Strategic Improvement Plan 2022-2026

Picnic Point High School 8377

School vision and context

School vision statement

Picnic Point High School promotes an inclusive, collaborative and reflective learning environment based on the common values of Respect, Responsibility and Participation. Students and staff are encouraged to use enquiry based learning and explicit teaching, with a focus on literacy and numeracy, to build the strong foundations needed to meet the complexities of the modern world. Every student and every teacher in our school is known, valued and cared for as they pursue excellence in all aspects of school life.

School context

Picnic Point High School is a comprehensive co-educational secondary school established in 1962 with 890 students enrolled in 2022. There are 74 teaching staff encompassing a wide range of knowledge and experience. The school offers a diverse curriculum, while maintaining strong, nurturing student wellbeing programs. Approximately 28% of students are from backgrounds where English is an additional language or dialect spoken at home and 3% of students identify as Aboriginal. The Special Education faculty consists of three support classes catering to mild and moderate intellectual needs.

Our school prides itself on ensuring that all students are provided with the opportunity to learn and grow as they develop a sense of self and an understanding of school culture. The wider school community forms an integral part of our learning environment and the school works with all stakeholders to ensure that learning is inclusive, nurturing and tailored to meet individual learning needs. The school has a highly active and committed P&C, who raise funds to support many school programs. Student voice and achievement is supported through student leadership programs, debating, sport, wellbeing initiatives and mentoring partnerships with local schools.

Through our situational analysis, achievement data has been used to identify strategic priorities and develop plans for continual improvement, including; explicit teaching of literacy and numeracy, inclusive practices to promote engagement and collaborative teaching and learning strategies. Pivotal transitional points are identified and targeted to support engagement and continuity of learning. Project based and inquiry based learning in Stage 4, 5 and 6 is integral to providing opportunities for students to grow and thrive as they navigate the social, emotional and intellectual landscape.

Evidence based professional learning is innovative and strategically targeted with the appropriate processes in place to evaluate, refine and scale success. The Resource Allocation Model is used strategically to support the implementation of the ongoing initiatives in support of the school improvement plan. This plan was developed through consultation with the whole school community.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance including in literacy and numeracy through a culture of high expectations and quality teaching practice.

Improvement measures

HSC achievement - top 2 bands
Achieve by year: 2023

HSC Attainment

Maintain a positive trajectory from the 2021 HSC results towards the Agreed Upper Bound for students achieving in the **top two** bands of the HSC results.

Achieve by year: 2024

Differentiation in Literacy and Numeracy

Internal school data shows significant improvement of 5% or greater in student outcomes in Literacy and Numeracy from 2021 internal school data.

Aboriginal student HSC attainment
Achieve by year: 2023

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity

Reading growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 8 for 2023 compared with Year 8 in 2022 and between Semester 1 and 2 scores in 2023.

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 8 in 2022 and between Semester 1 and 2 scores in 2023.

HSC Attainment
Achieve by year: 2026

Initiatives

HSC Attainment

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on:

* the explicit teaching and modelling of writing, planning and response strategies that progress from a guided whole class approach to an independent approach with the use of common language across KLAs.

* improving student responses to varied HSC style exam questions;

* the explicit teaching of literacy and numeracy;

* assessment practices that accurately assess student ability providing quality assessment practices that are consistent with NESA requirements;

* collaborative and centralised mapping of assessments to enhance student wellbeing;

* ongoing teacher professional learning;

* analysing student progress, evaluating growth over time and reporting on student achievement.

* Designing and implementing an Academic Program of Support who are not making a consistent effort towards the Year 10 ROSA / Year 11 ROSA / Higher School Certificate.

* SLSO tutoring support in the library for students during Study Period and other negotiated times.

* Mentoring program - students nominate a teacher to provide ongoing academic and wellbeing support across their senior studies.

Differentiation in Literacy and Numeracy

Sustain and grow a whole school Literacy and Numeracy focus to regularly assess, collate and analyse student progress to inform next steps in teaching.

