

Strategic Improvement Plan 2021-2024

Thomas Reddall High School 8589



School vision and context

School vision statement

Thomas Reddall High School is committed to excellence and equity for all. Our core values of Thrive, Represent, Excel and Deliver (TRED) underpin our belief that every student, every staff member and every leader is challenged to learn and grow every year.

To achieve quality academic outcomes and prepare students for a successful transition beyond school we use personalised learning and high expectation strategies to build strong foundations in literacy and numeracy and deep content knowledge.

School context

Thomas Reddall High School is a comprehensive secondary school based in the south west of Sydney. We have a six class Support Unit which caters for students with autism, mild intellectual disabilities and physical disabilities. We are a multicultural school and we value and respect the 40 different cultural backgrounds of our students and staff.

Our total student enrolment has been steadily declining and is currently 497. 64% of our students have a non-English speaking background and 36% receive English as another Language or Dialect (EAL/D) support.

We proudly sit on the lands of the Dharawal people and we acknowledge and respect the traditions, customs and culture of our Elders. We have had a steady increase in the enrolment of Aboriginal students and we currently have 12% of our student body who identify as being from an Aboriginal and/or Torres Strait Islander background. We are committed to stronger connections with our local AECG and positive partnerships in learning with our parents and community Elders.

We have a stable staff of 50 permanent teachers and 14 SASS (SAM, SAO and SLSO). Equity funding has been used to employ 3 additional head teachers, a Community Liaison Officer (CLO) and a Business Manager 2 (BM2).

We currently have five teachers within their first five years of teaching and one teacher who is a Beginning Teacher. These staff are all well supported by their Head Teacher and the Head Teacher Secondary Studies.

Students have access to a broad curriculum, including access to VET (Vocational Education and Training) courses in the senior school. Some early commencement courses also become available in Stage 5 electives. Our Stage 4 approach has reduced the number of teachers on Year 7 and 8 with great success for the transition of our newest students to our school.

Our students are involved in a wide range of extra-curricular programs in the areas of creative and performing arts and sport.

As an EPPP (Educational Pathways Pilot Program) school we have seen an increase in the number of students obtaining employment or further study pathways prior to the completion of the HSC. We expect this trend to continue as we work in collaboration with universities, TAFE and other educational institutions along with local businesses and employers to establish authentic partnerships and opportunities for our students.

A comprehensive situational analysis has been conducted which led to the 2021-2024 Strategic Improvement Plan (SIP). Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of activities; including the employment of people in key positions to drive initiatives.

The school is strongly committed to developing the capacity of our staff and they will continue to be supported with high quality professional learning in our focus areas of

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literacy, numeracy and improved classroom practice. Quality Teaching Rounds (QTR), AVID (Advancement Via Individual Determination) and the Berry Street Educational Model (BSEM) have been significant investments in teacher capacity and will continue to be the platforms on which we will build upon throughout this plan. Aligned with this is a greater focus on student performance and the use of data to inform teaching and learning.

Our students, staff and community are well supported through our targeted wellbeing and leadership programs to ensure we all connect, succeed, thrive and learn together. Our students exit our school as confident, capable and creative individuals who have a deep sense of responsibility and respect for others.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes in reading and numeracy for every student through high impact professional learning, the implementation of explicit, evidence-based teaching strategies and collaboration. Teachers will be supported to evaluate their effectiveness and reflectively adapt their practice.

Improvement measures

Target year: 2022

Increase the percentage of students achieving the top 2 NAPLAN bands by 5.9% in reading.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading by 4.8%.

Target year: 2022

Increase the percentage of students achieving the top 2 NAPLAN bands by 6.3% in reading.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy to be at 4.7%.

Target year: 2023

Increase the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity to at or above the school's lower bound target.

Initiatives

Numeracy

Improve effective classroom practice through a focus on formative assessment, data skills and use, explicit teaching practice and progressions. Including;

- Formative assessment.
- Differentiation. to meet the needs of EAL/D, high performing and Aboriginal students along with students with additional learning and support needs and those with disabilities.
- High quality teaching and learning programs.
- Cross-collaboration between faculties.
- A whole school approach to the explicit teaching of numeracy.
- Systems and processes to analyse NAPLAN, RAP, HSC and minimum standard data to identify target areas for all students, including those from an Aboriginal background.
- AVID - WICOR pillar of inquiry.

Reading

Improve effective classroom practice through a focus on formative assessment, data skills and use, explicit teaching practice and progressions. Including;

- Formative assessment.
- Differentiation. to meet the needs of EAL/D, high performing and Aboriginal students along with students with additional learning and support needs and those with disabilities.
- High quality teaching and learning programs.
- Cross-collaboration between faculties.
- A whole school approach to the explicit teaching of numeracy.
- Systems and processes to analyse NAPLAN, RAP, HSC and minimum standard data to identify target areas for all students, including those from an

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.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and associated Improvement Measures? To what extent have we achieved improvement in student outcomes in reading and numeracy?

Data: External student performance measures (NAPLAN & HSC), internal student performance measures, teaching and learning programs, classroom observations, student work samples.

Analysis: Data is analysed and triangulated regularly to

Strategic Direction 1: Student growth and attainment

Initiatives

- Aboriginal background.
- AVID - WICOR pillar of reading.

Evaluation plan for this strategic direction

determine the extent to which the purpose and improvements measures have been achieved.

