

Strategic Improvement Plan 2021-2024

Rooty Hill High School 8908



School vision and context

School vision statement

Vision: Their present, our future

Our values: PERSIST

Our Belief: We have a moral contract with families to give every student the opportunity to do his or her best. We are disposed to be creative and innovative in providing the right opportunities for each student.

Our Overall Purpose: To increase learning expectations, agency, progress & achievement for students, staff and the school through community engagement, innovation and next practice.

School context

School Context updated for 2021:

Rooty Hill High School is located on the lands of the Darug people who have walked these lands for generations.

Rooty Hill HS is a large, co-educational, comprehensive community school in western Sydney experiencing rapid demographic change. The enrolment for 2021 is just over 1100 students. Over 50% of the students enrolled in 2021 are from non-English speaking backgrounds, including a large number of families from Asia and the Pacific. There is a significant enrolment of Aboriginal students (5.4%). Our evidence shows we value and practice inclusive diversity, adaptability, persistence, creativity and innovation as ways to give our students opportunities to do their best. Every student has a personalised learning plan focused on improvement in attendance, knowledge and skills, learning, behaviour and a positive attitude.

Strengths

In 2019 the school's external validation by the Department of Education rated the school as 'excelling' on all 14 of the School Excellence Framework elements and in 2020 every one of the 12 products and 12 practices in the 2018-2020 school plan was delivered. These achievements were underpinned by strategic capacity and capability building, leadership based on teams and collaborations, shifts in the quality of the work practice and the deep quality of high impact professional learning.

The school's impact and innovation in quality subject-based teaching, learning and leadership, student agency, exemplary personalised and expansive learning programs, capability driven curriculum and signature pedagogies, professional practice, leadership and work with strategic partners have all been recognised. Students at the school are given the opportunity (and are expected) to do their personal best through extensive and expansive curricular, co-curricular and extra-curricular programs, underpinned by the school's values, wellbeing initiatives, strength-based approaches and personal responsibility (using Choice Theory).

Our families and students

The school FOEI (family occupation and education index) for 2020 was 124, with 73% of students coming from families in the lowest 2 quartiles. This positions the school one standard deviation below the government school average - our students enter high school with more challenges than students from more advantaged backgrounds and over the last 5 years many of our families have become poorer and less well-educated.

Year 7 academic entry data (for the last 8 years) indicates that, in any calendar year, between 60 and 80 percent of students starting high school at the school are below the state average on grade and stage performance, as well as key measures of external performance.

School vision and context

School vision statement

School context

The attendance rate has been close to state average in the last 3 years and 64.1% of students attended above 90% of the time in 2020. This is above the state average, similar school average and local school groups. We have identified universal, targeted and intensive responses to meet National Disability guidelines to support students with health plans, with disabilities and with family circumstances to improve their attendance. It should be noted that a significant number of students told us and showed us that they "went backwards academically in 2020" and the *Tell Them from Me* data pointed to a lack of perseverance (with only 34% of students rating this highly for themselves). The school's Creativity Perception Assessment revealed that "risk taking" in learning is rated as a poor skill for the students.

The school's data sets show evidence of strong academic and socio-cultural platforms, that are enhanced by high quality relationships between staff and students. A strong, positive student culture is reflected in both the *Tell Them from Me* surveys where the school's results are above the state averages for secondary schools, and in the number of opportunities students have had to demonstrate engagement and pro-social behaviours beyond those of peers in other schools. The school will continue to focus projects, programs and partnering opportunities towards leading for high expectations and sustaining positive, innovative, responsive, inclusive and collaborative student, staff and community cultures.

Community consultation and engagement

The school has a Reconciliation Action Plan endorsed by Reconciliation Australia and a partnership agreement with the AECG (Aboriginal Education Consultative Group). The school's Situational Analysis (SA 2020-21) and external validation (2019) indicated that new personalised and targeted practices designed and delivered in the 2018-2020 school plan:

- engaged families through intensive, personalised consultation,
- engaged the community through targeted programs and
- increased the quality of the school's strategic partnerships with universities, professional and not-for-profit organisations.

Student, community, family and strategic partner engagement and consultation will continue to be a focus of our work and leadership practice.

