

Strategic Improvement Plan 2021-2024

Ambarvale High School 8570



School vision and context

School vision statement

Our vision is to build resilient learners and citizens with the skills to maximise their learning and their life choices, and to positively contribute to the communities within which they live. To do this we commit to developing and refining our teaching practice so that it is research and evidence informed, and characterised by precision and differentiation to improve school performance and student outcomes.

We acknowledge the socio-economic disadvantage experienced by many of our families, and the impact this can have on academic results, student and family wellbeing, general connectedness to education and future opportunities. Our vision is to utilise our school resources to challenge and address identified areas of disadvantage, with a view to support and enhance the development of the whole child.

Our vision is to develop a love of learning and curiosity in all students. We commit to the continued development of innovative practices, including programs that challenge traditional ways of learning. This will ensure our students are afforded extensive opportunities to identify and explore personal areas of learning, passion and aptitude to support a rich and successful high school learning experience.

School context

Our school is located in Rosemeadow on the southern tip of the Campbelltown area and is part of the Camden network of schools.

We currently have 860 students, which includes 51 students in our Support Unit. 29% of students identify as coming from a non-English speaking background and 15% identify as Aboriginal or Torres Strait Islander.

We have approximately 71 teaching staff, including an Executive Leadership Team made up of 14 leaders (11 Head Teachers, 2 Deputy Principals, 1 Principal).

We also have approximately 25 non-teaching staff and a number of para-professionals contracted to support our school, including technology support personnel, Student Support Officer, Speech Therapist and Pacific Island Youth Worker.

We offer a range of extra curricula activities including representative sporting teams, a variety of lunchtime interest clubs including the circus skills and anime clubs. Our school has a strong focus on student leadership and a suite of programs and initiatives to support the skills required to be a successful leader.

Our school serves the Rosemeadow, St Helens Park and Appin communities. For many of our families, our school meets their aspirations to have their child be the first in their family to complete Year 12 and engage with tertiary education. Other students are supported vocationally to access work-related curriculum and opportunities to ensure a successful transition pathway from school to their career.

Our school is characterised by deep engagement with the community, including the educational community (partner schools, TAFE and universities), and Government and non-Government agencies and businesses that support our students including MTC Links to Learning, Opportunity Hub and School to Work, as well as Macarthur Workplace Learning Programs.

Our situational analysis in 2020 revealed the capacity to further improve our State and National benchmark results through increased teacher skill to individualise learning and strengthened teaching strategies, with a focus on reading for understanding and numeracy skills.

As a result we have a significant focus on improved student learning outcomes for all students, a corresponding focus on enhanced precision in our teaching practice and a continued commitment to the development of the whole child through increased engagement, attendance and immersion in innovative and experiential ways of learning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise learning outcomes and growth for each and every student. Our system-identified targets provide focus and clarity, to ensure our continued progress in NAPLAN, VALID, Minimum Standards and HSC results. We recognise that the achievement of attendance and wellbeing targets will support the achievement of learning targets, and hence will be prioritised within the work that we do.

Improvement measures

Target year: 2022

HSC Attainment

A continued increase in the HSC course top 3 bands of 3% to achieve the lower bound target.

Target year: 2022

HSC Attainment

A continued increase in the HSC course top 2 bands of 3.4% to achieve the lower bound target.

Target year: 2022

HSC Attainment

Results for Aboriginal and EALD students are equivalent to, or greater than the progress and achievement of all students.

Target year: 2022

NAPLAN

A continued increase in the top 2 NAPLAN bands for numeracy of 3.2% to achieve the lower bound target.

Target year: 2022

NAPLAN

Initiatives

Steering HSC Success

- Identify HSC delivering teachers whose results are above SSG data and create a team to drive professional learning for all staff, underpinned by current data and research and with a focus on teaching precision
- Build and enhance the Yr 12 Learning Mentor Program
- Build professional networks and learning connections with other high schools
- Identify students whose previous results indicate an aptitude to meet or exceed targets and personalise learning with a view to move student results into highest potential bands

Steering Reading/numeracy Success

- Identify teachers with a powerful skillset to teach and improve reading/numeracy, and create teams to drive professional learning and school-wide strategies, underpinned by current data and research
- All Year 7 students will have a personalised learning plan based on their Best Start data, with a focus on reading and numeracy
- Utilise the specific literacy teacher to create personalised NAPLAN plans for students in Year 8
- All Aboriginal Students will have a Personalised Learning Program and will have access to specialised tutoring
- Oversee the effective implementation of the COVID Intensive Learning Support Program in 2021
- Identify students whose previous results indicate an aptitude to meet or exceed targeted parameters in reading and numeracy
- Explicit reading and numeracy strategies embedded in all curriculum areas, evidenced within programs

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

Year 12 students have a mentor who follows an agreed program of support, and tailors a personalised approach to learning support throughout the year.

Teachers of HSC courses have engaged in sustained PL to support increased precision of teaching strategies that have data and research informed evidence of impact.

Year 7 students have personalised learning plans that indicate their reading progress and plans for improvement.

Professional learning is driven by identified student needs.

Teachers have engaged in research-informed PL regarding the most impactful strategies to support the teaching of reading and there is observable evidence that this is being implemented regularly in classrooms.

Teachers have engaged in research-informed PL regarding the most impactful strategies to support the teaching of numeracy and there is observable evidence that this is being implemented regularly in classrooms.

Evaluation plan for this strategic direction

What has been the impact of the HSC Mentoring program, from the perspective of students, teachers and parents?

Measure using surveys, forums and HSC results.