Analysis will be embedded throughout the progress and implementation monitoring of each initiative.

Implications: The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

The school will annually review progress measures and publish in the Annual Report.

Strategic Direction 2: High quality practices

Purpose

High quality teaching and learning in every classroom and a culture of high expectations will ensure every student, teacher and leader will demonstrate strong growth, every year. Our staff will consistently use explicit, evidence-based teaching practices to drive solid growth and improvement in writing and pedagogy.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the top 3 bands in the HSC by 7.1%.

Target year: 2024

Increase the percentage of students at or above expected growth in Year 9 NAPLAN by 5% in writing.

Target year: 2024

Improvement as measured by the School Excellence Framework from sustaining and growing to excelling in the theme of explicit teaching.

Target year: 2024

Improvement as measured by the School Excellence Framework from delivering to sustaining and growing in the theme of collaborative practice and feedback.

Initiatives

Explicit teaching practices

Improve effective classroom practice through a focus on explicit teaching, collaborative practices and feedback. This will be achieved through:

- A whole school approach towards evidence-based, explicit teaching strategies.
- Explicit systems for teacher collaboration, observation and feedback.
- High impact professional learning for all staff in explicit teaching and collaborative practices.
- Opportunities and structures for cross-faculty collaboration.
- High expectations for staff performance.

Writing

Improve effective classroom practice through a focus on formative assessment, data skills and use, explicit teaching practice and progressions. Including;

- Formative assessment.
- Differentiation. to meet the needs of EAL/D, high performing and Aboriginal students along with students with additional learning and support needs and those with disabilities.
- High quality teaching and learning programs.
- Cross-collaboration between faculties.
- A whole school approach to the explicit teaching of writing.
- Systems and processes to analyse NAPLAN, RAP, HSC and minimum standard data to identify target areas for all students, including those from an Aboriginal background.
- AVID - WICOR pillar of writing.

Success criteria for this strategic direction

- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and associated Improvement Measures? To what extent have we achieved improvement in student outcomes in writing and teaching practice?

Data: External student performance measures (NAPLAN & HSC), internal student performance measures, teaching and learning programs, classroom observations, student work samples, PDPs.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvements measures have been achieved.

Analysis will be embedded throughout the progress and implementation monitoring of each initiative.

Strategic Direction 2: High quality practices

Evaluation plan for this strategic direction

Implications: The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

The school will annually review progress measures and publish in the Annual Report.

Strategic Direction 3: School culture

Purpose

To ensure every student can connect, succeed, thrive and learn through a planned approach to student wellbeing which includes research-based practices and high expectations of attendance, engagement and behaviour for all students.

Improvement measures

Target year: 2022

Improvement in the percentage of students attending more than 90% of the time by 8.3% at the lower-bound system-negotiated target.

Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% of the time from our school baseline.

Target year: 2022

Increase the percentage of students describing positive wellbeing by 3.6%.

Target year: 2024

Improvement as measured by the School Excellence Framework from sustaining and growing to excelling in the theme of a planned approach to wellbeing.

Target year: 2024

Improvement as measured by the School Excellence Framework from sustaining and growing to excelling in the theme of transitions and continuity of learning.

Initiatives

Quality Transitions

Establishing quality practices to support the transition of students to, through and beyond the high school setting. This includes:

- Rigorous transition process for each phase - in, through and beyond.
- Consistent systems and processes to support the three key transition points.
- Strong links with partner primary schools, external agencies and providers to support students during each phase of transition.
- Parent participation and community engagement with school and educational decision making.
- Opportunities for cross-collaboration between faculties to support student transition.
- Systems and processes to analyse transition data for all students to identify target areas at each transition point.

Positive Wellbeing

Fostering a whole school approach to wellbeing whereby there is a collective responsibility for student learning and success and all students being known, valued and cared for. This will be achieved through:

- A whole school approach to improving student attendance, consistent with the *Campbelltown Attendance Strategy*, to embed a collective responsibility and accountability for student success.
- A whole school, systematic approach to managing student behaviour and wellbeing.
- A structured mentoring initiative to support all students; enabling the provision of targeted support and intervention.
- High impact professional learning on managing behaviour and student wellbeing.
- Opportunities for cross-collaboration between

Success criteria for this strategic direction

- 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, including highly mobile students and students with atypical enrolment.
- Students have the opportunity to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- 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.
- Attendance data is regularly analysed and is used to inform planning.
- Whole of school and personalised attendance approaches are embedded school systems.
- Teachers, parents and the community work together to ensure student absences do not impact on learning outcomes.
- A school-wide approach to effective and positive classroom management is evident.

Evaluation plan for this strategic direction

Question: To what extent has the planned approach to wellbeing improved student attendance, engagement and behaviour?

Data: Transition to High School information / evaluation, subject selection evaluation, Transition Plans, TTFM, Daily Attendance rates, Personal attendance plans, HSLO/ASLO, SCOUT, 5 weekly attendance data letters, Data re: students attending 80-89%, Student feedback, Sentral Data.

Strategic Direction 3: School culture

Initiatives

- faculties.
 - Systems and processes to analyse behaviour, engagement and attendance data.
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Evaluation plan for this strategic direction

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvements measures have been achieved.

Analysis will be embedded throughout the progress and implementation monitoring of each initiative.

Implications: The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

The school will annually review progress measures and publish in the Annual Report.