

Strategic Improvement Plan 2021-2024

Hawkesbury High School 8565



School vision and context

School vision statement

Hawkesbury High School focuses on best practice in teaching and learning to support student growth and improve performance. Teachers consistently challenge students to learn new things and guide and support them towards meeting their career goals and high expectations for learning and behaviour. The school is a safe learning environment where students are proactively taught future-focussed skills that build responsibility, resilience, self-regulation and positive relationships in collaboration with parents and the school community.

School context

Hawkesbury High School is located on traditional Darug land approximately 70 km North West of the Sydney CBD, on the outer edge of the Sydney Basin. The school is surrounded by Cumberland Plain Forest in a semi-rural setting. The current enrolment is 470 students including 11% Aboriginal students. The school has 45 teaching staff and 7 ancillary and support staff. The school has excellent facilities with up-to-date technology in all faculties, an Agricultural Farm, Drama Performance space, multi-purpose hall and Trade Training Facilities for teaching Hospitality and Metals and Engineering. The school provides a wide variety of co-curricular and extra-curricular opportunities available to students.

A comprehensive situational analysis was completed at the end of 2020, which led to development of the 2021-2024 Strategic Improvement Plan. The situational analysis and the plan included genuine consultation with students, staff, parents, and the AECG. The school's focus is on student growth in Reading and Numeracy, including student achievement in the top 2 bands in NAPLAN and top 3 bands in the HSC. An additional focus will be on teacher professional learning and practice, including evidence-based practices that have a proven link to student growth and achievement.

The school values its connection to Aboriginal cultures and history and the local community and it supports all students to become successful learners, confident and creative individuals and active and informed citizens.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to offer every student a range of opportunities to grow and develop as a learner through explicit, evidence-based strategies that result in improved literacy and numeracy outcomes and improved performance in the HSC. Teachers at the school will develop detailed understanding of practices that are proven to work best, and they will explicitly focus on these practices in teaching and learning.

Improvement measures

Target year: 2022

To increase student growth and attainment by improving NAPLAN expected growth in Year 9 from 53% to 65% in Reading, from 59% to 70% in numeracy, and top two bands in Reading from 17% to 22%, and Numeracy from 15% to 21%.

To increase the number of students achieving top 2 band results in the HSC to 21%.

To increase growth and attainment of Aboriginal students by improving NAPLAN expected growth in Year 9 to match or exceed the growth of non-Aboriginal students, from 57% to 70% in Numeracy and from 43% to 65% in Reading.

Target year: 2023

To increase student growth and attainment by improving NAPLAN expected growth in Year 9 from 65% to 70% in Reading, from 70% to 75% in numeracy, and top two bands in Reading from 22% to 25%, and Numeracy from 21% to 26%.

To increase the number of students achieving top 2 band results in the HSC to 25%.

To increase growth and attainment of Aboriginal students by improving NAPLAN expected growth in Year 9 to match or exceed the growth of non-Aboriginal students, from 70% to 75% in Numeracy and from 65% to 70% in Reading.

Initiatives

Develop a whole-school literacy and numeracy strategy that uses student data and evidence of learning to measure progress towards clearly identified improvement goals in Reading and Numeracy (7-10) and HSC achievement standards (11-12).

The literacy and numeracy strategy will include initiatives that are:

1. Universal - for all students, including the inclusion of a literacy and numeracy focus in teaching programs, assessment and feedback, and the use of PLAN2 data to monitor student progress.
2. Targeted - for students who are identified for not meeting their improvement goals, or demonstrate below expected growth, or are part of a pre-determined targeted group, such as Aboriginal students.
3. Intensive - for students who require specialised intervention and support, such as students achieving below national benchmarks, or students with identified disabilities.

Initiatives will range from development of teaching programs that explicitly include literacy and numeracy outcomes, targeted literacy and numeracy classes such as Level-Up and Step-Up, programs such as MacqLit and MultiLit, tutor support, speech pathology, and targeted programs such as COVID Intensive Learning Support in 2021. The literacy and numeracy strategy will also include the mapping of Literacy and Numeracy Learning Progressions to align them with the skills and capabilities in the Hawkesbury Learning Journey.

Learning Plans

Develop individual learning plans for all students which clearly identify improvement goals for every student in Reading and Numeracy (7-10).

Develop individual learning plans for all students in years 11 and 12 that identify levels of attainment in literacy and numeracy and identify explicit HSC learning goals tracked through collection of work samples.

Success criteria for this strategic direction

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Progress and achievement of Aboriginal students is equivalent to the progress and achievement of non-Aboriginal students in the school.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Evaluation plan for this strategic direction

The school will use a range of data sources to regularly analyse the effectiveness of its literacy and numeracy strategy and to monitor student progress towards the achievement of their learning goals. The analysis of the following data sources will guide the school's monitoring of student progress and future directions:

NAPLAN growth data

SCOUT data

Student work samples

PLAN2 data

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

To increase student growth and attainment by improving NAPLAN expected growth in Year 9 from 70% to 75% in Reading, from 75% to 80% in numeracy, and top two bands in Reading from 25% to 30%, and Numeracy from 26% to 30%.