What has been the impact of our focus on our identified group of Year 12 students to meet system targets?

Measure using internal and external data.

What has been the impact of our focus on reading?

Strategic Direction 1: Student growth and attainment

Improvement measures

A continued increase in the top 2 NAPLAN bands for reading of 3% to achieve the lower bound target.

Target year: 2023

NAPLAN

A continued increase in the percentage of students achieving expected growth for numeracy in NAPLAN of 3% of baseline results. to achieve the lower bound target.

Target year: 2023

NAPLAN

A continued increase in the percentage of students achieving expected growth for reading in NAPLAN of 3.4% of baseline results to achieve the lower bound target.

Initiatives

Evaluation plan for this strategic direction

Measure using internal learning outcomes data, other internal qualitative data, and NAPLAN data.

What has been the impact of our focus on Numeracy?

Measure using internal learning outcomes data, other internal qualitative data, and NAPLAN data.

Analysis and tracking will regularly occur to identify successes, and opportunities for adjustment to activities to increase future success.

Strategic Direction 2: Building Precise Practice

Purpose

Our purpose is to build increased precision into our professional practice. The decision-making that underpins the teaching and learning of curriculum is driven by research, data and evidence. To this end, we will prioritise teacher professional learning to build teaching expertise. We know and value the importance of knowing our students and their learning aptitudes, and we are determined to afford each child a personalised learning experience during their time at our school. Within this intention is the recognition that positive student behaviour and quality learning environments best position students to maximise their learning.

Improvement measures

Target year: 2024

100% of teachers are utilising consistent research-informed and whole school agreed positive behaviour for learning strategies to create quality learning environments.

Target year: 2024

At least 95% of teachers are consistently accessing regular internal PL opportunities to build their teaching practice repertoire.

Target year: 2024

At least 95% of teachers are able to demonstrate to their supervisors consistent use of school and system developed resources to support differentiation and individualised learning.

Target year: 2024

Initiatives

Creating Quality Learning Environments

- Consistent PB4L or equivalent whole school student behaviour platform (TRREC)
- Continued PL in formative assessment and feedback
- Consistent and research informed classroom and playground management systems
- Explicit Social and Emotional Learning (SEL)
- Enhanced learning and support procedures

Ensuring Highly Effective Teaching Practices

- High quality collaborative practice
- Data informed decision making in programs, assessment and teaching strategies
- Regular PL linked to current evidence-based research on highly effective teaching practice
- Enhanced Learning and Support professional collaboration and practice
- Strong wellbeing programs to support learning

Success criteria for this strategic direction

PBL4L (or equivalent) is embedded in school practice and learning.

Staff consistently implement PB4L (or equivalent) initiatives and strategies and work in a climate of shared responsibility for positive behaviour to maximise learning.

Staff consistently utilise data-informed best practice teaching strategies, assessment (including formative) and programing to personalise learning and create a quality learning environment.

Teachers are engaged in strong collaboration to share and respond to collective information about individual students' learning and wellbeing needs.

Postive 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. Has a renewed focus on quality learning environments improved student engagement and behaviour choices, with a corresponding positive impact on learning?

Sentral data, suspension data, student ambassadors, semester grade patterns and report profile data will support evaluation.

Q. Has a focus on individualised adjustments, differentiation and wellbeing programs had an impact on student engagement and learning success?

Exit surveys, TTFM data, semester reports (grades and comments), teacher perceptions and qualitative feedback will support evaluation.

Analysis and tracking will regularly occur to identify successes, and opportunities for adjustment to activities to increase future success.

Strategic Direction 3: Building the Whole Learner

Purpose

Our purpose is to develop outstanding young people who leave school with enhanced skills to create a meaningful, rewarding and resilient adult life. Our school celebrates that our educational commitment encompasses the ongoing development of the whole child. Further, as the local public high school, our organisation is an integral part of our broader community. To this end we are committed to building and strengthening authentic learning relationships with individuals, groups and organisations within, across and beyond our local area.

Improvement measures

Target year: 2022

A continued increase in the percentage on students attending school 90% or more of the time by 3.2% of the baseline data to achieve the lower bound target.

Target year: 2022

A continued increase in Tell Them from Me data related to inclusion and connectedness to school of 2.3% of the baseline data to achieve the lower bound target.

Target year: 2024

Initiatives

Improving Attendance through engagement

- Innovative learning opportunities for each stage cohort
- Clubs, events, opportunities that build passion within curriculum
- Positive awards, rewards and presentations
- Outdoor Education programs
- A suite of school community awareness-raising strategies regarding collective and individual attendance

Building Community Resilience

- Explicit and incremental learning programs on meta-cognition
- Explicit and incremental learning programs on positive psychology, with a focus on resilience
- Student Leadership programs
- School Community links that provide authentic learning and vocation opportunities
- Staff wellbeing initiatives

Success criteria for this strategic direction

Students are attending school more frequently, and those students who require an alternative setting or placement are supported to access one. There is a school culture of engaging and interesting activities and opportunities in which students are keen to participate. School is a positive place in the lives of students and they self-report a desire to be here and be involved in learning, and school life more broadly.

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.

Evaluation plan for this strategic direction

Q. Have attendance rates in the 90-99% band increased, and what role has a positive school culture played?

Student forums and surveys from a range of initiatives will be used to measure impact.

Q. Is the broader school community demonstrating greater resilience at school, at work and in the broader community experience?

Wellbeing and counsellor data, attendance data, Tell Them from Me and People Matter data will be used to measure impact.

Analysis and tracking will regularly occur to identify successes, and opportunities for adjustment to activities to increase future success.