

# Strategic Improvement Plan 2021-2025

## Armidale Secondary College 8915



**ARMIDALE**  
SECONDARY  
**COLLEGE**

# School vision and context

## School vision statement

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Our future, our learning.

Our community promotes creativity, collaboration and success for every learner through a safe, inclusive environment, and a personalised, relevant curriculum.

## School context

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In 2021, Armidale Secondary College began operations at a new, state-of-the-art campus in Armidale, NSW. The school's new facilities are the result of significant planning and consultation that were conducted over the three years prior and being operational in the new build symbolises a step forward for public education in the region.

Armidale Secondary College is a unique education facility. The school is partially selective (Years 7-10), has a comprehensive special education facility, and also shares the site with the Armidale Intensive English Centre. Armidale Secondary College enrolls a diverse student cohort and is a proud comprehensive, public educational facility catering for the needs of the full range of learners. Armidale Secondary College has a large enrolment of Aboriginal and Torres Strait Islander students, students who have English as an Additional Language/Dialect and students from refugee backgrounds.

As a result of a thorough situational analysis, the school has identified three critical areas for improvement which include the system-negotiated targets in addition to student voice and high-challenge, high-support teaching and learning strategies.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure students grow in their learning through explicit, consistent and evidenced-based teaching, we will evaluate the effectiveness and reflectively of teaching and learning programs and adapt practice through quality, targeted professional learning and use of data to inform practice.

## Improvement measures

### HSC achievement - top 3 bands

Achieve by year: 2023

#### HSC Top 3 Bands

The percentage of HSC students achieving in the top three bands is above the lower bound target of 59% (Baseline 51.7%).

### HSC achievement - top 2 bands

Achieve by year: 2023

#### HSC Top 2 Bands

The percentage of HSC students achieving in the top two bands is above the lower bound target of 30.2% (Baseline 24.2%).

### Reading growth

Achieve by year: 2023

#### Reading Growth

The number of students achieving growth on internal Reading data improves from the previous year.

### Aboriginal student HSC attainment

Achieve by year: 2023

#### Aboriginal HSC Attainment

The proportion of Aboriginal students achieving the HSC whilst maintaining their cultural identity is increased to the network target of 51% or more.

### Numeracy growth

## Initiatives

### Explicit Teaching and Learning

To Improve effective classroom practice in explicit strategies to grow student literacy and numeracy outcomes. We will:

- deliver professional learning in evidenced based literacy strategies including: Focus on Reading-Super Six Comprehension Strategies, Reading for Meaning Strategies and the Accelerated Reader package.
- deliver scheduled and sustained opportunities for teacher professional learning in how to effectively teach and embed additive thinking strategies into teaching and learning programs.
- progressively review the implementation and impact of evidence-based strategies through teaching and learning cycles.
- deliver professional learning in using data to inform practice in particular, Best Start, Check-In Assessment, NAPLAN and HSC RAP package, HSC Minimum Standards to develop learning goals for students and to inform planning, identify interventions and modify teaching practice.
- Increase professional learning, support and mentoring for inexperienced and beginning HSC teachers.
- develop and maintain professional learning communities to undertake Quality Teaching Rounds that focus on the way in which literacy and numeracy strategies are translated in explicit ways within the classroom.

### HSC Attainment

To develop a culturally safe learning environment that promotes high expectations of the whole school community, we work together to ensure continuity of learning, support and consistent processes to improve student HSC attainment. We will:

- develop and adjust the student subject selection process led by the Learning and Engagement Centre

## Success criteria for this strategic direction

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 and learning strategies. Effective methods are identified, promoted and modelled, and student's learning improvement is monitored demonstrating growth.

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 data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

There is a 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.

## Evaluation plan for this strategic direction

**In order to reflect on the effectiveness of the strategic directions, an evaluative process (QDAI) has been utilised.**

- Question: In what ways and to what extent has explicit teaching and learning improved student outcomes in literacy and numeracy?
- Question: In what ways and to what extent has the development of a culturally safe, high expectations culture enhanced student sense of belonging, engagement in learning and attendance levels?
- Is there evidence in all faculty programs of explicit

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Achieve by year: 2023

### **Numeracy Growth**

The number of students achieving growth on internal Numeracy data improves from the previous year.

## Initiatives

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Team.

- provide individualised, targeted support for Aboriginal and Torres Strait Islander students to achieve NAPLAN growth in response to both external and school-based data.
- provide individualised, targeted support for Aboriginal students through establishment and sustaining effective and culturally informed Personalised Learning Pathways Plans (PLPs) using SMART goals, Careers Hub.
- establish and sustain supportive processes and procedures for improving student attendance and engagement using the wellbeing framework, CREW, community education program, positive rewards, professional learning.
- introduction of, professional and community learning on technology tools to support attendance and engagement procedures and data analysis (School Bytes, Canvas, Sentral, Scout)

## Evaluation plan for this strategic direction

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teaching of literacy and numeracy strategies?

- Is there a whole school reading culture through CREW and Accelerated Reader?
- Are all Stage 4 classes engaged in the Accelerated Reader program?
- Data and analysis: This strategic direction will be evaluated through staff surveys and TTFM data, Teaching and Learning programs and classroom observations through the PDP process, external student performance measures (STAR, NAPLAN, Best Start, HSC RAP). This data will be analysed to determine the extent to which initiatives are being taken up and improvement measures met.
- Implications: Future directions and next steps will be developed from this data analysis.

# Strategic Direction 2: High Challenge, High Support Teaching and Learning

## Purpose

To develop a culture of high expectations where all learners are supported to engage in their learning and access the curriculum to achieve their best, we will build a model of high challenge, high support teaching and learning.

