

Strategic Improvement Plan 2021-2024

Inner Sydney High School 8913



School vision and context

School vision statement

Within a diverse, inner city community, Inner Sydney High School is a world class education facility where students are known, valued and cared for. Students and teachers, as agile, innovative and reflective learners will be supported by parents and key stakeholders to maximise potential for future success and wellbeing. Inner Sydney High School will be a centre of excellence for contemporary learning, providing high quality learning opportunities in flexible learning spaces for students and teachers to collaborate and thrive in a sustainable, stimulating environment.

School context

Throughout the 20th century this site offered public education to boys and girls from inner Sydney suburbs. Construction commenced in 2018 on this school site at Chalmers St and Cleveland St, Surry Hills to build a new NSW public co-educational high school.

Inner Sydney High School is a comprehensive, co-educational high school accommodating up to 1,200 students by 2025. The school opened with Year 7 students on Day One, Term One in 2020 and will continue to grow year by year with each Year 7 cohort. The school combines unique heritage buildings with a 14-storey high rise tower in the city centre, adjacent to parkland. The school's physical environment is a unique opportunity to drive the Inner Sydney High School's narrative on education in a contemporary learning environment, allowing students to embrace lifelong learning for future success and wellbeing. The educational model of this school is significantly different to the schools of the past with purpose built flexible learning spaces designed for collaboration, co-teaching, and project-based learning.

In 2019, consultation took place school between school staff and key stakeholders, including parents and students and successfully developed the school logo, school uniform and school colours. School staff worked with DoE, to establish school processes, systems and procedures which ensured the establishment and transition of the new school. Through innovative professional learning opportunities, newly recruited teachers and support staff explored the knowledge and skills required to take full advantage of the purpose-built flexible learning spaces. This provides the opportunity to be transformational in leading teachers and staff to adopting new ways of working and to thrive in this innovative, contemporary learning environment, beyond the educational precinct.

In 2020, the school opened for Year 7 students and occupied the three heritage buildings - Cleveland (Building 1), Chalmers (Building 2) and Belvoir (Building 3). Building school systems started with a collaborative approach where all students has the opportunity to provide into into wellbeing systems, including behaviour expectations and consequences, student recognition and leadership. Our House systems were established through another collaborative process, involving the P&C student and past students. The COVID pandemic resulted in the school moving to online learning within eight weeks of learning which was made easier with the use of one to one devices and the technology platforms already in use MS Teams and OneNote. Classes continued as normal online and parents received regular school updates via online presentations which included a live Q&A section.

In 2021, Building 4 (name to be confirmed) opened for Year 7 and Year 8 students with a great deal of excitement from students and staff. Additional staff have been employed to meet the demands of the growing school community. Systems and procedures continue to be refined and updated as staff scale up to the new learning spaces and are aligned with the educational model in place for iN_SYD.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to adopt high quality, personalised learning experiences to ensure student growth through continual formative practices and evidence informing teaching and learning. This continual evaluation of our formative practices will inform teaching and therefore maximise student growth and attainment holistically.

Improvement measures

Target year: 2024

- Number of students achieving top 2 bands in Literacy and Numeracy NAPLAN is achieved or exceeds targets based on comparative data from statistically similar schools.

Target year: 2024

- At the external validation the school is assessed as excelling in Formative Assessment, Effective Classroom Practice and Data Literacy.

Initiatives

Literacy and Numeracy

- Systematic evaluation of student data over time to inform teaching and assess implementation of improvement measures to target literacy and numeracy.
- Delivery of Professional Learning on the literacy and numeracy progressions to personalise learning and differentiate teaching for all students, as well as track practice and growth.
- Systematic, collaborative planning of programs is implemented with evidence-based teaching methods optimising learning progress for all students.

Formative Assessment

- Analysis of student progress and achievement data through implementation of continuous assessment model and common collaborative assessment.
- Delivery of Professional Learning on Data Literacy and Formative assessment and establishment of collaborative planning teams focused on the continued development of responsive feedback systems which ensure the development of each student.

Success criteria for this strategic direction

- A systematic evaluation plan is implemented based on a regular review of data sources to assess the effectiveness of initiatives being implemented and to track progress towards the improvement measures. Data studied will include NAPLAN, PLAN 2 data in Literacy and Numeracy, student work samples and teacher surveys.
- Sound understanding of data concepts is evident and is used to inform planning, identify interventions and modify checkpoints. (SEF: Data Skills and Use).
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria that supports improved student learning (SEF: Effective Classroom Practice).
- Assessment is used flexibly and responsively as an integral part of daily instruction. Formative assessment is practised expertly by teachers. (SEF: Formative Assessment).

Evaluation plan for this strategic direction

The school will use the following data sources to ensure the delivery of improved Literacy and Numeracy outcomes and analyse the effectiveness of initiatives in Formative assessment in the development of each student. These are:

- External Student performance measures (NAPLAN).
- PLAN 2.
- Common collaborative assessment structures.
- Checkpoint data.
- Student self assessment and peer assessment.
- Audit ICAS participation.
- Student Led Inspired Conference (SLIC) portfolio.

