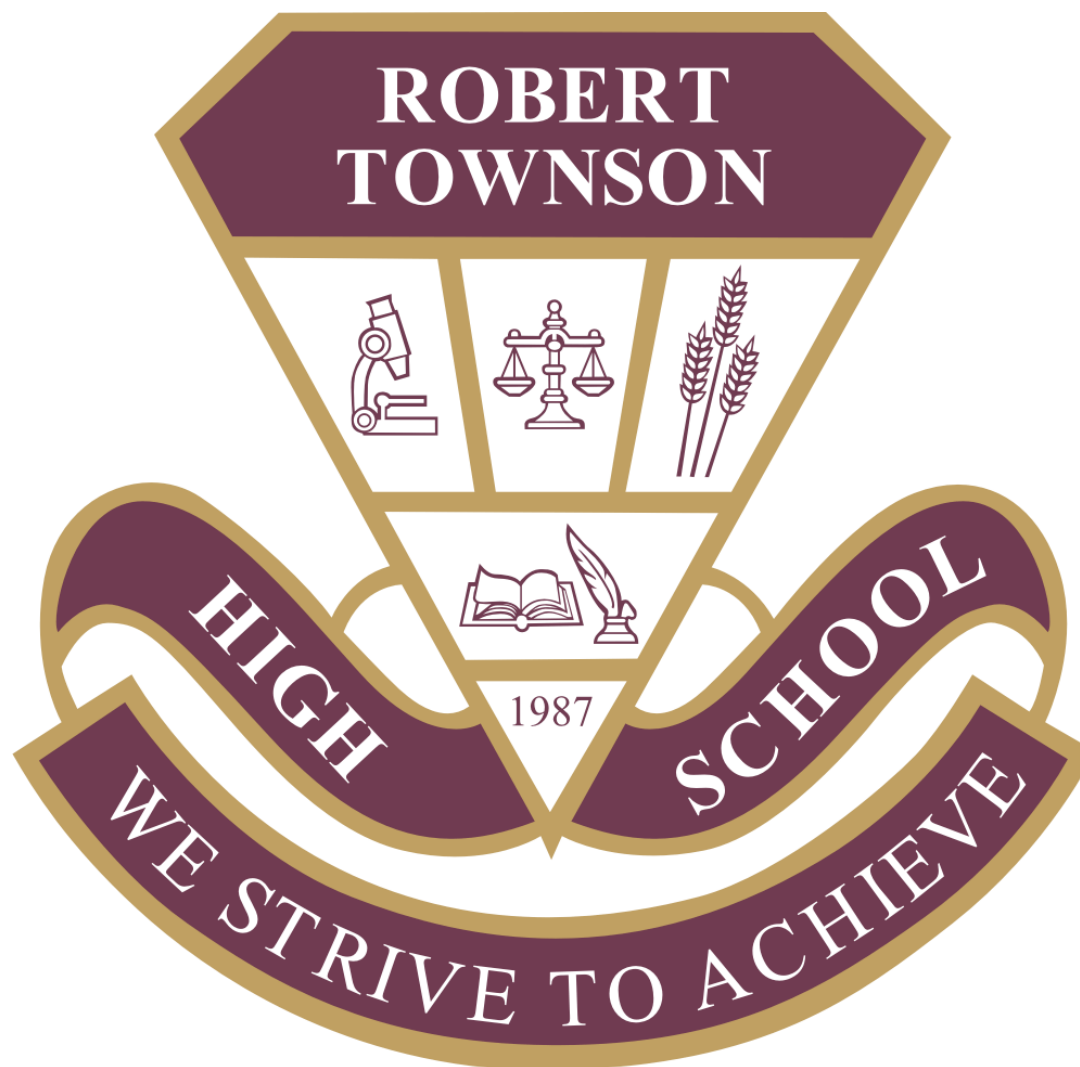


Strategic Improvement Plan 2021-2024

Robert Townson High School 8575



School vision and context

School vision statement

At Robert Townson High School our vision is to continue to provide our students with the educational and work ready skills to enter our ever evolving society with ethical purpose and drive to lead rewarding lives. We will do this through innovative and authentic academic programs, delivered by skilled and committed staff and student development programs built on student needs.

We will strive to continue building the literacy and numeracy skills of our students in a learning environment that is valued and reflective of the current world of work and education.

School context

Robert Townson High School continues to service the communities of Raby and St Andrews. The smaller adjoining communities of Bow Bowing and Varroville also add to our total student population. In recent years our school has now become the In Area School for Willowdale, Emerald Hills and areas within Denham Court.

