

# Strategic Improvement Plan 2021-2025

## Erskine Park High School 8590



# School vision and context

## School vision statement

At Erskine Park High School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and engaging learning environment. We are committed to developing the potential of every student through an inclusive and relevant curriculum. We provide high level professional learning for our teachers and empower students to embrace innovation, challenging themselves to take "Pride in Achievement". Every student and every teacher is challenged to continue to learn and improve every year. To achieve personalised growth and prepare students for the future, we use inquiry-based learning and explicit teaching strategies. This develops strong foundations in the general capabilities that enables students to engage in deep content knowledge that underpins their ability to learn, adapt and become responsible citizens. We strive to ensure that every student is known, valued and cared for.

## School context

Erskine Park High School is a comprehensive secondary school located in Western Sydney. The student population of 870 includes a support unit of 5 classes. The school community is culturally diverse, including 5% of student identify as Aboriginal and Torres Strait Islander and a further 30% of students who come from backgrounds where English is an additional language or dialect. Our students come from a wide range of socio-economic backgrounds. Students participate in a wide range of learning experiences focused on inquiry-based learning in the pursuit of academic growth and attainment.

The school's staffing entitlement for 2023 includes 65 teaching staff and 17 non-teaching staff. The school's executive team includes 3 Deputy Principals, Head Teachers for all KLA's (including Support), a Head Teacher Stage 6 (Administration), Head Teacher Stage 5 (Secondary Studies) and a Head Teacher Stage 4 (Wellbeing). 12% of our staff are in their early career as teachers and the school supports a number of trainee teachers each year working towards their graduate teacher status.

The school enjoys the support of its diverse community, fostering strong partnerships with Universities, cultural groups, businesses and community groups. As a member of the STEPS (St Clair Erskine Park Schools) community, we are actively engaged in the junior Aboriginal Education Consultative Group designed to represent the educational needs of all Aboriginal and Torres Strait Islander students within our community. This engagement through STEPS includes transparent transition activities to enable a consistency in the learning continuum when students move between our partner primary schools and the secondary context. We host a range of senior scholarships that are funded by local business connections, designed to streamline transitions for students moving into the senior school and to enhance community partnerships. Students represents the school across the local area in music and dance ensembles and in a wide range of sporting activities, with both regional and state representation.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2025 Strategic Improvement Plan (SIP). Situational analysis processes were employed during 2020 to review all aspects of whole-school operations and curriculum delivery. During this process, it was determined that the school needed to embed a structured and personalised approach to student engagement and wellbeing. The school has initiated a Raising Responsibility platform, grounded in Choice Theory. This platform is designed to empower all members of the school community to identify personal responsibility for their learning pathway and to develop strategies to seek support in finding student voice for engagement and wellbeing. As part of the situational analysis and construction of this school plan, we consulted with parents and community via Parents' and Citizen's meetings, emails directly to families and a series of focus groups/phone calls.

As a LEED (Learning Evaluation, Evidence and Data) school, we have committed to the 3 Rivers 4 Learning project, which will enable us to develop the capacity of all teacher leaders and create a culture of Instructional Leadership that focuses on high impact teaching and learning strategies. The birth of the Peppertree Hub and the Senior Study are a direct result of the identified need to create opportunities to ensure that every child has a targeted learning pathway to drive their personal growth. All students at Erskine Park High School

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## School vision statement

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will work collaboratively with staff during the time of this school plan to develop personalised learning goals that allow them to engage in innovative strategies to ensure that they are known, valued and cared for, whilst also achieving growth in learning outcomes.

The school is committed to continually improving effective classroom practices, with a strong emphasis on high impact professional practice, to ensure that every teacher and leader develops every year. By employing evidence-informed practices, such as Visible Learning and the What Work Best Model, all staff engage in using data to inform classroom practice and design appropriate teaching and learning activities. The school will explore authentic models of assessment and develop strategies for ongoing feedback that enable students to continually reflect upon their learning and set high-expectations for continued learning success. There will be an ongoing focus on Higher School Certificate performance, including staff professional learning around the use of data to develop both individual and group support programs. Each faculty will develop ways to explore teaching and learning through observation and feedback around teacher practice.

