

Strategic Improvement Plan 2022-2026

The Forest High School 8372



School vision and context

School vision statement

At The Forest High School, we strive to provide opportunities for students to be challenged to engage in school and community life now and into the future. We are committed to ensuring that every student, every year is improving and progressing. We have high expectations of our staff and students and we continually strive to improve ourselves and our work so that all students can acquire the knowledge, skills and character needed to live happy, healthy and successful lives.

School context

The Forest High School is a co-educational, comprehensive secondary school for Years 7 to 12 students with a unit of three special education classes catering for the learning needs of students with autism. The school is located in Northern Metropolitan Sydney's Northern Beaches area. Our school community is culturally and linguistically diverse. Approximately 20% of students are from an EAL/D (English an additional language or dialect) background. 2.2% of all students identify as having Aboriginal background, with some of the students coming from rural and remote areas of NSW. Students participate in a wide range of curricular and extra-curricular learning experiences focusing on academic improvement and excellence across a range of academic, cultural, sporting and vocational pursuits.

The school's staffing entitlement in 2023 was 58 teaching staff and 12 non-teaching staff. The school also employs a Head Teacher Secondary Studies and a Head Teacher Wellbeing. The majority of our executive staff have been at the school for more than five years. There is a small turnover of staff each year due to retirements, transfers and promotions.

The school is strongly supported by its community, with an active Parent and Community (P&C) Committee.

The majority of the school's equity funding will be used to support initiatives developed in the School Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school is committed to continually improving and embedding quality teaching practices with professional learning being a key strategy for achieving this objective. A key feature of our strategic improvement plan is explicit teaching.

Why do we exist?

As a comprehensive public high school we celebrate diversity in our student body, and acknowledge the importance of seeing students from a whole child perspective. We value the role of secondary education in preparing students for their futures as skilled citizens of the world.

What do we believe about students and their learning?

We believe that all students can learn, and can love learning. In a diverse student population, achieving to their fullest potential can be gained through developing individualized high expectations of each student. We also acknowledge that the best student learning outcomes are achieved through being supported in a strong community setting with focus on student wellbeing as a priority.

What do we believe about staff?

Our staff are collaborative workers who achieve their best in their professions through a sense of trust, community and with visible and visionary leadership. Our staff are

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passionate, dedicated and motivated by both engagement with their subject areas and care for the students. Our teachers are lifelong learners, growing their pedagogical knowledge and practice to contribute to our school community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student is engaged, challenged and encouraged to learn in every classroom. By creating a school culture of aspirational learning, students are empowered to achieve sustained and long term growth.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the percentage of students achieving in the middle and upper group for Reading in Check in

Numeracy growth

Achieve by year: 2023

Increase the percentage of students achieving in the middle and upper group for Numeracy in Check in

HSC achievement - top 3 bands

Achieve by year: 2023

- An increase in the percentage of students achieving in the top 3 bands in 2023 compared with 2022

Achieve by year: 2024

- Lift of 6% of EAL/D students achieving in the top three bands in HSC English as an Additional Language/Dialect.
- The literacy and numeracy goals as set in PLPs are met by all Aboriginal students.

Initiatives

Raising the Bands - Stage 6

Through building a culture of high expectations, teachers know and use student data to build quality teaching and learning programs to lift the performance of students. Data is used to inform and develop aspirational learning goals driving student growth. **Learn** - Develop thorough teacher understanding and capacity for analysis of HSC data to identify improvement measures and target areas as required. Professional Learning (PL) on effective differentiation strategies to build all teachers knowledge and capacity to support the diverse range of students to achieve their best.

Do - All teachers collaborate on their practice and reflect on their effectiveness with focus on formative assessment and student feedback. All teachers build a culture of high expectations in their classroom through differentiation of the curriculum to challenge and engage students.

Reflect - The school regularly monitors a range of indicators to gauge the impact of its plan and to inform changes.

Literacy and Numeracy

A whole school approach to explicit teaching of literacy and numeracy across curriculum areas to support student learning across a full range of abilities.

Learn - Develop teachers understanding so that they can explicitly teach literacy and numeracy across the school, addressing individual student needs. Teachers learn to analyse and interpret data to inform the planning and modify learning.

Do - All teachers are explicitly teaching literacy and numeracy to all students. Literacy and numeracy groups are formed for targeted intervention. Sharing expertise across faculty areas to bring about a consistent whole school approach.

Reflect - The school regularly monitors a range of indicators to gauge the impact of its plan and to inform changes.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

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.

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.

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.

Evaluation plan for this strategic direction

Questions: Are effective evidence-based teaching methods used to improve student literacy and numeracy and their achievement in the HSC? What is the impact of increasing teachers' ability to analyse data, collaborate and reflect on practice on student performance?

Data: A combination of multiple data sources will be collected, analysed and regularly reviewed by teachers, leaders and project teams.

Analysis: Regular review of data for analysis, reflection and reporting. Collegial discussion and collaboration by teachers, leaders and project teams to assess the extent to which the purpose and improvement measures have been achieved.

Implications: Whole school data will show the level of student growth and achievement attained that will inform

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

future school planning to ensure continuous improvement in teaching practice and a school culture of high expectations.