Our school also has four support classes for students with a diagnosed hearing disorder which continues to sit at just above 30 students. These students come from a much wider drawing area. Together they combine to form a student body of approximately 790 students.

On average our students results as indicated in Years 5-7 NAPALAN demonstrate literacy and numeracy results below state averages, though students show good growth in the area of expected growth.

NSW state schools are partially funded based on their designated Family Occupation Education Index (FOEI). The average FOEI is 100 and our school is currently 124. A higher score indicates greater socio-economic needs which are addressed via intervention and support programs.

We continue to have approximately 35 students who identify as being from an Aboriginal and or Torres Strait Islander background. Collectively they achieve results in excess of state literacy and numeracy results in the area of expected growth.

Within our student body approximately 42% of students identify as EAL/D (English an additional language or dialect) of which some require intensive support in the areas of reading and writing with other students requiring less.

Robert Townson High School's staffing entitlement in 2021 is 64 teaching staff and 23 non-teaching staff. The school also employs a Head Teacher Curriculum and HT PDHPE from school funds. Our executive staff is stable with all members being part of our teaching staff for more than five years. 15% of our staff are in their early career as teachers. On average there is a 10% turnover of staff each year.

Through our work in the areas of wellbeing, careers and Vocational Education we have been able to develop and maintain significantly positive partnerships with our local Tafe's, universities across Sydney, local historical and cultural institutions, businesses (particularly in the area of engagement and vocational education along with other community groups. Within the local government areas there is a myriad of choice in the areas of Sports and Arts. This sees some of our students represent Robert Townson High School across the local and regional areas as well as occasionally across the State.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school is committed to continually improving effective classroom practices with staff

School vision and context

School vision statement

School context

professional learning aligned to the High Impact Professional Learning models to ensure high impact. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

We will continue our work and pursuit of excellence with staff being developed in the evidence based practices comprised in the CESE what works best document. These initiatives are designed to further develop the effective classroom practices that research shows will lead to enhanced learning outcomes and engagement for students.

Outlined in our Professional Development Plan will also see an increased emphasis on Higher School Certificate student performance, including staff professional learning around deeper analysis and use of data and also in the areas of writing.

The school will introduce a fully integrated curriculum in 2021 with the Year 7 cohort based around research and evidence based on the Innovative Learning Principals.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to continually develop our teaching practices through targeted professional learning and consistent, productive use of both internal and external assessment data. Through these processes staff will be equipped with evidence based practices and the relevant data to continually strive in ensuring students demonstrate growth in all areas of their learning.

Improvement measures

Target year: 2022

- Student learning goals are established for new students and monitoring of achievement toward agreed learning goals for each student in stage 4 and 5.
- Value add data demonstrates EALD and ATSI students are achieving results equivalent to or above the whole student cohort
- Staff are utilising explicit teaching strategies and are implementing differentiated strategies within the classroom catering for the level of their students according to the data from student progressions and continuum.
- Increase the proportion of Aboriginal students attaining Year 12 in 2023 by 50% whilst maintaining their cultural identity
- Improvement in the percentage of HSC course results in top three bands to the lower bound target 47.6%(average 32 students) from 40.9% baseline (approx 32 students) or above.
- Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 11.8% (approx. 15 students) from a baseline of 4.8% (approx. 6 students)
- improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 13.5% (approx.18 students) from a baseline of 6.6% (approx. 8 students)
- · Increase the percentage of Aboriginal

Initiatives

Student Growth

- All staff will have an understanding of the learning progressions through Professional Learning guided by the High Impact Professional Learning Model to enable them to identify and track their students and to accordingly plan lesson content that is targeted to achieve growth. Focus areas of Literacy and Reading as well as Numeracy.
- Formative assessment data is utilised to track and monitor student achievement through observations on PLAN2.
- All staff undertake an analysis annually on both NAPLAN and HSC data relevant to their students to identify and make adjustments to practice using the relevant progressions and continuum data available
- Whole school professional learning is developed ensuring quality EAL/D teaching, professional learning and implementation mapped against the EALD framework in areas of Literacy with a focus on reading, and also Numeracy
- A collaborative approach between school leaders and VET/Careers/Transition coordinators to personally tailor career pathways in Stage 5 with focus on attainment and personalised pathways

Curriculum Delivery

- Adopt an innovative, research based approach to curriculum delivery to Year 7 students tracking and monitoring performance data against targets as well as engagement levels. Research will align to the 7 innovative learning principles to engage young learners in education.
- Track and monitor student progress in this environment and mode of learning against external data aligned to the learning progression through PLAN2

Success criteria for this strategic direction

Success criteria

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence

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 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 need, ensuring that all students are challenged and all adjustments lead to improved learning.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

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.