To increase the number of students achieving top 2 band results in the HSC to 28%.

To increase growth and attainment of Aboriginal students by improving NAPLAN expected growth in Year 9 to match or exceed the growth of non-Aboriginal students, from 75 to 80% in Numeracy and from 70% to 75% in Reading.

Initiatives

Teachers will use learning plans, including PLAN2 data and student work samples, to adjust and differentiate learning activities and to facilitate data conversations about student progress.

Student Learning Plans will include data on students' literacy and numeracy levels of achievement, areas for improvement, links to work samples and PLAN2 data, learning and career goals, personal interests and preferred learning styles, Ready to Learn goals, and attendance targets.

Aboriginal Students

Include explicit Reading and Numeracy learning goals in PLPs of Aboriginal students and regularly monitor progress towards achievement of those goals.

Provide additional, intensive support for students who are not meeting their improvement targets.

Evaluation plan for this strategic direction

Check-in Assessment

Student learning plans

Student and parent focus groups

Teaching programs

Classroom observation notes

Evaluation will include the use of data sources to identify explicit improvement goals and improvement measures and to track student progress and identify appropriate intervention strategies. If improvement goals are not achieved.

Strategic Direction 2: Student wellbeing

Purpose

Our purpose is to create a safe and supportive learning environment where every student will be known, valued and cared for. We will provide all students with a range of opportunities to grow and develop as individuals, and provide a learning environment where students are nurtured, guided, inspired and challenged to become engaged citizens in a complex and dynamic society.

Improvement measures

Target year: 2022

To increase the percentage of students reporting positive wellbeing in TTFM surveys from 57% to 68%, including sense of belonging and engagement.

To increase the number of students attending school at least 90% of the time to 60% of students.

To increase the percentage of Aboriginal students attending at least 90% of the time to match or exceed the attendance of non-Aboriginal students.

Target year: 2023

To increase the percentage of students reporting positive wellbeing in TTFM surveys from 68% to 73%, including sense of belonging and engagement.

To increase the number of students attending school at least 90% of the time to 65% of students.

To increase the percentage of Aboriginal students attending at least 90% of the time to match or exceed the attendance of non-Aboriginal students.

Target year: 2024

To increase the percentage of students reporting positive wellbeing in TTFM surveys from 73% to 75%, including sense of belonging and engagement.

To increase the number of students attending school at least 90% of the time to 70%.

Initiatives

Develop and implement a Stepped Care student wellbeing model that includes universal, targeted and intensive wellbeing strategies and supports. The stepped care model will include processes, including use of attendance, learning and wellbeing data, to determine appropriate levels of intervention and support, including:

- Year advisor counselling
- Small group mentoring
- Youth worker referral
- School counsellor referral
- Referral to external services such as Headspace, YESS or CYMHs

Universal strategies will include a whole school focus on student wellbeing through explicit teaching of the school's core values and expectations, resilience and antibullying programs, positive relationships, and the safe use of technology and social media. Student progress and wellbeing will be monitored through small group mentoring sessions.

As part of the Stepped Care wellbeing model, teaching staff will receive additional training such as First Aid in Mental Health, and trauma informed practice.

Attendance Goals and Attendance Improvement Plans

Develop attendance growth targets and goals for individual students in collaboration with their parents. Attendance targets will be part of Student Learning Plans. Discreet attendance improvement plans will be implemented for students who do not achieve their attendance growth targets, or attend school less than 85% of the time. Small groups of students will be assigned a teacher mentor who will work with students to assist them to achieve their attendance and wellbeing goals.

Ready to Learn Initiative

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

The school will use a range of data sources to regularly analyse the effectiveness of its wellbeing initiatives and to monitor student wellbeing.

The analysis of the following data sources will guide the school's monitoring of student progress and future directions:

Attendance data

TTFM survey data

Sentral referrals - both positive and negative, and incidents of majors and minors in the areas of Safe, Team Player, Achiever, Respectful.

Strategic Direction 2: Student wellbeing

Improvement measures

To increase the percentage of Aboriginal students attending at least 90% of the time to match or exceed the attendance of non-Aboriginal students.

Initiatives

Explicitly teach students Ready to Learn Skills - organisation, time management, and study skills to promote optimum conditions for student learning. Ready to Learn skills will be explicitly taught to all students and school expectations will align with consistent best practices in the classroom, including explicit expectations related to students books and equipment. Ready to Learn goals will be included in Student Learning Plans, and improvement targets will be set and monitored in collaboration with students, parents and student mentors.

Aboriginal Students' Roll Call

Establish discreet roll call for Aboriginal students, staffed by an Aboriginal staff member. This roll call will ensure ongoing and regular connection with and mentoring of Aboriginal students and an opportunity to engage in a range of cultural and wellbeing activities.