Strategic Direction 2: Quality Teaching Practices

Purpose

A consistent whole school approach to explicit teaching through teacher collaboration building a culture of high expectations, greater student engagement and performance.

Improvement measures

Achieve by year: 2024

- Canvas is consistently utilised by 100% of teachers as the whole school online learning platform

Achieve by year: 2024

- All new staff and Early Career Teachers participate in Sharing of Practice program.

Initiatives

Sharing of Practice

Improve Sharing of Practice through focus on dialogue, collaboration, classroom observation and practice across the school.

Learn - A deep understanding of explicit teaching practices. Teachers and leaders are taught the skills that support meaningful collaboration.

Do - Teachers work collaboratively in groups by engaging in Sharing of Practice. Teachers and leaders participate in Sharing of Practice to promote deeper understanding of explicit teaching which become recognisable and measurable in classrooms and on Canvas.

Reflect - The school regularly monitors a range of indicators to gauge the impact of its plan and to inform changes.

Effective Classroom Practice

This initiative aims to support teachers to work collaboratively, effectively teach online and provide meaningful assessment and feedback to students.

Learn: How to use Canvas effectively to support student learning. Embed explicit teaching into lesson content and assessments on Canvas platform. Develop universally designed teaching and learning programs to support all students.

Do: Mentoring for teachers in all faculties through appointed staff to support the implementation and maintenance of Canvas courses across all stages. Students and parents access Canvas to engage in curriculum content and assessments promoting sustained involvement in learning. Effective analysis of student data helps teachers identify areas where students' learning needs may require additional attention, support and development.

Reflect: The school regularly monitors a range of

Success criteria for this strategic direction

Sharing of Practice

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 and leaders.

Teaching staff demonstrate and share their explicit teaching expertise within our school. Whole school relationships provide mentoring and coaching support to ensure the ongoing development and growth of all teachers.

Effective Classroom Practice

A whole school approach ensures the use of effective explicit teaching methods to optimise learning progress for all students.

Teaching and learning programs are systematically planned showing evidence of revisions based on feedback, student progress and achievement.

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.

Teaching and learning programs and assessments across the school show evidence that they are universally designed to address individual student needs.

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Evaluation plan for this strategic direction

Questions: To what extent does teacher participation in the Sharing of Practice process and use of CANVAS, improve explicit teaching in the classroom and student learning outcomes?

Strategic Direction 2: Quality Teaching Practices

Initiatives

indicators to gauge the impact of its plan and to inform changes.

Evaluation plan for this strategic direction

Data: A combination of multiple data sources will be collected, analysed, and regularly reviewed by teachers, leaders and project teams.

Analysis: Regular review of data for analysis, reflection and reporting. Collegial discussion and collaboration by teachers, leaders and project teams to assess the extent to which the purpose and improvement measures have been achieved.

Implications: The findings of the analysis will inform future actions to ensure practice is embedded into the school culture and sustained over time.

Strategic Direction 3: Learning and Wellbeing Support

Purpose

Our purpose is to ensure a shared community responsibility where school, families and support services work together to achieve a sense of belonging in a supportive and inclusive environment. We aim to empower students to develop resilience and empathy through positive relationships and student advocacy.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- Increase percentage of student attendance to an uplift of 5.4% points from baseline data.

Wellbeing

Achieve by year: 2023

- Increase percentage of students' with sense of well being (TTFM) to an uplift of 3.6% points from baseline data.

Initiatives

Attend and learn

Learn - Using Sentral to record attendance accurately. Consistently embed systematic process to promote increased attendance.

Do - Embedding a culture of high expectations for students to be in classes across the whole school (late arrivals, truancy). Attendance data is analysed weekly and is used to inform planning. Implement whole school strategies to promote and celebrate excellent and improved attendance.

Reflect - The school regularly monitors a range of indicators to gauge the impact of its plan and to inform changes

Advocate for me

Learn - Systems across high schools to support student advocacy. Teachers continue to develop skills that promotes connections with students. Professional learning on chosen approach to upskill staff. Embedding adjustments into lesson content supporting the delivery of Individual Learning Plans.

Do - Decide on an organisational model to implement across the school to support students in nominating a teacher advocate. Learning plans are developed to support the diverse learning needs of students across the school. Students with additional learning needs have a case manager who knows the student and how they learn.

Reflect -The school regularly monitors a range of indicators to gauge the impact of its plan and to inform changes.

Success criteria for this strategic direction

Attend and Learn

Students, teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. The school community celebrates regular and improved attendance.

Advocate for Me

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. Whole school systems and processes support the Case Management of students with individualised learning needs.

Evaluation plan for this strategic direction

Attend and Learn - Question: Are students, teachers, parents and community aligned in working together towards improved student attendance?

Advocate for Me - Question: Do we have whole school systems and skilled staff that can provide advice, support and assistance to implement case management and student advocacy across the school?

Data: A combination of multiple data sources will be collected, analysed, and regularly reviewed by teachers, leaders and project teams.

Analysis: Regular review of data for analysis, reflection and reporting. Collegial discussion and collaboration by teachers, leaders and project teams to assess the extent to which the purpose and improvement measures have been achieved.

Implications: The findings of the analysis will inform future actions to ensure practice is embedded into the school culture and sustained over time.