Success criteria for this strategic direction

HSC Attainment, Reading Growth and Numeracy Growth

School data shows that student progress and achievement on external measures is consistent with internal assessments. **(SEF - Student Performance Measures: Int/Ext Measures)**

Teachers use reliable assessments to capture information about student learning. **(SEF - Assessment: Summative)**

Assessment is a tool that supports learning across the school. **(SEF - Assessment: Summative assessment)**

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching and meet learning needs of students. **(SEF - Assessment: Formative assessment)**

There is demonstrated commitment within the school community that all students make learning progress. **(SEF - Learning culture: High expectations)**

Aboriginal student HSC attainment

There is demonstrated commitment within the school community that Aboriginal students make learning progress. **(SEF - Learning culture: High expectations)**

Differentiation in Literacy and Numeracy

Teachers differentiate curriculum delivery to meet the needs of students of different levels of achievement. **(SEF - Curriculum: Differentiation)**

Teachers use data effectively to evaluate student understanding of lesson content. **(SEF - Data Skills and use: Data literacy)**

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students. **(SEF - Professional standards: Literacy and numeracy focus)**

Strategic Direction 1: Student growth and attainment

Improvement measures

Decrease of students being referred to the Academic Program of Support compared to baseline data of 2023.

HSC Attainment
Achieve by year: 2026

All HSC courses in 2026 perform above state average compared to the previous three year mean-score.

Success criteria for this strategic direction

Teachers are supported by a coordinated whole school approach to developing professional practice, informed by research. **(SEF - Professional standards: Improvement of practice)**

Evaluation plan for this strategic direction

Question:

To what extent have we trended towards our progress measure in the top two bands in the HSC?

To what extent have we improved student achievement, growth and performance in reading and numeracy?

To what extent have we created a culture of high expectations and quality teaching practices?

What has been the impact of the attainment strategies and practices that have been implemented?

External Data:

SCOUT, RAP, Check-In Assessment.

Internal Data:

Assessment task audit as a baseline

Student work samples

Lesson observations

Faculty Validation

Student-teacher-parent surveys

Visible learning

Millennium

Use of Learning Progressions to track student growth

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Teaching programs show evidence of annotations for literacy/numeracy

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- future actions

- annual reporting on school progress measures

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To improve student engagement and achievement through continuity of learning and access to the curriculum.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Attendance

An uplift of 5.00% students who attend school >90% of the time.

Attendance <80%
Achieve by year: 2023

Decrease proportion of students attending <80% of the time by 5%

Wellbeing
Achieve by year: 2023

Wellbeing

An uplift of 5.37% of students reporting expectations for success, advocacy and sense of belonging actuals.

Achieve by year: 2024

Wellbeing

Increase by 5% or greater the proportion of students experiencing positive wellbeing as demonstrated by internal school data.

Learning culture
Achieve by year: 2026

An increase in positive Millenniums and decrease in negative Millenniums when compared to baseline data from 2023.

Re-enrolment Rate
Achieve by year: 2026

Initiatives

Transition and Community Partnerships

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

* Primary Links

Establish strong partnerships to connect and collaborate with local primary school teachers, students and families through HPGE initiatives.

* Establish and strengthen community links

Work with local businesses, TAFE and Universities to develop and strengthen relationships to support student vocational pathways.

Building Engagement

Teaching and learning programs will assist students to meet the complexities of the modern world through ongoing development of future focused skills and engaging patterns of study.

* iThrive

Provide students with a future-focused and stimulating curriculum based on current middle-years research. Students will experience an innovative curriculum, which focuses on building students' skills in critical thinking, collaboration, creative thinking, communication and character.

* Creative Pathways

Provide a breadth and depth of curriculum which provides a relevant and appropriate pathway for students.

* Commitment to improved attendance

Evaluate and implement improved school wide systems to reconnect students with their learning.

Success criteria for this strategic direction

Transition and Community Partnerships

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. **(SEF - Learning Culture: Transitions and continuity of learning)**

There is demonstrated commitment within the school community that all students make learning progress. **(SEF - Learning Culture: Transitions and continuity of 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. **(SEF - Curriculum: Teaching and learning programs)**

Building engagement

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. **(SEF - Wellbeing: Individual learning needs)**

Teaching staff demonstrate and share their expertise within their school and with other schools. The school trials innovative practices and has processes in place to evaluate, refine and scale success. **(SEF - Learning & Development: Expertise and innovation)**

Evaluation plan for this strategic direction

Question:

To what extent have we improved student engagement through continuity of learning and access to the curriculum?

To what extent have we improved student achievement through continuity of learning and access to the curriculum?