New Strategic Improvement Priorities

From the Situational Analysis (SA) conducted in 2020, three new strategic directions have been identified. The school will use evidence-informed practice, high-quality leadership and professional learning, new cultural and work practices, community consultation and a relentless focus on learning progress to deliver:

- Student Growth and Attainment,

School vision and context

School vision statement

School context

- Student Agency and
- Next Practice

Student Growth and Attainment

The school meets the learning needs of students through deliberate universal, targeted and intensive strategies. There is evidence in the Situational Analysis (SA) that the school's decision in 2016 to build student capability and agency through personalised portfolios (*#MyLearningHub*), strong socio-cultural platforms, a capability driven curriculum and the use of student self-assessment and reporting have improved student engagement, growth and progress, and enabled some groups of students to take agency when their families could not.

The Situational Analysis (referred to as SA in the following paragraphs) showed that, over the last 10 years an average of 60-62% of students were seeking a university pathway, while 38-40% wanted vocational pathways into trades, traineeships and employment.

AtHSC 2020 the school average mark difference was +0.59 from the state average compared with -0.06 at the HSC in 2019. The school's success in reducing the number of students receiving the lowest Bands was a major success of the previous plan (17% in 2017 to 3% in 2020).

In addition, the ACARA capabilities and explicit teaching of literacy, numeracy, ICT and creative and critical thinking are now embedded in all learning programs, policies and practices. With our focus on "growth and progress", understanding and implementing learning progressions (using the ACARA literacy and numeracy progressions, ACARA capabilities and subject-based progressions) is a key priority for professional learning and learning design.

In this context, government plans to change the junior (Years 7-9) and senior curriculum (Years 10-12) pose both opportunities and risks that will be a major focus of the Strategic Improvement Plan (SIP) and of the targets set for further improving the subject-based grade distribution in both the junior and senior school.

The detailed evidence analysed in the school's Evidence Books (2020 and 2021) and the Situational Analysis (SA) showed that there is more value to this school and its community in tracking and reporting on individual, group and cohort progress through the school. The school was above average in key external growth measures including NAPLAN and VALID in 2019 and on internal measures in 2020 when there was no NAPLAN assessment. The school's results on external measures of subject-based performance demonstrate that our students perform better when their learning is focused on progress and new initiatives will continue to focus on increasing each student's academic learning trajectory, through the implementation of initiatives focused on learning progressions, new curriculum and improved classroom and work practice.

School vision and context

School vision statement

School context

Student Agency

As the Situational Analysis (SA) demonstrates the school was featured in the CESE (Centre for Educational Statistics) case studies for 'What Works Best' in 2020. The evidence demonstrated that, on all 8 of the "best practices" featured in the document, this school had evidence of exemplary practice including:

- the alignment of school assessment and agency using Outcomes Based Accountability,
- teacher and administrative staff assessment and agency using professional standards and high impact professional learning,
- and, critically, student assessment and agency where formative assessment is embedded in every lesson design and student personalised learning plans are adapted each assessment period..

The body of evidence and data (in the Situational Analysis, external validation and other evidence documents) showing the impact of the strategic design and delivery of initiatives to build "student agency" during the previous two school plans predicts the design of new practices in Strategic Direction 2 in learner agency and ownership, learning transfer, learner profiles, planning better learner pathways, new models of student attendance and engagement, and an extension of personalised learning to include goal setting and continued student self-reporting in each subject.

Next Practice

Extensive evidence tracking and higher order data-analytics are long-term cultural features of the school's work that will continue in the next Strategic Improvement Plan. In developing the Situational Analysis (SA) the school triangulated its data using seven sources of evidence, "Moments Theory" and emerging evidence of the importance of using new work practices to drive innovation.

Over the last 3 years the school has been recognised for its achievements and innovation with over 20 case studies, experiences hosting conferences and requests to have visitors to the school to learn from our work. The school's Professional Practice website provides links for professional sharing across schools in and beyond Australia. The school will continue to research, assess and initiate next practice design in leadership practice, cultural practice, classroom practice, work practice, professional learning practice, student learning practice, assessment practice and evidence practice. We will also establish new priorities for community consultation and evidence-informed decision making and practice.