Student reports are personalised and comprehensive, providing detailed, clear specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and or

The school achieves excellent value added results, at or above the value added by SSSG.

Most students achieve in the top two bands for NAPLAN (reading & numeracy) targets

Strategic Direction 1: Student growth and attainment

Improvement measures

students achieving top 3 NAPLAN bands in reading and numeracy to be at or above the schools lower bound system negotiated targets.

- Improvement in the percentage of students achieving expected growth to be at or above the school's lower bound system-negotiated target in reading of 66.1% (approx 89 students) from baseline of 61.2% (approx 82 students)
- Improvement in the percentage of students achieving expected growth to be at or above the school's lower bound system-negotiated target in numeracy of 69.3% (approx 93 students) from baseline of 64.5% (approx 87 students)

Target year: 2023

- Student learning goals are established for new students and monitoring of achievement toward agreed learning goals for each student in stage 4 and 5.
- Value add data demonstrates EALD and ATSI students are achieving results equivalent to or above the whole student cohort
- Staff are utilising explicit teaching strategies and are implementing differentiated strategies within the classroom catering for the level of their students according to the data from student progressions and continuum.
- Increase the proportion of Aboriginal students attaining Year 12 in 2023 by 50% whilst maintaining their cultural identity
- System negotiated targets from 2022 are sustained or improved upon showing HSC course results in top three bands at lower bound target 47.6%(average 32 students) from 40.9% baseline (approx 32 students) or above.
- System negotiated targets from 2022 are sustained or improved upon showing the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 11.8% (approx. 15 students) from a baseline of 4.8% (approx. 6 students)

Success criteria for this strategic direction

Identifies what growth is expected for each student and monitoring against internal school progress and achievement data.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school

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

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit teaching practices, on student performance?

Data: The sources of data used to measure impact will be:

External:

- HSC minimum standards
- NAPLAN
- HSC RAP Data
- Check in assessment if applicable

Internal:

- Literacy and Numeracy Progressions (PLAN2)
- Targeted teaching and learning programs
- Student work samples
- School based assessment

Analysis: Relevant data sources will be analysed by specific teams within the school to determine whether improvement measures are on track to being achieved.

Implications: After obtaining impact if successful how do

Strategic Direction 1: Student growth and attainment

Improvement measures

- System negotiated targets from 2022 are sustained or improved upon showing the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 13.5% (approx. 18 students) from a baseline of 6.6% (approx. 8 students)
- Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system negotiated targets.
- Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of 66.1% (approx 89 students) from baseline of 61.2% (approx 82 students)
- Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in numeracy of 69.3% (approx 93 students) from baseline of 64.5% (approx 87 students)

Target year: 2024

- Agreed learning goals related to Learning Progressions are created with each student in Stage 4 and Stage 5 which are achieved or exceeded
- Value add data to demonstrates EALD and ATSI students are achieving results equivalent to or above the whole student cohort.
- All teachers demonstrate high quality skills in explicit teaching relating to learning goals, success criteria and differentiation using both internal/external data mapped against the learning progressions
- Sustained results or improvement from 2023 with the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity
- Sustained results or improvement from 2023 is maintained or improved upon showing HSC course results in top three bands at lower bound target 47.6% (average 32 students) from 40.9% baseline (approx 32 students) and trending towards the upper

Evaluation plan for this strategic direction

we sustain this improvement. If not how do we evaluate to see improved change.

Strategic Direction 1: Student growth and attainment

Improvement measures

bound target.

- Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 11.8% (approx. 15 students) from a baseline of 4.8% (approx. 6 students) and trending towards the upper bound target of 16.8%
- Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 13.5% (approx. 18 students) from a baseline of 6.6% (approx. 8 students) and trending toward the upper bound target of 18.5%

Strategic Direction 2: Excellence in Teaching

Purpose

The school situational analysis identified the need for greater teacher focus on What Works Best: 2020 update. Many of these skills were embedded into the 2018-2020 school plan (ie. Explicit teaching), however the update provides clear direction to improve towards "Excellence in Teaching". Through explicit PL provided both internally and externally, Quality Teaching Rounds and effective use of data, all staff will develop a practical understanding of the structures to improve teaching practice by working collaboratively within and across faculties. Enhanced PDP procedures will serve to support best practise, leading to support for staff and measurable success over a four year period.

Improvement measures

Target year: 2024

Improvement measures: Quality Teaching Rounds

. The quality of teaching is improved in line with the Quality Teaching Model (QTM).