As a school that aims to excel, Erskine Park High School takes pride in providing high-quality teaching and learning experiences for all students and staff. We aim to ensure that all students are prepared for life beyond school, which requires adaptability, resilience and the capacity to work collaboratively.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that every student is engaged in quality learning experiences, demonstrating growth through explicit evidenced-informed teaching that especially targets reading and numeracy. Our teachers will review their effectiveness and reflect on practice, monitoring the impact of all teaching and learning programs for student growth and attainment. Teachers will use explicit teaching strategies and regularly reflect on data to design purposeful assessment and feedback opportunities for continuous improvement.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

Improvements in the percentage of students achieving in the top 2 bands in the **HSC** to be at or above the school's lower bound system-negotiated target of 19.6%.

### HSC achievement - top 3 bands

Achieve by year: 2023

Improvements in the percentage of students achieving in the top 3 bands in the **HSC** to be at or above the school's lower bound system-negotiated target of 50.9%.

### Aboriginal Student Achievement

Achieve by year: 2025

Maintain or increase the proportion of number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for **Numeracy** in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

### Reading growth

Achieve by year: 2023

## Initiatives

### Data Informed Explicit Teaching

- The explicit teaching of reading and numeracy, contextualised for all Key Learning Areas, and informed by evidence informed practices such as What works Best and Visible Learning
- Develop systems and professional capacity for analysis of external & internal data to monitor improvement and identify targeted areas as needed
- Development of writing strategies to build teacher expertise in supporting students to write extended responses in all contexts
- Increased structures to enhance learning support for stage 6 students.

### Purposeful Assessment and Feedback

- School adoption of Literacy and Numeracy Progressions and Plan 2
- Explicitly embedding the use of formative assessment, data and feedback as an integral part of daily instruction in every classroom, to evaluate Classroom practice
- Develop the capacity of students to be assessment capable learners (visible learning)

## Success criteria for this strategic direction

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Adjustments and accommodations are made to suit needs as they arise. Lesson design and sequences reference student progress and achievement data, curriculum requirements, student feedback mechanisms and provide evidence of continuous improvement for all students [**School Excellence Framework Effective Classroom Practice - Lesson planning Excelling**]
- LaST teams (operating as part of the Peppertree Hub and Senior Study) are collaborative, building the capabilities of all teachers and are an integral part of whole school approaches to language, literacy and numeracy programs [**School Excellence Framework Learning and Development - Coaching and mentoring Excelling**]
- Teachers expertly apply a range of assessment strategies to inform teaching and learning that lead to measurable improvement [**School Excellence Framework Student Performance Measures - Student growth Excelling**]
- 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. [**School Excellence Framework Professional Standards - Literacy and numeracy focus Excelling**]
- Work samples and lesson observations are used to inform consistent teacher judgement of student learning, monitor progress and identify gaps for improvement and areas for extension [**School Excellence Framework Assessment: Whole school monitoring of student learning Excelling**]

## Evaluation plan for this strategic direction

**Question** - What has been the impact of data informed explicit teaching and purposeful assessment and feedback on student growth and attainment?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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An increase in Check-in Assessment mean scaled score for **Reading** in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

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## Evaluation plan for this strategic direction

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**Data/Evidence** - These data sources will be collected and analysed by teachers, leaders and teams : External student performance (NAPLAN, HSC, VALID, Check In); Internal student performance (Literacy and Numeracy Progressions, assessment and reporting data); teaching programs; student work samples; class profiles; observations/walkthroughs; data walls/profiles.

**Analysis** - Evidence will be analysed and triangulated regularly to determine the extent to which the improvement measures are being achieved and discussed.

**Implications** - Rigorous analysis of the evidence will guide both ongoing implementation, as well as future school planning to provide continuous improvement and affirm that every student, every teacher, every leader in our school improves every year.

## Strategic Direction 2: High Impact Professional Practice

### Purpose

At Erskine Park High School we understand that student learning is underpinned by high quality teaching. Our purpose is to create lessons and learning opportunities that are engaging and to encourage teachers to take shared responsibility for student improvement and the development of a transparent learning culture. Our staff recognise that ongoing professional learning is an essential component of their role as teachers and we pride ourselves on implementing processes that have high impact on professional practice, leading to improved student outcomes and a distributed instructional leadership model. Our leadership team establishes a Professional Learning Community, which is focused on the continuous improvement of teaching and learning.