## Improvement measures

### Curriculum and Policy Monitoring of differentiation

Achieve by year: 2025

### Differentiation

In 2025 the school will be self assessed as Excelling in the theme of Differentiation against the Schools Excellence Framework.

### High Expectations

Achieve by year: 2025

### High Expectations

Tell them From Me results in student perception regarding levels of instructional challenge in the high skill/ high challenge is above 51%. (Baseline 49%)

Tell Them From Me results in Aboriginal students response to "My teachers have a good understanding of my culture" increases in the agree (beyond 28%) and strongly agree (beyond 12%) levels.

## Initiatives

### High Support Initiatives

To ensure that all students are supported to access the curriculum to achieve their best with high expectations of success from themselves, their teachers and the community we will:

- deliver professional learning for staff in effective differentiation of teaching and learning to meet the needs of students of differing abilities and equity groups
- develop and refine systems to support collaboration in the development and use of data informed student learning profiles
- support collaborative practices to develop high-support teaching and learning programs and resources, which consistently reflect differentiated activities to meet student needs
- explore and implement student grouping and school structures to increase support
- refine school processes to support the implementation of the DoE High Potential and Gifted Education policy
- support collaboration in teaching, learning and leading between and among staff of Armidale Secondary College and experts or specialists in EAL/D, Aboriginal Engagement, Behaviour, Special Education, High Potential and Gifted Education
- review student learning and management systems and implement systems to support and celebrate student success.

### Assessment and Reporting Initiatives

To develop a culture of high expectation where student success is promoted and celebrated we will:

- upskill staff in the use of the Quality Teaching Model and its relation to assessment
- review current assessment practices across the school using the Quality Teaching Model to code formal and informal assessment

## Success criteria for this strategic direction

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.

There is 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.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

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.

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.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

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.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

## Strategic Direction 2: High Challenge, High Support Teaching and Learning

### Initiatives

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- capture data from students, parents and community about our reporting practices and how to improve them
- regularly use this data to inform improved teaching and learning practices
- explore in collaboration with the local Aboriginal Education Consultative Group, Aboriginal and Torres Strait Islander families and school staff ways of reporting cultural learning across the school
- implement improved digital learning and student management systems to enhance effective feedback and timely reporting to students and families on student learning, growth and progress and wellbeing
- publicly celebrate student success

### Curriculum and Policy Monitoring

To support high expectation, high impact teaching and learning for improved student outcomes we will:

- develop and refine a BYOD policy that informs staff PL and the direction of technology use within the curriculum.
- develop structures and practices to support greater individualised learning for a diverse group of students
- review KLA systems, accountability processes, teaching and learning programs and student results with a lens for improvement using, the curriculum monitoring framework and student and community forums

### Success criteria for this strategic direction

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The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

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.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

### Evaluation plan for this strategic direction

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**In order to reflect on the effectiveness of the strategic directions, an evaluative process (QDAI) has been utilised.**

### Evaluation plan for this strategic direction

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- **Question:**
- Has staff capacity in the areas of differentiation, assessment and reporting improved?
- Is there evidence in all faculty programs of authentic differentiation?
- Is there evidence in an increase in staff collaboration to plan for teaching and learning?
- Is there an increase in student accessibility to and engagement with the curriculum?
- Are staff consistent in their adoption of these initiatives?
- Do parents and community understand and engage with student learning, assessment and reporting?
- **Data and analysis:** This strategic direction will be evaluated through staff surveys, community feedback (reporting) and teaching and learning programs, assessment tasks, CCVs and qualitative sources. . This data will be analysed to to determine the extent to which initiatives are being taken up and improvement measures met.
- **Implications:** Future directions and next steps will be developed from this data analysis.



# Strategic Direction 3: Student Voice

## Purpose

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To develop successful learners who are confident, creative, active and engaged citizens, we will provide students the opportunity to actively participate in decision making at school that authentically shapes their educational experience.

## Improvement measures

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### Wellbeing

Achieve by year: 2023

### Wellbeing

Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 70%.

### Attendance >90%

Achieve by year: 2023

### Attendance

The percentage of students attending more than 90% of the time increases to towards the first negotiated target of 66.7% (Baseline 65.5%)

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## Initiatives

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### Student Direction in Learning

To improve the level of student voice and self direction in learning we will:

Build student skills to set goals, act on feedback and reflect on their own learning progress through Crew and in class activities.

Provide opportunity for student self directed learning and learning autonomy through project based learning .

### Student self regulation and governance

To foster a safe and secure learning environment where students can become active and informed citizens we will:

Seek student voice to reinvigorate Positive Behaviour for Learning.

Develop a system of student governance to increase leadership opportunities for a broader group of students

Provide professional learning opportunities for staff to increase knowledge of neuro sequential educational models and trauma informed practice to support student learning and engagement.

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## Success criteria for this strategic direction

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The school is organised 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.

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.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

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. Reporting on school performance is based on valid and reliable data and analysis.

## Evaluation plan for this strategic direction

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**In order to reflect on the effectiveness of the strategic directions, an evaluative process (QDAI) has been utilised.**

**Question:** Have students had influence over decisions affecting them, their learning and interests? Have students had choice about their learning? Have students had genuine opportunities to collaborate with other students and adults in meaningful ways?

**Data:** Teaching programs, CCVs, TTFM survey data, student focus groups

**Analysis:** Analysis of the data to ascertain the extent to which the purpose has been achieved.



## Evaluation plan for this strategic direction

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**Implications:** Where to from here? What are the next steps and future directions?