· 40% of teachers involved in QTR, facilitated by internal trained coaches.

· 50% of teachers are involved in coaching/mentoring relationships. All staff participate in high-quality collaborative practice, driven by teacher and student needs

. All teachers embed QT elements into their planning and teaching.

Target year: 2024

Improvement measures: What Works Best: 2020 update

. Stage 4 and 5 teaching programs and classroom observations demonstrate embedded strategies WWB.

· 100% of beginning teachers are aligned to a coach/mentor.

Initiatives

What Works Best: 2020 update

What Works Best: 2020 update

- Internal and external PL to explicitly unpack the 8 elements of the updated WWB document. Teachers given the opportunity to independently and collaboratively embed elements into teaching programs as a common practise.
- Ongoing review of Teaching Programs
- Progressive review of Stage 4 then stage 5 faculty programs.
- Inclusion of PDP's?

Enhanced PDP process

Enhanced PDP process

- SE/Exec staff undertake 'Enhancing PDP process' training
- Mapped to teaching standards to demonstrate growth.
- Include initiative/s linked to SIP.

Quality Teaching Rounds

Quality Teaching Rounds

QTR is recognised by the DoE as a high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

- Train additional staff as facilitators of QTR with a goal of 50% of teachers qualified and active.
- Beginning teachers aligned to a trained coach/mentor and QTR embedded in their programs.
- Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to

Success criteria for this strategic direction

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Evidence informed teaching methods including QTR & PBL optimise learning progress for all students and are embedded across the school.

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

Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.

Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.

The school has effective collaborative learning culture focussed on continuous improvement of teaching and learning.

Teachers and leaders use shared concepts and language of the QTM as a basis for discussion about pedagogy.

Evaluation plan for this strategic direction

Has the introduction of QTR increased teacher's knowledge and abilities regarding effective teaching strategies? What has been the impact of QTR on implementation? Have all staff and faculties engaged in the program? Have school wide practices been developed to support the implementation of the program? Has QTR proven a worthwhile teacher reflection tool?

- Teaching programs, classroom observations, student

Strategic Direction 2: Excellence in Teaching

Improvement measures

• Staff TTFM Data indicates improvement from baseline of ? to 100% in the area of teacher collaboration.

• Student TTFM Data improves from baseline of ? to be above 80% in the area of teaching relevance and rigour.

• EAL/D school evaluation framework indicates improvement from baseline of Delivering to Excelling in Learning 'Curriculum, assessment & reporting' and Teaching 'Data informed effective classroom practice'.

Target year: 2024

Improvement measures: Enhanced PDP process

. All teachers at Robert Townson High School actively seek out professional learning opportunities to improve their performance. . In creating their performance and development plans, staff align their goals to the strategic improvement plan as well as the Australian Professional Standards for Teachers. These plans are significant as they improve classroom practice and student achievement.

. Senior executive and executive staff will lead 100% of staff to enhance their own performance and development by diving deeper into goal setting and producing measurable outcomes.

Initiatives

meet the learning needs of every student.

- The School excellence framework (SEF) describes the importance of excellence in teaching through the statement: "teachers demonstrate professional responsibility for improving their teaching practice in order to improve student learning outcomes - student learning is underpinned in excellent schools by high quality teaching.

Evaluation plan for this strategic direction

work samples, coaching records, staff / student surveys, pre and post teacher assessment. TTFM survey data.

- Analyse the data to determine the extent to which the purpose has been achieved
- Where do we go from here? Future directions and next steps.
- Has the quality of teaching improved? How?

Strategic Direction 3: School and Community Leadership

Purpose

To promote strong and proactive leadership across parents, students and staff to maximise opportunities for students to flourish at school and in pursuit of future success. Focus is on strengthening team and community culture, broadening community partnerships, increasing parent/carer participation and fostering a culture of belonging for students, staff and parents/carers so that our students grow into confident, resilient citizens.

Improvement measures

Target year: 2024

Strengthening Leadership Practices

- Opportunities for leadership development have expanded for staff and students.
- Data, both qualitative and quantitative reflects ongoing, sustained improvement in leadership development practices.
- Increased number of teachers are undertaking accreditation at Highly Accomplished or Lead levels as a result of increased leadership opportunities.
- At least 60% of staff involved indicate leadership development initiatives are quality, engaging and meet their professional learning needs as aspiring and current leaders.
- Sentral data in 'Wellbeing' reflects an increase each year of positive incidents and 'Activities' records reflect an increase in students participating in leadership programs and initiatives.