### Improvement measures

#### School Excellence

Achieve by year: 2025

A range of evidence supports our self-assessment at **excelling** as measured by the School Excellence Framework in the following elements:

- **Instructional Leadership;**
- **Learning and Development.**

Achieve by year: 2025

A range of evidence supports our validation in Learning and Development at **excelling**

#### Visible Learning

Achieve by year: 2025

100% of programs, assessments and classroom practices have embedded **visible learning** strategies.

Achieve by year: 2025

All staff have developed the capacity to coach/mentor colleagues, demonstrating leadership beyond the classroom with increased numbers achieving accreditation at higher levels or other formal qualifications

### Initiatives

#### Distributed Instructional Leadership

- Establish and use Deputy Principal Instructional Leadership roles to develop the capacity of executive leaders in leading for curriculum, innovation and change
- LaST's (Learning and Support Teachers) team teaching to develop teacher capacity to cater for all learners explicitly in the areas of literacy and numeracy
- Development of the SEC (St Clair, Erskine Park, Colyton) network of schools to share professional practice
- All teams across the school, have clearly defined role statements and succession plans to ensure that every teacher, every leader and our school improves every year

#### Effective Classroom Practice

- **Relational Platforms** - building the capacity of all staff (teaching and non-teaching) to develop positive, productive relationships with learners that enhance the wellbeing and engagement of all members of the school community - underpinned by the platform of **Raising Responsibility and Choice Theory (Glasser)**
- **Instructional Platforms** - Improve effective classroom practice through a focus on explicit teaching practice and data skills and use
- External curriculum consultancy to support the development of high impact teaching and learning programs
- Development of teaching and learning through observation and feedback strategies

### Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meets the learning needs of all students [**School Excellence Framework - Effective Classroom Practice lesson planning Excelling**]
- Leadership teams maintain a focus on distributed instructional leadership through processes such as professional learning communities to sustain a culture of effective evidence based teaching [**School Excellence Framework - Educational Leadership - Instructional Leadership Excelling**]
- Evidence informed change has led to whole school practices that have resulted in measurable improvements in wellbeing and engagement to support learning - all staff will have completed the full Glasser training and are consistently using the language of personal responsibility to support the wellbeing and learning of all students [**School Excellence Framework - Wellbeing - A planned approach to wellbeing Excelling**]
- All students demonstrate the capacity to self-regulate using whole school platforms (Raising Responsibility/Choice Theory), enhancing optimum environments for learning [**School Excellence Framework - Wellbeing - Behaviour Excelling**]
- The school's curriculum provision supports high expectations for student learning, with curriculum enhanced by learning alliances with other schools or organisations [**School Excellence Framework - Curriculum - Curriculum Provision Excelling**]
- A whole school approach ensures the most effective evidence informed teaching methods optimise learning progress for all students, with teachers employing evidence-informed effective teaching strategies [**School Excellence Framework - Effective Classroom Practice - explicit teaching Excelling**]
- There is a strong, visible culture that supports the attainment and maintenance of higher levels of accreditation [**School Excellence Framework - Professional Standards - Accreditation Excelling**]

## Strategic Direction 2: High Impact Professional Practice

### Improvement measures

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to enhance their capacity

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### Success criteria for this strategic direction

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- The leadership team participates in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required [School Excellence Framework - Professional Standards - Improvement of practice Excelling]

### Evaluation plan for this strategic direction

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**Question** - How does an alignment between relational and instructional platforms enhance teacher quality and improve student outcomes?

How does a structured approach to high impact professional practice improve teacher capacity and student learning?

**Data/Evidence** - PDP's, accreditation, TPL applications/evaluations/impact statements, teaching and learning programs, meeting minutes, TTFM and other surveys conducted with students, parents and staff, internal wellbeing data, lesson design sequences, lesson observations/walkthroughs

**Analysis** - Evidence will be analysed and triangulated regularly to determine the extent to which the improvement measures are being achieved. and discussed.

**Implications** - Rigorous analysis of the evidence will guide both ongoing implementation, as well as future school planning to provide continuous improvement and affirm that every student, every teacher, every leader in our school improves every year.



# Strategic Direction 3: Personalised and Innovative Practice

## Purpose

Our purpose is to create a school culture focused on learning, which builds aspirations and ongoing performance throughout the school community. The school engages in collaborations between all members of the community that inform and support the continuity of learning for students, through structured attendance and wellbeing mechanisms. We recognise that learning is about equipping students with the skills required to navigate any post-school pathway they pursue. Teaching and learning programs show evidence they are adjusted to address individual student needs, ensuring all students are challenged to meet their potential.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students who attend school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 66.9%.