Operational Priorities

The school's 2021 budget based on the RAM (Resource Allocation Model) is \$12,216,206. This will be supplemented by additional funding received for permanent beginning

School vision and context

School vision statement

School context

teachers, school-funded leave management and equity programs and in 2021 the COVID Intensive Learning Support Program.

As part of the Situational Analysis (SA), every aspect of the school's operational plan was evaluated and all milestones for 2020 were met despite the impact of COVID-19.

Every student at the school has access to an electronic learning device, the school's Google domain, Google classrooms and an electronic portfolio *#MyLearningHub*. The lessons from 2020 and COVID showed us how important it is for a school with 73% of students in the lowest Family Occupation and Education Index (FOEI) quartiles (see above) to ensure every student has access to learning using technology platforms and the capacity to use technology fluently in learning and assessment. After assessing the impact of COVID-19 on student learning and, with the introduction of online assessment for NAPLAN and other performance examinations, the school has moved from a BYOD (Bring Your Own Device) program to a school supported digital device program in Years 7 to 9; with BYOD continuing in Years 10-12. This will be an operational priority for 2021.

Strategic Direction 1: Student growth and attainment

Purpose

Building on the successful implementation of capability driven curriculum and signature pedagogies we will work towards achieving targets and increasing student learning trajectories in the content and capability benchmarks in each subject by initiating and delivering improvement and innovation in learning progressions, academic progress and achievement and classroom practice. (DoE Goals 3, 4 and 5) (Goal 2, Mparntwe Education Declaration, 2019)

Improvement measures

Target year: 2023

The percentage of students achieving expected growth in Numeracy approaches or meets the lower bound (67.8%)

Target year: 2023

The percentage of students achieving expected growth in Reading approaches or meets the lower bound (65.3%)

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands approaches or meets the school's lower bound system-negotiated target in Reading of 14.4% by 2022

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands approaches or meets the school's lower bound system-negotiated target in Numeracy of 13.6% by 2022

Target year: 2022

The percentage of students achieving Top 3 Bands in HSC approaches or meets the lower bound (45.4%)

Target year: 2023

Reduction in percentage of students achieving Bands 1 and 2 in HSC from baseline average measure (30.8%) to approach or meet the school's best historical data of

Initiatives

Learning Progressions

To improve student progress, growth and attainment in literacy, numeracy and other capabilities, we will initiate and deliver improvement and innovation in learning progressions by monitoring and evaluating the implementation of learning progressions within the school (APST 2.5.4). We will work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving, and critical and creative thinking (APST 3.3.4). We will lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs (APST 2.2.4). We will coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice (APST 5.4.4). This will be done by:

- explicitly teaching and evaluating student progress in literacy
- explicitly teaching and evaluating student progress in numeracy
- explicitly teaching and evaluating student progress in critical and creative thinking and other capabilities
- investigating and implementing subject specific learning progressions

Academic Progress and Achievement

We will support and facilitate student growth and performance in the senior school by advocating, participating in and leading universal, targeted and intensive strategies to support high-leverage professional learning opportunities for colleagues that focus on student learning (APST 6.4.4). We will lead initiatives to evaluate knowledge of content and teaching strategies (APST 2.1.4), sequenced into coherently organised learning and teaching programs (APST 2.2.4), which are reviewed using multiple sources of evidence (APST 3.6.4) in the light of curriculum, assessment and feedback requirements and practices (APST 2.3.4, 2.4.4). This will

Success criteria for this strategic direction

School Excellence Framework elements:

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF 1.1.1.3)
- 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. (SEF 1.3.2.3)
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF 1.3.3.3)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF 1.4.1.3)
- 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. (SEF 1.4.2.3)
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data (SEF 1.5.2.3)
- The school has identified what growth is expected for each student and students are achieving higher than

Strategic Direction 1: Student growth and attainment

Improvement measures

18.3%

Target year: 2023

The percentage of students achieving above expected growth from baseline in Reading, Writing, Mathematics and Science approaches or meets the nationwide norm from ACER-PAT and VALID data

Target year: 2024

At least 60% of staff will demonstrate they are better able to develop and deliver personalised and individualised strategies to improve student learning and progress using universal, targeted and intensive literacy and numeracy programs and subject learning tasks at Australian Professional Standards for Teachers at Highly Accomplished (APST 2.5.3).