Target year: 2024

Focus on Staff Wellbeing:

- Tell Them From Me staff survey data reflects a positive increase in staff feeling supported.
- School-based staff surveys indicated improved support in the area of staff wellbeing.

Target year: 2024

Initiatives

Strengthening Leadership Practices

Staff:

- Review of current professional learning structures at all leadership levels.
- Establishment of a 'Community of Leaders' to evaluate and design whole school professional learning opportunities in the area of leadership. This will ensure promote teacher growth, increase collaboration within the school to meet Strategic Directions 1, 2 and 3 and to link to NESA's professional learning priority areas.
- Development of current and aspiring leaders through the design and implementation of a structured professional development and mentoring program. This will help to identify, develop and extend leadership skills by engaging with effective leadership practice and theory.
- Provide support for staff who are seeking leadership opportunities and/or accreditation at higher levelStudent:
- Strengthen leadership opportunities and development programs for current and aspiring student leaders.
- Raise the profile of student leaders, including EAL/D, Aboriginal and Hearing Impaired students, within the school community and provide increased opportunities for student voice in decision making processes around the school.
- Improved representation and recognition of leaders within the school and community.

Focus on Staff Wellbeing

- Development of a Staff Wellbeing Program to enhance morale and build positive relationships to engage professionally with colleagues to enhance outcomes for students.
- Increased opportunities for staff to build positive relationships with staff outside of their faculty to

Success criteria for this strategic direction

- Staff, parents/carers and the community work together to support students and have a positive impact on their learning.
- Increased engagement with the school from parents/carers to positively impact on student wellbeing and learning. Parents will regularly and positively engage with the school.
- Promote staff willingness and ability to take on leadership roles across the school.
- Positive engagement of students, staff and parent/carer community in all aspects of schooling. Increased student and parent participation to engage in positive learning and cultural experiences within the school and with local community organisations
- Increased morale and culture amongst all staff. Staff are engaged in strong, productive collaborations with others and feel connected to the School.
- School profile within the community is positive and engaging, promoting Robert Townson High School as a positive, enriching learning environment.

Evaluation plan for this strategic direction

Questions:

- Have these initiatives improved our engagement with parents/carers and the local community to improve outcomes for students?
- Have we enhanced the sense of community and school culture within the school for students and staff to improve wellbeing?
- Have we engaged students in positive experiences, learning and cultural, within the school and local community?
- Are there improved leadership practices and opportunities within the school for staff and students?

Strategic Direction 3: School and Community Leadership

Improvement measures

Strengthening Community Engagement & Partnerships:

- Increase the involvement, use and functionality of communication systems for parents/carers and community members to regularly engage in school events, initiatives, feedback opportunities and communication systems such as Parent Portal and School Bytes.
- A 'Parents and Citizens Team' is operating within the School and enhancing parent/carer voice in school decisions and directions.
- Decrease negative incidents and suspensions from 2020 Sentral data.
- Levels of belonging increased in TTFM survey data for students and parents/carers, with an upward trend evident.
- Improved overall student attendance rates from 77% average in Term 4, 2020 to move above 85% overall. Increased in the number of students with above 90% attendance to be more than 60%.

Initiatives

share expertise, provide support and work collaboratively to enhance team culture.

Strengthening Community Engagement & Partnerships

- Students will participate in positive learning experiences with local community leaders, including investigating and establishing a School Alumni program.
- Review of school communication and promotional systems - Website, Facebook, Parent Portal, Newsletter, SchoolBytes to enhance communication and promote school culture and image.
- Teams involved in various programs linked to Learning and Wellbeing, Careers, Sport, Student Leadership programs, Social Justice and other teams will review current strategies and initiatives to strengthen school culture within the school and strengthen existing community partnerships. This may involve establishing new partnerships and programs to promote positive school culture and enhance student learning outcomes.
- Building connections with parents/caregivers to promote engagement in student learning the rebuilding of an active P&C Team.

Evaluation plan for this strategic direction

- Have our leadership initiatives improved staff capacity to undertake roles within the school and externally?

Data:

- Tell Them From Me Data
- Parent/carer feedback and surveys
- Sentral data records
- School communication records - Facebook, Parent Portal, Newsletter.

Analysis:

Data gathered from a range of relevant sources will be analysed by staff involved in leading and supporting SD3 to ascertain progress towards attaining the improvement measures outlined and to determine future directions.

Implications: If progress towards improvement measures is not evident in the data collected and analysed, or progress stalls, consideration will be needed as to how these initiatives may be adjusted to meet the targets set and achieve the intended impact.

If improvement measures are achieved through the initiatives outlined, what further initiatives could ensure this improvement is sustained and/or furthered?