategic direction

Strengthened collaboration with our AECG: Muru Bulbi and local Aboriginal community so that Aboriginal and Torres Strait Islander students work towards achieving their full potential academically.

Improvement in parent engagement in school and community events including digital platforms.

Northlakes High School has implemented evidence based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Northlakes High School improves positive, respectful relationships which promote student wellbeing.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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.

### Evaluation plan for this strategic direction

Questions: How do we determine that students, staff, parents and the community feel pride and connection to Northlakes High School? Has this then had a flow-on effect to student engagement and attendance? And therefore a rise in the number of students completing the HSC?

Data Source: The data sources that will steer strategic direction 2 are:

- TTFM data
- Attendance data-Sentral/Scout
- Student/parent targeted surveys
- Views/hits on social media
- Parent attendance numbers at school events

### Evaluation plan for this strategic direction

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(PLP/IEP meetings, parent teacher night, celebrations, information evenings, meet and greets)

- Common language used by staff, students and community
- Higher numbers transitioning 6-7, 10-11, 11-12
- External validation of PBL
- more students completing the HSC

#### Analysis:

- Attendance data is regularly analysed and is used to inform planning
- The school has implemented evidence-based change to whole school practices
- Strengthened partnerships with community
- A matrix consisting of PBL, attendance, student leadership, community partnership that is student focused drives engagement and educational excellence.

#### Implications:

- Universal and targeted attendance approaches improve regular attendance rates for all students, including those at risk.
- Measurable improvements in wellbeing and engagement that support learning and are evident in internal and external data sets.
- Progress to a Tier 2 PBL school
- Positive, respectful relationships are evident and widespread among students and staff.
- Inclusive education is visible

# Strategic Direction 3: Empowering Staff

## Purpose

Hattie (2019) lists Collective Efficacy as the number one factor that influences student achievement. This Strategic Direction seeks to build a supportive and non judgemental culture where staff feel empowered to critically interrogate their practice, and together, learn and develop high quality approaches to enhance student learning.

## Improvement measures

Achieve by year: 2025

People matter survey results 2020 indicate 58% favorable scores in Job Satisfaction, goal to improve this to exceed the network average by 2024.

Achieve by year: 2022

Staff actively engage with, evaluate and discuss targeted professional learning to improve staff performance and student outcomes

Achieve by year: 2025

People matter survey results indicate a decline in working collaboratively to achieve objectives in recent years. Baseline 2017 70% favourable scores, 2019 55.1% favourable scores. Goal to meet network averages in High Performance: Collaboration by 2024

Achieve by year: 2023

Increase the number of staff achieving higher levels of accreditation at Highly Accomplished and Lead, from the baseline of 0.

Achieve by year: 2023

Increase the number of staff successful in achieving permanency or promoted into permanent leadership roles within the department.

Using 2020 as a baseline (1 Principal, 1 Deputy Principal, 0 Head teachers, 5 Classroom teacher - via Open Merit, 2 SLSOs, 0 SAOs, 1 SAM)

## Initiatives

### Collective Efficacy

Based on AITSL - *The Essential Guide to Professional Learning: Collaboration*, establish a culture where teachers are comfortable giving and receiving honest and constructive feedback to best support and empower themselves and each other, directly affecting all teachers' and students' learning outcomes on:

- Implement Instructional Coaching to support the professional growth of all teachers, using classroom observation, modelling practice, joint problem-solving and reflection, which further strengthens the PDP process.
- Implement Learning Walks where teachers routinely visit multiple classrooms, identifying and collecting evidence on relevant teaching and learning focuses to develop a whole school picture of practice and develop insights into their own professional approach.
- Further embed quality teaching rounds.
- Rewards and celebration for quality classroom practice and staff success.

### Professional Learning Community (PLC)

Initiate and embed a Professional Learning Community explicitly aimed at improving teacher practices and student outcomes based on current research, and CESE: What Works Best. Specifically;

- Use student data to effectively inform professional learning
- Plan and deliver whole school professional learning events that provide value through a range of choice to teachers of all career stages
- Embed supports to increase the number of staff attaining and maintaining higher levels of accreditation
- Measure staff satisfaction and needs and share action and analysis to ensure all staff are valued, highly skilled and knowledgeable

## Success criteria for this strategic direction

The establishment of a professional learning community which is focused on continuous improvement of teaching and learning to achieve a culture of high expectations.

Northlakes High School develops and maintains a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

All students are taught by high performing teachers who are motivated by success and teacher success is acknowledged.

Through a culture where teachers are comfortable giving and receiving honest and constructive feedback, teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Through a Professional Learning Community and explicit support structures an increased proportion of teachers at preliminary stages of the higher level accreditation process.

Through a professional learning community, Northlakes High School uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning

Through a professional learning community all staff complete Aboriginal cultural awareness training

## Evaluation plan for this strategic direction

Questions: How do we ensure every leader and teacher

## Strategic Direction 3: Empowering Staff

### Evaluation plan for this strategic direction

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improves every year at Northlakes High School?

Data Sources: The data sources will be collected using external measure (TTFM, People Matter Survey, Scout human resources - Accreditation, Professional Development, mobility, leave patterns), Internal performance measures (School Development Day evaluations, Professional Learning Evaluations), classroom observations, Quality Teaching Rounds, faculty evaluations, WICOR walk-through, PDP's, learning walks.

Analysis: Data collated and analysed to guide future professional learning and collaborative professionalism

Implications: Better quality practitioners in front of every student, in every classroom. More engaged staff due to improved job satisfaction and collegiality.