Target year: 2023

The percentage of students achieving 'C' grades and above in ROSA and HSC school measures in each subject increases annually from the 2020 baseline.

Target year: 2023

100% of students reach minimum standards in all areas by the end of Year 10.

Target year: 2023

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

Initiatives

be done by:

- exploring and implementing new ways of raising student expectations, knowledge, skills and capacity
- working with subject teams and expert teachers to drive new ways of knowing, doing and being that will positively shift student progress and performance in RoSA and HSC

Classroom Practice

We will initiate and lead high impact professional learning to evaluate professional practice directed at improving professional knowledge and practice, and the educational outcomes of students (APST 6.3.4). We will lead and work collaboratively to explore evidence informed opportunities, and implement processes to improve each student's academic learning trajectory through the design and delivery of high-quality classroom practice strategies (APST 6.4.4) by

- improving learning design and delivery
- refining explicit classroom practice, observation and feedback
- embedding collaborative work practices that improve student outcomes

Success criteria for this strategic direction

expected growth on internal school progress and achievement data. (SEF 1.6.3.3)

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF 2.1.1.3)
- 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 (SEF 2.3.3.3)
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF 2.1.2.3)
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF 2.1.4.3)
- 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 has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF 2.3.1.3)

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF 2.4.3.3)
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF 2.4.4.3)

Evaluation plan for this strategic direction

The school will be using the not-for-profit industry standard evaluation and evidence tool - Results (Outcomes) Based Accountability.

Questions - How much did we do? How well did we do it? What impact have we made?

Planned Data Collection -

- How much have we done? - monitoring and review of expenditure, participation rates, professional learning designed and delivered at Australian Professional Standards for Teachers Highly Accomplished level, staff allocations, resources allocated to each initiative, records of meetings, events and activities.
- How well have we done it? - evaluating the quality and effectiveness of activities and programs delivered, implementation of new skills and knowledge as a result of professional learning. Measuring staff, student, parent, community and partner engagement and satisfaction, and measuring the results of perception surveys.
- What is the impact of our work? Progress towards and achievement of progress and improvement measures reflecting growth and attainment in

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

knowledge and skills, behaviour, attitudes and/or learning.

Analysis - we will provide evidence to answer the following questions:

- Data trends analysis - What is the story behind the curve?
- Have we made progress towards external and school identified improvement and progress measures? What evidence do we have?
- Have we demonstrated higher order work and learning practice against key benchmarks and criteria including the ACARA and syllabus benchmarks, APST and SEF criteria?

Implication - we will report and act on the evidence in each annual report and the evidence presented at external validation in August 2023

Strategic Direction 2: Student Agency

Purpose

Building on the successful delivery of personalised learning and expansive education we will create an innovative culture of student agency based on deep understandings and new practices in learning transfer, engagement and attendance with opportunities for each student to be known, valued and cared for in planning, progressing and evaluating their own learning journey towards becoming educated 19 year-olds and active citizens. (DoE Goals 2 and 6) (Goal 2, Mparntwe Education Declaration, 2019)

Improvement measures

Target year: 2022

Increase the proportion of students attending greater than 90% of the time to or over 68.2% by the end 2022

Target year: 2022

Increase the proportion of students reporting *Tell Them From Me* higher expectations to or over 76.7% by the end 2022.

Target year: 2023

There is evidence of increased participation, engagement and evidence of learning transfer between curricular, co-curricular and extra-curricular activities from 2019-2020 baseline data.

Target year: 2023

100% of students set and make progress towards and/or achieve personalised academic subject goals each semester.

Target year: 2023

100% of students in Year 10 to 12 have the opportunity to design a learning profile and portfolio based on their individual strengths and transition pathways.

Initiatives

Learning transfer, engagement and transitions

We will demonstrate and lead by example the development of productive and inclusive student experiences and environments and across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. (APST 4.1.4)

We will evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices. (APST 4.4..4)

We will take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. (APST 7.4.4)

We will use collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

These can be achieved by designing and delivering new policies, principles, practices and programs in:

- Engagement and attendance
- Learning Transfer
- Transitions

Student Learning Journeys

We will demonstrate exemplary practice, high expectations and lead colleagues to encourage students to pursue challenging goals through all aspects of their secondary journey with all students having the opportunity to develop personalised learning journeys (APST 3.1.4), with a focus on continued improvement through evaluating the effectiveness of expansive programs differentiated for the specific learning needs of students across the full range of abilities (APST 1.5.4).