### Wellbeing

Achieve by year: 2023

Increase proportion of students reporting expectations for success, advocacy and sense of belonging to be at or above the school's lower bound system-negotiated target of 65.7%.

### School Excellence

Achieve by year: 2025

A range of evidence supports our self-assessment at **excelling** in the following themes as measured by the School Excellence Framework:

- Theme "**Teaching and Learning Programs**" in the element of Curriculum;
- Theme "**Caring For Students**" in the element of Wellbeing; and
- Theme "**Whole School Reporting**" in the element of Reporting.

## Initiatives

### Student Agency for Learning and Wellbeing

- A personalised case management approach to student wellbeing and learning, supported by Student Support Officer, Wellbeing Team, careers advisor, attendance team and all staff
- Whole school approach to wellbeing, attendance and engagement to improve learning through initiatives such as innovation time and targeted external programs
- Personalised Pathways - all students setting and reviewing learning goals every semester, developing a portfolio of personal growth across Yr 7-12; this initiative will include the redesign of the 6-7 transition processes to increase student engagement and agency over their learning

### Capability Driven Teaching and Learning

- Employing a **Spirals of Inquiry** model (Timperley, Halbert, Kassar), each faculty will work collaboratively to complete Spotlights to identify and map the capabilities in all teaching and learning programs
- Yr 7 ASPIRE initiative - targeted learning and wellbeing lessons delivered in a specialist context, to ensure that every child is "**known, valued and cared for**".
- Structured systems for students to evaluate their own progress against personal goals and learning targets, which are reviewed biannually

## Success criteria for this strategic direction

- The school is organised so that all students have regular opportunities to meet and develop and review personalised learning goals with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. **[School Excellence Framework - Wellbeing - caring for students Excelling]**
- Strong collaboration between parents, students and community to support a continuum of learning for all students at transition points **[School Excellence Framework - Learning Culture -Transitions and continuity of learning Excelling]**
- Effective partnerships in learning with parents and students to support student engagement and motivation to continually improve **[School Excellence Framework - Learning Culture -High Expectations Excelling]**
- There is school wide, collective responsibility for student learning and success, which is shared by parents and students. Whole school and personalised attendance and wellbeing approaches are implemented to improve learning outcomes for all students **[School Excellence Framework - Learning Culture -Attendance Excelling; School Excellence Framework - Wellbeing - Individual learning needs Excelling]**
- Teachers have expert contemporary content knowledge and deploy effective teaching strategies, leading to trials of innovative practices and structured processes to evaluate, refine and scale success **[School Excellence Framework - Learning and Development - Expertise and Innovation Excelling]**
- Teachers directly and regularly engage with parents to improve understanding of student learning and future pathways, with students developing portfolios that demonstrate their learning journey over 6 years at EPHS **[School Excellence Framework - Reporting - Parent engagement Excelling]**
- Student reports are personalised and comprehensive, providing detailed, clear and specific information in relation to learning, growth, next steps



## Strategic Direction 3: Personalised and Innovative Practice

### Improvement measures

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Achieve by year: 2025

A range of evidence supports our validation/assessment in Wellbeing - caring for students at excelling.

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Achieve by year: 2025

A range of evidence supports our validation/assessment in Reporting - whole school reporting at excelling

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### Success criteria for this strategic direction

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and improvement measures [School Excellence Framework - Reporting - Student reports Excelling]

### Evaluation plan for this strategic direction

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**Question** - If we employ a personalised, innovative learning pathway for every student, will they have more ownership over their learning and transition beyond school?

**Date/Evidence** - These data sources will be collected and analysed by teachers, leaders and teams : TTfM, Sentral (ATL, BTL), Attendance Data, Subject-Selection, Career Pathways, Exit Interviews, Innovation/Passion Project selection, whole-school curriculum patterns tracking, TAFE & VET statistics and pathway options, pre-apprenticeship opportunities, community engagement & external partnerships, student leadership

**Analysis** - Evidence will be analysed and triangulated regularly to determine the extent to which the improvement measures are being achieved. and discussed.

**Implications** - Rigorous analysis of the evidence will guide both ongoing implementation, as well as future school planning to provide continuous improvement and affirm that every student, every teacher, every leader in our school improves every year.