The evaluation plan will involve:

- Regularly review to assess achievement of

Evaluation plan for this strategic direction

improvement measure.

- Professional discussion and evaluation of the above in relation to the School Excellence Framework.

Strategic Direction 2: Innovation and inspired teaching and learning

Purpose

As a newly established school designed for contemporary learning, our purpose is to ensure teachers are enabled to deliver explicit, consistent and research-informed teaching based on innovation and high expectations. Teachers will reflectively adapt their practice through professional learning and data analysis to ensure the development of students who are lifelong learners who can successfully adapt, collaborate, critically reflect and transition as empowered, responsible global citizens.

Improvement measures

Target year: 2024

All staff have expert contemporary content knowledge and deploy a wide range of evidence based effective teaching strategies to plan for continuous student improvement.

Target year: 2024

The whole school community has built a culture of distributed instructional leadership to sustain a culture of evidence based teaching and ongoing improvement.

Initiatives

Contemporary Teaching Practices

- Delivery of Professional Learning in evidence-based, dynamic and engaging teaching strategies that optimise learning progress for all students.
- Development of collaborative Professional Learning Community and teams to facilitate whole school improvement and assess student wellbeing, progress and achievement.
- Implementation of Instructional Leadership program where areas for development are addressed and teachers are supported to trial innovative future-focused strategies.

Distributed Instructional Leadership

- Implementation of clear processes to build staff capacity and provide opportunities for development of leadership capabilities.
- All staff are encouraged to authentically collaborate in Professional Learning Community teams developing a culture of high expectations and ownership of initiatives.

Success criteria for this strategic direction

- Programs demonstrate that contemporary and evidence informed practices such as co-teaching, promotion of student voice, development of critical and creative thinking skills and meaningful use of technology rich spaces are embedded across all faculties.
- 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. (SEF: Professional Standards: Improvement of Practice).
- The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning. (SEF: School Resources: Facilities).
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. (SEF: Educational Leadership: Instructional Leadership).

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the initiatives in ensuring the delivery of innovation and inspired teaching and learning and culture of distributed instructional leadership to drive improvement. These are:

- Teacher survey as well as Teaching and learning programs.
- Audit of establishment of Professional Learning communities, leadership roles and development.
- Collaborative meeting notes and Assessment plans.
- Surveyed use of physical environment.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Review to assess achievement of improvement measure.
- Professional discussion and evaluation of the above in relation to the School Excellence Framework.

Strategic Direction 3: Authentic collaboration and connections

Purpose

Build a school wide learning culture with a clear focus on student engagement, connected learning and ongoing improvement. Authentic collaboration involving key stakeholders as partners in the learning journey will be evident across the school.

Improvement measures

Target year: 2024

The school has implemented an evidence based approach to whole school practices with 80% of students reporting High Expectations for Success, Advocacy and Sense of Belonging in Tell Them From Me surveys.

Target year: 2024

80% of students are attending school, on average, more than nine days per fortnight.

Initiatives

Embedded and explicit wellbeing systems

- School-wide collective responsibility for Wellbeing is established based on Positive Education principles.
- This is implemented in whole school structures, practices and processes.

Attendance and Engagement

- Organisation of wellbeing structures so that 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.
- Data informed identification of students with significant absences and wellbeing strategies implemented.
- Differentiation to ensure all students learning needs are met.

Community Partnerships In Learning

- Establishment of partnerships in Educational Precinct to provide deep learning authentic opportunities and increase student engagement.
- Provision of real world audience and experts to support high expectations and improved learning outcomes.

Success criteria for this strategic direction

The school will analyse the following data sources to analyse the effectiveness of these initiatives in achieving the improvement measures:

- Structured program of Wellbeing is implemented as part of whole school process.
- Student feedback will be an embedded process.
- Tell Them From Me (TTFM) survey will demonstrate stated percentage of students achieving High expectations in given areas.
- Scout data-Attendance will demonstrate improved attendance rate.
- Audit of Community partnerships, guest speakers and relationships will demonstrate these have been established and are utilised as an authentic element of school culture.

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the initiatives, ensuring the school creates authentic partnerships and connections with the community to support learning and positive wellbeing through explicit systems. These are:

- Teacher surveys.
- Wellbeing Policy and Scope and Sequence.
- School systems and organisation.
- Scout data.
- Audit of Learning Support and HPGE initiatives.
- Modification of Teaching & Learning programs.
- TTFM data.
- Audit the use of partnerships within Educational Precinct.

The evaluation plan will involve:

Strategic Direction 3: Authentic collaboration and connections

Evaluation plan for this strategic direction

- Regularly review to assess achievement of improvement measure.
- Professional discussion and evaluation of the above in relation to the School Excellence Framework.