Success criteria for this strategic direction

School Excellence Framework elements:

- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF 1.2.1.3)
- 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/carers. (SEF 1.2.3.3)
- Implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF 1.2.2.3)
- Student wellbeing 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. (SEF 1.3.2.3)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF 1.1.1.3)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF 1.1.1.3)
- 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. (SEF 1.1.2.3)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF 1.1.3.3)
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next

Strategic Direction 2: Student Agency

Initiatives

We will evaluate and revise personalised reporting and accountability mechanisms in the school to meet the needs of students on their individualised learning journeys and improve student outcomes and transitions (APST 5.5.4) by focusing on the design and delivery of new policies, principles, practices and programs in:

- Subject goals: working with students to identify, select, work towards and reflect on their progress towards personalised goals in each subject in each semester.
- Learner profiles and portfolios: designing and implementing new student learning portfolios based on learner profiles and the innovative collection and analysis of student data from a wide range of sources.
- Alternative forms of recognition: working with strategic partners, other schools and community partners to understand and apply research into alternative forms of recognition for use by students with employers and tertiary providers.

Success criteria for this strategic direction

steps and improvement measures, as well as relevant contextual and/or comparative data. (SEF 1.5.2.3)

- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. (SEF 2.2.2.3)

Evaluation plan for this strategic direction

The school will be using the not-for-profit industry standard evaluation and evidence tool - Results (Outcomes) Based Accountability.

Questions - How much did we do? How well did we do it? What impact have we made?

Planned Data Collection -

- How much have we done? - monitoring and review of expenditure, participation rates, professional learning designed and delivered at APST HA, staff allocations, resources allocated to each initiative, records of meetings, events and activities.
- How well have we done it? - evaluating the quality and effectiveness of activities and programs delivered, implementation of new skills and knowledge as a result of professional learning. Measuring staff, student, parent, community and partner engagement and satisfaction, and measuring the results of perception surveys.
- What is the impact of our work? Progress towards and achievement of progress and improvement measures reflecting growth and attainment in knowledge and skills, behaviour, attitudes and/or learning.

Analysis - we will provide evidence to answer the following questions:

Strategic Direction 2: Student Agency

Evaluation plan for this strategic direction

- Data trends analysis - What is the story behind the curve?
- Have we made progress towards external and school identified improvement and progress measures? What evidence do we have?
- Have we demonstrated higher order work and learning practice against key benchmarks and criteria including the ACARA and syllabus benchmarks, APST and SEF criteria?

Implication - we will report and act on the evidence in each annual report and the evidence presented at external validation in August 2023.

Strategic Direction 3: Next Practice

Purpose

Underpinned by our values and an embedded culture of innovation and creativity we will support "best practice" with high quality systems and operations; and create "next practice" that responds to emerging challenge and change. (DoE Goals 7,8,9 and 10)

Improvement measures

Target year: 2023

The school will continue to be rated on School Excellence Framework (SEF) self-analysis as excelling on 13 of the 14 elements in SEF Version 2 in 2021, 2022 and in the 8 elements at external validation in August 2023.

Target year: 2023

The school will deliver high quality practices in consultation with the Aboriginal Education Consultative Group (AECG), Aboriginal students and their families in implementing the Partnership Agreement and provide evidence to meet the "What will we see" criteria.

The school will provide evidence of the school's progress towards meeting the goals of the Reconciliation Action Plan.

Target year: 2023

The school will deliver evidence of high-quality practices as measured against the Department of Education Strategic Goals 7, 8, 9 and 10.

Target year: 2024

The school has evidence of measurable improvement and "Next Practice" in the strategic and operational leadership, work, teaching, learning, community consultation and collaborative practices used across the school and school-community to improve the quality of the learning culture and outcomes for students, staff and community.

