

Strategic Improvement Plan 2021-2024

Shoalhaven High School 8561



School vision and context

School vision statement

At Shoalhaven High School we are committed to providing a quality education in a caring and supportive environment that promotes inclusion, where all students' become responsible and successful learners focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year. To achieve academic excellence and prepare students for higher education all staff consistently implement the quality teaching framework to drive student improvement. All staff implement evidenced based and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge underpinned by a confidence in each student's ability to learn, adapt and grow great minds and great people.

School context

Shoalhaven High School is a comprehensive public high school located in Nowra on the south coast of New South Wales. The school has 649 students supported by 97 teaching and non-teaching staff. Key initiatives include a strong focus on literacy and teaching and learning strategies based on trauma-informed practice for academic engagement and wellbeing.

The school offers extension and enrichment, transition and literacy support classes to promote the academic advancement of students, while strong wellbeing, sports, arts and student representative programs contribute to the holistic educational experiences of students at Shoalhaven High School.

The school has a Support Unit of 9 classes catering for students with a variety of diagnoses, including IM, IO, ED and AU. With 26% of students identifying as Aboriginal and Torres Strait Islander, Shoalhaven High School has 2 Aboriginal Education Officers who are an integral part in supporting our students. Programs such as Girls Mentoring and the Clontarf Academy are also accessible to students as additional support. A substantial proportion of students are from low socio-economic backgrounds.

The school's motto "Aiming Higher" epitomizes the opportunities given to all students to reach their full potential. As a Positive Behaviour for Learning school (PBL), all activities provided for students are underpinned by our core values of Respect, Responsibility, Safety and Participation.

Key findings of our Situational Analysis has helped us identify 3 key strategic directions :

1. Student Growth and Attainment
2. Student Engagement and Culture
3. Parent/Carer Community Partnerships

Strategic Direction 1: Student growth and attainment

Purpose

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

Improvement measures

Target year: 2022

HSC attainment

- Students are exceeding the lower band target of 36.1% for the top three bands.
- Students are selecting appropriate subjects in their pattern of study and experiencing success.

Target year: 2022

NAPLAN Top 2 or 3 Bands

* Increase the percentage of students achieving in the top 2 bands to achieve or exceed the school's lower bound system-negotiated target in reading and numeracy.

- 10.4% of students for numeracy

- 11.9% of students for reading

Target year: 2022

NAPLAN and HSC

- Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy.
- Increase the percentage of Aboriginal students attaining the HSC to above the minimum system-negotiated lower bound target whilst maintaining cultural identity.

Initiatives

Evidence Based Teaching Practices

* Improve effective classroom practice through a focus on Learning Intentions and Success Criteria.

* Embed the use of data in the selection and implementation of evidence-based teaching and learning strategies.

* Increase the use of explicit teaching practices in classroom settings.

* Change and adjust practice using explicit student goals, formative feedback to plot student progress, and differentiated teaching using Learning Intentions and Success Criteria.

* Explicit teaching practices (LISC, TEAL) implemented to improve reading comprehension for all students.

Data Informed Practice

* Analyse NAPLAN, HSC and Minimum Standard data to identify target areas and inform and improve teaching quality.

* Staff collaborate to identify, review and improve the collection and use of formative data sources.

* Staff individually and collaboratively observe, monitor and reflect upon teaching effectiveness to improve student engagement and educational outcomes.

* All staff individually Analyse NAPLAN data for reading and numeracy to inform practice in Year 7 and value add to all students in Year 9.

Success criteria for this strategic direction

* The school has identified and documented expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.- Learning Culture (High Expectations)

* 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.

* Progress and achievement of Aboriginal students within the school is equivalent to or greater than the progress and achievement of all students in the school.

* All teachers are trained in and consistently utilising the Berry Street Education Model, Learning Intention and Success Criteria and differentiation strategies.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit evidence-based teaching practice, on student performance? To answer this question: PAT testing, Best Start pre and post testing, Check in Assessment, NAPLAN and HSC data will be analysed for trends in positive student growth. These are all external measures of data. Internal measures such as submission of tasks, completion of homework internal assessment results will also be used to inform future practice.

Do teachers collaborate to evaluate, reflect on and adapt practice?

Is teaching being effectively informed by data?

Data: External student performance measures (NAPLAN), internal student performance measures, teaching programs, classroom observations, student work samples, mentoring records and Quality Teaching Rounds.

Analysis: Analyse the data to determine the extent to

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Aboriginal student attainment

- All Aboriginal students have co-developed PLPs and ILPs and their goals are used to drive achievement.
- Results for Aboriginal students are equivalent to or exceeding the progress and achievement of all students in the school.
- Shoalhaven High School will contribute towards the achievement of the South Coast Network target of a 18.2% uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Target year: 2024

Quality Teaching for Engagement and Achievement

- All teachers demonstrate high-quality classroom engagement through the use of Learning Intentions and Success Criteria and differentiation strategies supported by the Berry Street Education Model.
- The school is sustaining and growing in the *Teaching Domain of Data Skills and Use* in the *School Excellence Framework*.
- The school is excelling in the theme of *Explicit Teaching* in the *School Excellence Framework*.