Strategic Direction 2: Connect, Succeed and Thrive

Improvement measures

An increase in re-enrolment rates from Year 10 to 12 when compared to the school rate baseline data from 2023.

Initiatives

* HPGE initiatives

Regular enrichment opportunities across the HPGE domains. Refining our identification processes across all domains and planning for targeted enrichment experiences.

* Learning support

Establish and refine whole school processes to support all students in accessing and fully participating in learning, responsive to their needs, through individualised support plans, targeted programs and teacher professional learning.

Evaluation plan for this strategic direction

To what extent have student wellbeing outcomes and attendance improved?

External Data:

RAP, TTFM - Belonging, SCOUT - Wellbeing, Attendance, Re-enrolment

Internal Data:

Millennium - behaviour/suspension

Wellbeing Framework Self Assessment Tool

Surveys, student voice and reflections

Student portfolios

Pre/post testing

Growth in formative and summative assessment data

Number of students choosing new courses

Engagement with technology including virtual classrooms and online platforms

Subject selection and retainment

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- future actions

- annual reporting on school progress measures

Strategic Direction 3: Collaborative Teaching and Learning

Purpose

To build collective efficacy in using, understanding and applying data and evidence-based strategies to build collaborative teaching and learning to inform, reflect and modify teaching practice.

Improvement measures

Achieve by year: 2024

Collective efficacy

Increased percentage from 2023 of teachers involved in coaching/mentoring relationships and inter-school relationships.

Achieve by year: 2024

Data driven practices

Teachers increase in confidence in their ability to analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

Developing leadership
Achieve by year: 2026

Increase the percentage of teachers engaged in collaborative decision-making and leadership roles internally and externally by 2026 when compared to baseline data from 2023.

Initiatives

Collective efficacy

Ensure effective and evidence-based strategies and processes for data analysis and reflection are used for responsive curriculum delivery to improve student outcomes.

* Evidence-based professional learning in data literacy and analysis to ensure teachers respond to data in programming, planning, resourcing and design of assessment tasks. Use of a school developed tracking scaffold to enable teachers to access relevant data.

* Investigate and implement the evidence-based distributed leadership approach to align with the SEF School leadership at excelling.

* The school uses the School Leadership Identification Framework and critical experts to foster and build staff capacity to improve student outcomes.

* Use the SLIF to create a cross faculty network of support for the ongoing individualised development of teachers.

* Investigate and implement opportunities for teachers to collaborate and reflect on effective and evidence-based teaching practices.

* Staff will work together and use evidence-based research and data to inform, reflect and modify collaborative teaching practices.

Targeted high impact professional learning

Evaluate and implement high impact professional learning structures to support a strategic approach to improving teaching and learning.

Professional learning is focused on continuous improvement and is differentiated to support the development of all staff. Professional learning is underpinned by evidence, data and driven by student need.

Success criteria for this strategic direction

Collective efficacy

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. **(SEF - Data Skills and use: Data Literacy)** ­

Progress and reporting towards goals are monitored through collection of quality, valid and reliable data. **(SEF - Data Skills and use: Data Analysis)**

The school analyses student progress and achievement data and a range of other contextual information. **(SEF - Assessment: Sum Assessment)**

Coaching/mentoring support ensures the ongoing development and improvement of teachers. **(SEF - L&D: Coaching & Mentoring)**

Targeted high impact professional learning

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. **(SEF - Educational leadership: Instructional leadership)**

Evaluation plan for this strategic direction

Question:

To what extent has teacher collaboration led to improved teaching quality?

To what extent have we built collective efficacy through using collaborative teaching and learning practices?

To what extent are we using, understanding and applying data driven and evidence-based practices?

To what extent are we embracing the distributed leadership approach and what impact has this had on

Evaluation plan for this strategic direction

leadership roles and school culture?

To what extent has this impacted student learning outcomes?

External data:

NAPLAN, Best Start, TTFM, HSC, SCOUT, RAP, VALID, MYAT, Learning Progressions, PLAN2, Check in assessment

Internal data:

Student work samples

Lesson observations

Digital tracking scaffold

Millennium assessment

Student-teacher-parent surveys

Visible learning

PLaSPs, IEP, ITP, PLP

Analysis:

Executive, Faculty and Staff Teams will regularly review the data.

Implications:

Data analysis will inform future directions.