Strategic Improvement Plan 2021-2024

Saturday School of Community Languages 8600

School vision and context

School vision statement

The Saturday School of Community Languages provides a diverse and vibrant learning environment in which every student connects linguistically and culturally while striving to achieve excellence in their language learning.

School context

The Saturday School of Community Languages (SSCL) is the largest provider of face-to-face languages education in NSW, operating in campuses located at 14 high school sites; 12 in metropolitan Sydney, and one each in Wollongong and Newcastle.

The Saturday School is a unique and dynamic school environment in which students from many cultural backgrounds can interact with others from their own language background. The school offers the opportunity for them to recognise and acknowledge the value of maintaining this language and provides a context in which they are able to build intercultural understanding with other student groups that study at the centres.

SSCL is a NSW Department of Education co-educational secondary school. It was established in 1978, and continues to offer a pathway for students from public schools and other educational providers to study their background community language on a Saturday, where that language is not available at their own school. Language courses are offered during school terms to over 3,200 students from Year 7 to Year 12.

The school has been able to offer distance education options for students who have too far to travel to reach a centre. The school's IT coordinators and teaching staff have the appropriate expertise to ensure that these students receive high quality tuition in their chosen language.

All teaching and executive staff at the school are qualified teachers with departmental approval to teach. All courses are aligned with NSW languages syllabuses. The 25 languages that are studied at the school are included as part of a student's Record of School Achievement (RoSA) and Higher School Certificate. The school's Higher School Certificate results are outstanding, with approximately 20 students each year achieving first in language course in the state.

Enrolments at individual centres range from 50 to up to 650. The principal is based in the Student Support and Specialist Programs Directorate of School Performance North and oversees an executive staff of 48, an administrative team of 48, IT coordinators and 204 approved teaching staff, who are located across the centres.

As a result of the school's situational analysis, it has been determined that a whole-school approach, involving all members of the school community, is required to achieve improvement in student performance.

We have identified the need to implement regular and systematic collection and analysis of student assessment data to ensure all students achieve growth through explicit teaching and effective feedback. This will be a focus for collaborative planning. A whole-school approach to teach and promote wellbeing will be implemented along with continued focus on improving adjustments for individual students. The school is committed to preparing our students for the future.

Our approach will include:

School vision and context

School vision statement

School context

- the evaluation, development and application of strong pedagogical practices in languages
- the development of a strong professional learning community which includes evaluation of impact across teaching and non-teaching staff
- strategic collection of relevant data and the development of systems that supports the tracking of individual student performance from Years 7-12
- developing and embedding whole-school and community practices to improve student attendance.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their language learning and intercultural understanding through engaging and explicit teaching that is research-informed and consistent across language, year and centre. Our staff will evaluate their effectiveness and reflectively adapt their practice through quality, targeted high impact professional learning and use of student assessment data to inform.

Improvement measures

Target year: 2024

100% teachers demonstrate high quality skills in explicit language teaching pedagogy.

Target year: 2022

Increase of 5% of students achievingin the top three bands in HSC courses.

Target year: 2024

All teachers use data to inform improvement in their practice to improve student learning outcomes

Target year: 2024

All PDPs reflect a high performance culture with a clear focus on student progress and achievement.

Initiatives

Highly effective language teaching practice

Improve effective classroom practice through explicit teaching, formative assessment processes and expertise in languages pedagogies.

- Learning intentions and success criteria are evident in every class
- Professional learning with a direct focus on differentiation targeting high potential and gifted students and pedagogies specific to languages
- Develop teacher expertise for all teachers in the implementation and assessment of the new NESA 7-10 languages syllabus.
- Whole-school formative assessment practices (assessment for learning) with constructive feedback points embedded in the teaching sequence
- Develop quality assessment practices with an emphasis on explicit feedback protocols to move student learning forward.

Data to inform teaching practice

Use data to inform teaching practice and improve student achievement and growth.

- Develop a comprehensive and ongoingstaff professional learning program tocontinually build teacher capacity touse data to inform teaching and provide feedback to students.
- Embed data-informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

Teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Evaluation plan for this strategic direction

Question: Does professional learning focussing on differentiation and using data to inform teaching practice improve student learning outcomes?

Data: We will use:

- External student performance measures (HSC analysis using RAP data)
- internal student performance measures
- teaching programs
- classroom observations
- student work samples

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures.

Implications:

Student work samples demonstrate personalised success criteria and build on prior learning.

Evaluation plan for this strategic direction

Where do we go from here? Future directions and next steps.

Strategic Direction 2: Quality practices and engagement

Purpose

The school situational analysis identified the need for greater teacher collaboration and sharing. Through targeted professional learning all staff will develop a practical understanding of the relevant pedagogies to improve teaching practices and support high expectations and the learning progress and achievements of all students by working within and across campuses and languages.

Improvement measures

Target year: 2024

Improved explicit systems that facilitate professional dialogue, collaborative classroom observations and the modelling of effective practice.

Target year: 2024

Develop targeted and ongoing staff PL programs to continually build teacher capacity in quality teaching practices to enhance student engagement.

Target year: 2022

Increase 2% of students attending school 90% or more to be at or above state average.

Target year: 2024

All targetted students have embedded wellbeing, behaviour management and attendance improvement plans.

All staff use the co-designed whole school wellbeing Framework to support ongoing improvement in classroom learning.

Initiatives

Collaborative practices

Implement collaborative and effectively planned professional practices that are aligned with student achievement and growth.

- Embed explicit systems for teacher collaboration, sharing of resources and expertise across all campuses

- Assessments are developed/sourced and used regularly across 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.

Wellbeing, engagement and attendance

A whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

- Develop unique whole-school wellbeing processes e.g. exit surveys and satisfaction surveys, monitor and evaluation student wellbeing, attendance, learning and engagement.

- Embed the SSCL Wellbeing Framework into school culture through ongoing staff professional learning with a focus on growth mindset.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.Students are achieving higher than expected growth on internal school progress and achievement data

Teachers collaborate within and across stages and languages to share student data, curriculum knowledge and effective teaching and classroom strategies

Regular and ongoing planning, monitoring and evaluation of whole school approaches to effective teaching practices.

School assessments are used regularly across the school to help promote consistent and comparable judgement of student learning and monitor student learning.

There are explicit systems for collaboration and feedback to sustain quality teaching practice.Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Evaluation plan for this strategic direction

Question: What has been the impact of collaboration and using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student performance measures (HSC) internal student performance measures. teaching programs, classroom observations, student work

Evaluation plan for this strategic direction

samples.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.

Question: How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data: Wellbeing Framework Self-assessment, pre and post data. Professional Development Plans. Student progress.

Analysis:
Analyse the data to determine the extent to which the purpose has been achieved.

Implications:
What are the implications for our work? Future directions and next steps.