

Strategic Improvement Plan 2022-2026

Finley High School 8360



School vision and context

School vision statement

Finley High School is committed to the pursuit of excellence. Teachers, parents and the community work together to ensure the school culture is focused on learning, the building of educational aspiration and ongoing improvement. We foster a sense of belonging and positive wellbeing for all, where students are respectful, responsible learners achieving excellence together.

School context

Finley High School is a comprehensive rural high school, catering for the educational needs of students in four towns: Finley, Tocumwal, Jerilderie, Berrigan and their surrounding districts. It is situated on the land of the Yorta Yorta people who are the traditional custodians. The student population of 350 has been slowly decreasing over the last four years as farming becomes more corporate and the last drought and water concerns impact on the Agriculture sector. The school is very supportive of our Aboriginal students; 6% of all students identify as having an Aboriginal background and are supported by an Aboriginal coordinator.

The situational analysis undertaken by the school highlights the strong results achieved by students across a range of external assessments including NAPLAN and the HSC. Post school options have been highly successful with many of our students being accepted into tertiary institutions or post school employment. There will be a focus on professional learning around deep analysis and the use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

We offer a first class Agriculture program which is celebrated throughout Victoria and southern NSW. Sport has always been popular at FHS and we have had many students and teams achieve success at the regional and state level. Our creative and performing arts programs continue to grow and achieve success; our annual MADDD night celebrates individual and group performances.

The Parents and Citizen's Association work closely with the principal to improve facilities and opportunities for the students at the school and a local AECG works in partnership with the school to support the continuous development of positive outcomes for indigenous students across the school community.

Student leadership continues to grow with a very active Student Representative Council leading initiatives in the school for the student body. Student wellbeing is a major focus, with the school employing a Head Teacher Wellbeing from school funds, as well as a School Chaplain and a Student Support Officer who work together to develop the social skills and wellbeing of students at the school through a variety of local and regional initiatives and programs.

Innovative programs in the school have been implemented to support students to achieve their personal best and develop independent learning skills, including the engagement of a Head Teacher Literacy and Learning from school funds. Whilst we continue to foster and develop strong relationships with our local primary schools, we have 3 Support Unit classes and the students are mainstreamed for all their learning with the support of special education teachers and SLSO's.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth and attainment, teachers will be supported to embed evidence based teaching strategies to enable the explicit teaching of literacy and numeracy across the school.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 8 compared with Year 7 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 8 for 2023 compared with Year 7 in 2022.

HSC achievement - top 3 bands

Achieve by year: 2023

The percentage of HSC course results in the top three bands will increase by 5%.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 20%

Initiatives

Explicit Teaching of Literacy

Teachers will undertake high impact professional learning to support student growth in literacy. This will be focused on the explicit teaching of literacy across all key learning areas.

Explicit Teaching of Numeracy

Teachers will undertake high impact professional learning to support student growth in numeracy. This will ensure consistency in the explicit teaching of numeracy across all key learning areas.

Success criteria for this strategic direction

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 (*Teaching - Professional Standards - Excelling*)

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 (*Teaching - Effective Classroom Practice - Explicit Teaching*)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- HSC Data
- Check in Assessment data
- Scout - Value added data
- QTR
- Lesson observation feedback
- Student work samples
- Student PLPs
- Student profiles

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Strategic Direction 2: Quality teaching and learning

Purpose

Our shared purpose is to refine teachers' practices to ensure there is a consistent, collaborative and whole school approach to student learning to address the needs of all.

Improvement measures

Quality Teaching Rounds

Achieve by year: 2026

100% of teachers actively participating in Quality Teaching Rounds with an emphasis on identified elements.

Assessment

Achieve by year: 2026

100% of teachers utilise learning intentions and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students.

Initiatives

Effective Classroom Practice

High impact professional learning in evidence-based teaching practices will be implemented across the school to build teacher capacity to deliver high quality teaching and learning programs

Success criteria for this strategic direction

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. (*Learning-Assessment -Summative Assessment*)

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

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results (*Teaching - Learning and Development - Excelling*)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- NESA Schools Online data
- Student work samples & Internal Assessment Data
- Literacy and numeracy internal assessment data
- Student focus groups
- SEF SaS
- Classroom observations

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 2: Quality teaching and learning

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive Leadership Team and whole staff reflective sessions.

Strategic Direction 3: Successful Learning Culture

Purpose

Our purpose is to ensure that the school culture is strongly focused on the learning and the building of ongoing improvement for all students, supported by parents and staff. To develop and embed these practices we will implement strategies and systems to work effectively with all stakeholders in the school to support students whose continuity of learning is at risk.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending more than 90% of the time by 5%.

Wellbeing

Achieve by year: 2023

Increase the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School will increase by a 4%.

Initiatives

A culture of high expectations

Through the planned and collaborative development of clear and consistent routines and expectations for success, all members of the school community will have an active role in supporting student achievement, attendance, wellbeing and strengthening community partnerships.

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. (*Learning - Learning Culture - High Expectations*)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (*Learning - Learning Culture - Attendance*)

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (*Learning - Wellbeing*)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Internal assessment data
- NAPLAN and HSC data
- Attendance data
- Suspension data
- Student and staff surveys
- Assessment completion rates
- Tell Them from Me survey
- People Matters Survey
- Teacher observation
- Post-school Destination Data

The evaluation plan will involve:

- Regular review of these data sources to provide

Strategic Direction 3: Successful Learning Culture

Evaluation plan for this strategic direction

clarity around whether the school is on track for achieving the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive Leadership Team and whole staff reflective sessions.