

# Strategic Improvement Plan 2022-2026

## Cowra High School 8148



# School vision and context

## School vision statement

Through quality teaching, Cowra High School seeks to prepare students to fulfil their potential and pursue excellence.

We value culture and positive self-worth to empower students to lead purposeful lives, contributing to local and global communities to succeed in a dynamic world.

We provide a holistic and inclusive education for all learners, fostering resilience and creating curious, confident, respectful and responsible life-long learners.

## School context

Cowra High School has a current enrolment of 480 students, including 25% Aboriginal and Torres Strait Islander students. It is a comprehensive school located on the ancestral lands of the Wiradjuri people in the Central West of NSW. As a school, we recognise the unique ongoing spiritual connection of the Wiradjuri people to this land and their rich contribution to this region.

The school embodies high expectations of respect and responsibility through encouraging each individual to reach their potential. Students pursue excellence through engagement in academic, sporting, cultural and creative and performing arts. Broad subject choice ensures students are able to reach their potential and achieve individual success. Staff encourage students to be confident and resilient by developing skills to become contributing members of society as life-long learners and critical and creative thinkers.

What makes us unique and proud is our school rural location and community composition. We embrace a variety of cultures and celebrate this in all we do. We foster this inclusivity through our ties to our national history, Camden exchange program and participation in community events. In addition, the sharing of culture of our First Australians is embedded in everyday life at Cowra High School. This ensures every student will receive the opportunity and experience they need to achieve ambitious outcomes and reach their potential.

The school has a Support Unit of 5 classes, supporting students with mild and moderate intellectual difficulties, autism and challenging behaviours. The school prides itself on the scope of curriculum delivered to students ensuring they are known, valued and cared for.

High level areas for improvement and further development have been established in an authentic situational analysis in consultation with Cowra High School students, Student Leadership Council, Aboriginal Education Consultative Group, Aboriginal families, Parents and Citizens, Parent / Student Focus Groups, teaching and non teaching staff.

Through the completion of the situational analysis, the school identified the following areas for development:

- Analysis of internal and external data highlights a need for improvements in teacher classroom practice including explicit and targeted teaching to extend and challenge all learners to meet their academic potential.
- To improve teacher reflective practice and increase focus on high quality teaching, assessment and feedback to improve student performance
- To increase personalised and differentiated learning to ensure students are engaged, motivated and connected to learning

# Strategic Direction 1: Student growth and attainment

## Purpose

Analysis of internal and external data highlights a need to further embed explicit teaching and differentiated instruction to extend and challenge all learners to meet their academic potential in Reading and Numeracy.

## Improvement measures

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Improve the school result compared to the SSSG and state of Year 7 to 9 students from 2023 to 2024 in the Numeracy Check-In assessment

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Improve the school result compared to the SSSG and state of Year 7 to 9 students annually in the Reading Check-in assessment

## Initiatives

### Reading and Numeracy

Improve effective classroom practice through a focus on High Impact Professional Learning, explicit teaching practice, HPGE and differentiation, teacher collaboration, formative and summative assessment.

- Reading and Numeracy professional learning and teaching practice is informed by research such as What Works Best and Vivane Robinson.
- Targeted Intervention for identified students inclusive of High Potential and Gifted students.
- Implementation of effective reading and numeracy strategies to ensure differentiation occurs and meets the needs of every student aligned to all syllabus documents.
- Teachers collaborate within and across faculties to share evidence-based reading and numeracy practice to build knowledge and consistency.
- Ensure consistent explicit teacher practice and routines are observable across the whole school and in each classroom.
- Embed the use of formative assessment data collection and feedback and reflection on teaching effectiveness.
- Develop professional capacity for analysis of NAPLAN, HSC and minimum standard data to identify and monitor improvement measures, targeting areas as needed.

### HPGE

Improve effective classroom practice through a focus on High Impact Professional Learning, explicit teaching practice, teacher collaboration, and the use of formative and summative assessment.

- Teachers to engage in a continuous cycle of Professional Learning led by the HPGE Team
- Professional learning is aligned to the strategic directions, initiatives and improvement measures
- Professional learning will include observation,

## Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

The school identifies expected growth for each student. Students are achieving at or above expected growth on internal school progress and achievement data, including students identified as having potential in the Intellectual domain of HPGE..

There are consistent and effective school wide processes to accurately monitor, plan and report on student learning.

Teachers demonstrate a high level of skill in planning and delivering explicit teaching methods to engage students and improve student performance.

Teaching and learning programs are dynamic and show evidence of revision based on reflective teacher practice and student achievement.

## Evaluation plan for this strategic direction

In evaluating the success of this strategic direction the focus will be on the following questions:

- what did we do?
- how well did we do it?
- what outcomes did we achieve?

Cowra High School will use data from the following sources to assist in evaluating the success of this strategic direction:

- internal student performance data
- external student performance data
- differentiated teaching and learning programs
- annotated student work samples
- pre and post assessments
- lesson observations and peer observations

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- coaching and mentoring, co-planning and co-teaching to improve teaching practice in every classroom
  - Leaders and teachers will develop a shared understanding of key priorities for student growth and attainment for students identified as high potential and commit to being accountable for delivering improvement
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## Evaluation plan for this strategic direction

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- staff evaluations from professional learning.
- Formative assessment tasks

Future implications from the analysis will be integrated into next steps in the school plan.