Target year: 2024

Initiatives

Evidence Informed Culture and Practice

We will support the implementation of the school improvement plan. (APST 7.2.4) . We will explore the next practice opportunities for leadership, cultural growth and collaborations by creating professional learning opportunities, engaging in research (APST 6.2.4), taking a leadership role to support the involvement of colleagues in planning and delivering high impact professional learning opportunities (APST 6.1.4, 7.4.4) to improve work practices, ensure high quality systems and deliver improved student learning through evidence collection and analysis (APST 3.6.4) by

- building capacity, designing systems and on-demand tools in data collection, data analysis, data literacy and data ethics.
- leading and monitoring the evaluation of the School Improvement Plan and the implementation of the school and system priorities.

Community Next Practice

We will support the implementation of the school improvement plan. (APST 7.2.4) We will initiate and build on best practices in community consultation to implement contextually relevant next practice processes in engaging parents, carers and in the community in the implementation of educational, operational and broader priorities of the school (APST 3.7.4, APST 7.3.4). We will take a leadership role in professional and community networks, including the Aboriginal Education Consultative Group (AECG), and support colleagues in accessing professional learning opportunities (APST 7.4.4) by

- introducing innovative practices in community consultation, for the purpose of planning and implementing effective community engagement
- designing and delivering targeted strategies to ensure ongoing engagement with the Aboriginal community in meeting the criteria of the AECG partnership, the goals of RHHS Reconciliation Action

Success criteria for this strategic direction

School Excellence Framework elements: The school demonstrates and provides evidence for a rating of "excelling" on 13 of the 14 elements of the School Excellence Framework Version 2 using the self analysis tool in preparation for External Validation in August 2023.

The school has evidence of, and recognition for, best practice (improvement) and next practice (innovation).

Evaluation plan for this strategic direction

The school will be using the not-for-profit industry standard evaluation and evidence tool - Results (Outcomes) Based Accountability.

Questions - How much did we do? How well did we do it? What impact have we made?

Planned Data Collection -

- How much have we done? - monitoring and review of expenditure, participation rates, professional learning designed and delivered at APST HA, staff allocations, resources allocated to each initiative, records of meetings, events and activities.
- How well have we done it? - evaluating the quality and effectiveness of activities and programs delivered, implementation of new skills and knowledge as a result of professional learning. Measuring staff, student, parent, community and partner engagement and satisfaction, and measuring the results of perception surveys.
- What is the impact of our work? Progress towards and achievement of progress and improvement measures reflecting growth and attainment in knowledge and skills, behaviour, attitudes and/or learning.

Analysis - we will provide evidence to answer the following questions:

- Data trends analysis - What is the story behind the curve?

Strategic Direction 3: Next Practice

Improvement measures

The percentage of Professional Development Plan (PDP) goals achieved by teachers at Australian Professional Standard for Teachers (APST) highly accomplished (2019 39%) increases to 60%.

The percentage of PDP goals achieved by teachers at APST highly lead level (2019 25%) increases to 35%.

The percentage of PDP goals achieved by School Learning Support Officers (SLSO) and administration staff at "developing" increases to 60%.

The percentage of PDP goals achieved by SLSOs and administrative staff at "demonstrating" increases to 15%.

Target year: 2024

Staff, students and families have a deeper understanding and improved capacity in data literacy and data ethics supported by regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and staff colleagues (APST 3.6.4).

Initiatives

Plan and increased cultural competency.

Leadership, Culture, Collaborations and Practice

We will support the implementation of the school improvement plan. (APST 7.2.4). We will explore the next practice opportunities for leadership, cultural growth and collaborations by initiating collaborative relationships to expand professional learning opportunities, engaging in research (APST 6.2.4, APST 6.4.4), taking a leadership role in professional and community networks and supporting the involvement of colleagues in planning and delivering high impact professional learning opportunities (APST 7.4.4) to improve work practices, ensure high quality systems and deliver improved student learning by:

- leading and monitoring the design and delivery of the SIP, school and system priorities
- designing and delivering high impact professional learning and practice
- designing and delivering opportunities for all staff to achieve higher professional standards.
- designing and delivering innovative leadership, collaborations, connections, cultural habits and work practices within and beyond the school.

Evaluation plan for this strategic direction

- Have we made progress towards external and school identified improvement and progress measures? What evidence do we have?
- Have we demonstrated higher order work and learning practice against key benchmarks and criteria including the ACARA and syllabus benchmarks, APST and SEF criteria?

Implication - we will report and act on the evidence in each annual report and the evidence presented for external validation in August 2023.