Evaluation plan for this strategic direction

which the purpose has been achieved. Once the data has been analysed our practice will be informed from the strengths and weaknesses identified.

Implications: Where do we go from here? Future directions and next steps. Teaching practices will be informed from our analyses so we can continue to build on students strength's and weaknesses.

Strategic Direction 2: Wellbeing, culture, attendance and strengthened transitions.

Purpose

Our purpose is ensure all students grow great minds and become great people. Through regular attendance, improved students and staff wellbeing and a strong connection to culture will ensure all students transition into brighter futures. .

Improvement measures

Target year: 2022

- Tell them from Data indicates and Increase in the percentage of students indicating a positive wellbeing to the SHS community and actively participate in a wide variety of opportunities at school. Students' achieve the lower bound system negotiated target of 62.4% indicating positive wellbeing.

Target year: 2022

- Improve the percentage of attendance for all students in a positive trajectory towards our system negotiated lower band target of 50.9% attending 90% of the time.

Target year: 2024

- Individual needs of students are met through tailored transition processes supporting students through each stage of high school and post-school options. Post school tracking programs for all stage 5 and 6 students.

Target year: 2024

- All staff and students are supported to develop a culture of high expectations, inclusion and mutual respect that values individual needs and enhances student outcomes.

Initiatives

Well-Being and Attendance

- Improve whole school attendance through a focus on strong communication with parents/carers.
- Develop student well-being by creating a positive learning environment with clearly communicated expectations for success.
- Targeted well-being support to improve the overall attendance for all students.
- Staff developed high quality engaging lessons that are relevant and based on local context designed for increased engagement of all students. Head Teacher Teaching and Learning will support staff in this lesson development.

Transitions

- Improved effectiveness of the Year 6 into 7 Transition program through ongoing consultation with staff in the local Community of Schools (COS).
- Students at risk in Stage 4 are identified and provided with support through early intervention to ensure a successful transition into Stage 5.
- Students in Stage 5 make informed decisions about schooling in Stage 6 ultimately leading to successful post- school opportunities.

Success criteria for this strategic direction

- The school identified and documented an improved sense of belonging among students and staff through the Tell Them From Me and People Matter data.
- School data demonstrates an improved rate of achievement for Stage 5 ROSA and HSC.
- The percentage of Aboriginal students' attendance is equivalent to or greater than all students.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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.

Evaluation plan for this strategic direction

Q - What has been the impact of a targeted well-being approach to improve attendance and engagement?

Do all staff know attendance processes and reinforce the value of school attendance.

D - Tell Them From Me, People Matter, HSC results, attendance data, Stage 5 ROSA, post-school tracking, staff attendance rates, staff engagement in meaningful PL

A - analyse the data to determine the extent to which the purpose and improvement measure have been achieved. Wellbeing, engagement and attendance practices will be informed from a information gathered from our data.

I - where do we go from here? Future directions and next steps?

A planned approach to wellbeing, engagement and attendance is implemented to ensure that all students are known, valued and cared for.

Strategic Direction 3: Parent/Carer Community partnerships.

Purpose

Our purpose is to maintain and strengthen our parent and career relationships, while establishing strong links with community partners. Our staff will ensure we are "Walking Together, Working Together" to improve student outcomes.

Improvement measures

Target year: 2024

- Increased and strengthened community/parent/carers connections that will support student outcomes (measure: increase number of incursions/excursions that are directly related to programs)

Target year: 2024

- Increased school promotional opportunities through extra curricula activities that leads to improved school and community educational outcomes- gala night, art event, STEM, open nights including feeder primary schools.

Target year: 2024

- High levels of parent/carers and community engagement that increases access to further education and or employment opportunities.

Target year: 2024

- All Aboriginal families and community report a strong sense of belonging to the Shoalhaven High School community and access the school as a community hub to liaise with both Government and Non-Government organisations to support the educational needs of our students.

Initiatives

Parent/Carers- partners in learning

- Develop genuine partnerships between the school and community to better support student engagement.
- Build a culture of strong leadership, camaraderie, resilience and pride within the student body and the broader school community.
- Implement and use a range of communication channels to build parent/carers relationships and engagement in education.

Genuine Community Partnerships

- Facilitate and participate in a broad range of cultural and community opportunities.
- Communicate and promote activities and successes through the use of media platforms.
- Support and involvement in school culture and activities and demonstrate their support for the school and community.
- Promote a positive school ethos through participation in cultural and community events.

Success criteria for this strategic direction

- School data would indicate increased student numbers into Year 7 (tracking sheet) AND increased number of students who feel part of the school.
- Improved family and community connections that support students socially and academically.
- Improved community partnerships that help enrich SHS students' mandatory school experience. School calendar would show increased events and data would show increased involvement in events and school community groups.
- Improved community partnerships that improve SHS students' post school opportunities and outcomes. Increase positive post school outcomes

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit communication on parent/carers and community engagement

Has school promotion resulted in improved partnerships with the wider community including AECG?

Data: Increased numbers at school held events eg P/T night, assemblies. Increased student enrollment numbers, tracking of post school options for study or employment or training.

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.