## Strategic Direction 2: High expectations for learning

### Purpose

To further improve teacher reflective practice and increase focus on high quality teaching, assessment and feedback to improve student performance.

### Improvement measures

#### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

The percentage of students achieving in the top 2 bands of the HSC will increase by 3% in 2027.

#### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

The percentage of ATSI students achieving the HSC will increase by 5% in 2027.

#### VALID

Achieve by year: 2026

The percentage of students achieving at or above expected growth in Year 10 VALID (Science) will increase by 2% from the 2022 baseline.

### Initiatives

#### HSC Band Achievement

Improve effective classroom practice through a focus on High Impact Professional Learning for Stage 6 teachers, data analysis, student feedback and explicit teaching.

- Professional learning and teaching practice is informed by research and teachers engage in a continuous cycle of professional learning inclusive of reflective practice.
- Regular analysis of student data and impact of teacher practice to inform the focus of evidence based explicit teaching.
- Ongoing reflection of stage 6 strategies using summative and formative assessment work samples to annotate and evaluate effectiveness of their teacher practice and effective feedback to students.

#### Transitions and School Network Partnerships (Young Scientists Program)

To be updated from Courtney and Megan's info.

*We will need to add something in here to allow this to be inter-changeable with activities)*

### Success criteria for this strategic direction

Teachers demonstrate expertise in formative and summative assessment practices.

Teachers regularly collect, analyse and use assessment data that monitors achievements and identifies gaps in learning to inform planning and teaching practice for particular student groups and individual students.

Students demonstrate their understanding of how to improve work based on effective feedback.

Teachers demonstrate high quality skills in explicit teaching and differentiation including adjustments to learning tasks to support all students inclusive of high potential and gifted students.

Middle Leadership demonstrate adaptive leadership, driving effective collaborative processes to support and improve teacher practice.

Teachers collaborate to share knowledge, data and impact of teaching practices on student progress and achievement.

### Evaluation plan for this strategic direction

In evaluating the success of this strategic direction the focus will be on the following questions:

- what did we do?
- how well did we do it?
- what outcomes did we achieve?

Cowra High School will use data from the following sources to assist in evaluating the success of this strategic direction:

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## Strategic Direction 2: High expectations for learning

### Evaluation plan for this strategic direction

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- pre and post assessments
- a range of formative assessments including exit slips
- assessment schedules and tasks
- marking rubrics / criteria
- lesson observations including peer observations
- staff evaluations from professional learning

Future implications from the analysis will be integrated into next steps in the school plan.

## Strategic Direction 3: Positive school culture and future pathways

### Purpose

To increase personalised and differentiated learning to ensure students are engaged, and motivated to attend and succeed within and beyond school.

### Improvement measures

#### Wellbeing

Achieve by year: 2026

The percentage of students reporting positive wellbeing (Tell Them From Me) will increase for all students when compared to the previous year.

#### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The average attendance rate will improve from 74.4% to 75.7% by 2027 with an uplift of 1.3%.

### Initiatives

#### PBL High Expectations and Wellbeing Support

Implementation of evidence based approaches to support student Wellbeing and Behaviour

- establish a culture of student voice and advocacy informing next steps to ensure school-based processes are meeting student wellbeing needs
- embed highly engaging curriculum delivery across all faculties through the performance and development framework that underpins a whole-school culture of high expectations
- situational analysis of current PBL processes with data to inform improving tasks and activities to assist student self-regulation

#### Whole School Focus on Attendance

Implementation of evidence based approaches to support student attendance

- establish staff and community understanding of the four domains of attendance: student family, community and school factors where support is required, and ensure community understand the importance of regular school attendance and support students to arrive at school consistently
- universal support strategies to address non attendance implemented across the school
- embed intensive interventions or specialized support to help individual students address their barriers to attendance, including establishing culturally aware mentor programs to support attendance and retention

### Success criteria for this strategic direction

Students are supported to fulfil their potential.

Evidence informed strategies lead to improvements in engagement and wellbeing of students.

Positive and respectful relationships provide the environment for student learning to flourish.

Collaboration with the community, leads to successful transitions, continuity of learning for students, and school to work pathways.

Evidence based changes to whole school practices result in measurable improvements in wellbeing, including attendance.

### Evaluation plan for this strategic direction

In evaluating the success of this strategic direction the focus will be on the following questions:

- what did we do?
- how well did we do it?
- what outcomes did we achieve?

Cowra High School will use data from the following sources to assist in evaluating the success of this strategic direction:

- internal and external student performance data
- internal student attendance and wellbeing data
- external attendance and wellbeing data including Tell Them from Me (TTFM)
- differentiated teaching and learning programs
- student work samples
- staff and student surveys
- community feedback

Future implications from the analysis will be integrated into next steps in the school plan.