Evaluation plan for this strategic direction

Student and parent focus groups

Evaluation will include the use of data sources to identify explicit improvement goals and improvement measures to track progress and identify appropriate intervention strategies.

Strategic Direction 3: Professional learning and practice

Purpose

Our purpose is to build and improve staff knowledge and understanding of evidence-based best practices that are proven to work best and to integrate those practices in every day teaching and learning. These practices include the use of data, including learning, wellbeing and attendance data to strengthen existing processes that support student learning and wellbeing. We will support staff to apply best practice, including effective evaluation and monitoring of student progress, capturing student voice, classroom management, aligning programming, assessment and feedback and creating a culture of high expectations.

Improvement measures

Target year: 2022

All teaching staff will have access to SCOUT data and they will develop knowledge and understanding of how to use SCOUT to access attendance, literacy and numeracy, and wellbeing data.

Staff will develop knowledge and understanding of Plan2 as a tool to monitor student progress.

Staff will use the Professional Learning Centre with consolidated access to key policy and support documents, data walls with information on targeted students, including Aboriginal students, and professional advice provided by a teacher mentor.

Provide all staff with access to student learning plans that include information on literacy and numeracy levels of achievement and improvement goals, attendance and attendance goals, work samples, and personal interests and goals.

Staff will be familiar with the 8 themes of What Works Best, and engage in professional learning to develop knowledge and understanding of the the 8 themes.

Target year: 2023

All teaching staff will use SCOUT to access attendance,

Initiatives

Professional Learning Centre

Establish the Professional Learning Centre with consolidated access to key policy and support documents, data walls with information on targeted students, including Aboriginal students. The centre will be staffed at least one day per week by an experienced teacher/school leader to provide professional advice and mentoring. The Professional Learning Centre will also provide facilities and resources to encourage and facilitate collaboration within and between faculties and learning areas.

Staff Data Use and Literacy

Teachers will access Student Learning Plans and effectively use literacy and numeracy data, including NAPLAN data in SCOUT and literacy and numeracy data in PLAN2, wellbeing data and attendance data to develop knowledge and understanding of their students and their improvement goals and use this information to make adjustments to teaching and learning programs and activities.

Professional learning focus will centre of the 8 themes of the What Works Best Document, including:

- high expectations
- using data in practice
- supporting student wellbeing
- effective teacher collaboration
- embedding explicit teaching
- embedding effective feedback
- using assessment for learning
- classroom management

Professional practice aligned to the 8 themes of What Works Best will be integrated into school processes, including dedicated time for teacher collaboration and professional learning, assessment and feedback

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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The school uses embedded and explicit systems that

Strategic Direction 3: Professional learning and practice

Improvement measures

literacy and numeracy, and wellbeing data.

Staff will use Plan2 to record evidence of student learning and monitor student progress in literacy and numeracy.

Staff will actively use the Professional Learning Centre to regularly access key policy and support documents, data walls with information on targeted students, including Aboriginal students, and professional advice by a teacher mentor.

Staff will regularly access student learning profiles, work samples and PLAN2 data to identify individual learning goals and needs, and make appropriate adjustments to teaching programs, assessment and feedback.

Staff will apply a range of practices directly aligned with the 8 themes of What Works Best, and share professional practice to enhance others' knowledge and understanding of the 8 themes.

Target year: 2024

All teaching staff will use SCOUT to access attendance, literacy and numeracy, and wellbeing data to identify improvement targets for their students and make appropriate adjustments.

The Professional Learning Centre will enhance the learning culture of the school with easy access to regularly updated data walls with information on targeted students, including Aboriginal students. Staff will regularly access professional advice by their teacher mentor.

All staff will use student learning profiles to identify individual learning goals and needs, and make appropriate adjustments to teaching programs, assessment and feedback.

All staff will confidently apply a range of practices directly aligned with the 8 themes of What Works Best, and consistently apply best practice that is embedded in every day teaching practice.

Initiatives

expectations and guidelines, structured and embedded wellbeing practices, use of data, and classroom management practices.

Aboriginal Education

Staff will develop their cultural competencies and knowledge and understanding of Aboriginal 8 Ways of Learning and Aboriginal Education and Training Policy, including Turning Policy into Action to improve teaching, learning and learning practices related to Aboriginal education.

Success criteria for this strategic direction

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 leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

The school will use a range of data sources to regularly analyse the effectiveness of its focus on professional learning and practice. The analysis of the following data sources will guide the school's monitoring of progress and future directions:

- Teaching programs
- Student assessment
- Student feedback
- Sentral discipline referrals
- Student work samples
- Use of SCOUT and PLAN2
- Professional learning opportunities
- Classroom observation notes
- Report comments
- Assessment policy

Evaluation will include the use of data sources to identify explicit improvement goals and improvement measures to track initiative progress and identify appropriate intervention strategies.