Strategic Improvement Plan 2022-2026

Holroyd High School 8424

School vision and context

School vision statement

At Holroyd High School we are committed to preparing our young people to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges so they become active and informed members of the community. Holroyd High School plays a vital role in promoting the cognitive, emotional, social, physical, moral and spiritual development and wellbeing of our students. They need flexibility, resilience, creativity and the ability and drive to keep on learning throughout their lives.

As part of a thriving learning community, staff and students at Holroyd High School see themselves as effective learners who make at least one years growth each year. They understand what they are learning, where they are at and know their next steps to make continual progress. They use data and feedback about their learning to inform their next steps. Learning is a partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

School context

Holroyd High School is a small, successful comprehensive high school with a current enrolment of 510 students 7-12, including 86% non-English speaking backgrounds.

The school has a strong focus on Visible Learning and high expectations in a safe, inclusive and supportive environment which enables all students to grow and progress as learners. The school has an Intensive English Centre for newly arrived students of non-English speaking background and a support unit for students with an intellectual disability and/or autism. The school receives equity funding to support students from low socio-economic backgrounds.

To inform this Strategic Improvement Plan, authentic community consultation with students, staff and parents has occurred. The school has completed a situational analysis that has identified three areas of focus.

The high level areas for improvement are:

1. Student Growth and Attainment with a focus on data informed practices and personalised learning, feedback and assessment to enhance student performance measures in literacy, numeracy and the Higher School Certificate. This includes targeted approaches for equity groups such as EAL/D and Aboriginal learners. There is a commitment in the school that all students demonstrate growth and make continual learning progress.

2. High Expectations with a focus on improving learning progress and achievement for all students through effective classroom practice and visible learning. Educational leadership and increased teacher collaboration through learning and development will be a focal point to drive continuous improvement and foster a culture of high expectations across the school.

3. Wellbeing and Engagement with a focus on social and emotional learning, transition and continuity of learning for all students and increased attendance and participation. Positive relationships that foster connectedness and feelings of belonging are essential for wellbeing and positively affect a student's engagement and success in learning. Creating a caring, safe and inclusive environment that focuses on quality teaching, learning and engagement where students feel genuinely supported to grow and achieve will enable them to connect, succeed and thrive at school and beyond.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading, writing and numeracy and to build strong foundations for success, we develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

The school uses systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

To achieve excellence, every student must develop strong literacy and numeracy skills and go on to develop broad and deep knowledge across a range curriculum areas.

Improvement measures

HSC achievement - top 3 bands
Achieve by year: 2023

Increased percentage of HSC Course results in top three bands compared to 2022.

Aboriginal student HSC attainment
Achieve by year: 2023

Increased percentage of Aboriginal and Torres Strait Islander students attaining the HSC whilst retaining their cultural identity.

Reading growth
Achieve by year: 2023

Improvement in reading age for stage 4 students measured through Step Up Literacy program.

Numeracy growth
Achieve by year: 2023

Improvement in numeracy results for Year 8 in 2023 compared to Year 7 in 2022 measured through Check-in Assessment.

Initiatives

Data informed practices

- The school identifies growth targets for individual students, using internal progress and achievement data.
- The school uses internal as well as external assessments (such as NAPLAN & HSC) to assess student progress and achievement against syllabus outcomes
- Teachers review student assessment data and compare results from external assessments (e.g NAPLAN, HSC) with internal measures to build consistent and comparable judgement of student learning
- The learning goals for students are informed by analysis of internal and external student progress and achievement data.
- High-impact professional learning in data literacy, data analysis and data use in teaching practice for all staff
- Teachers access and engage in high-impact professional learning that builds skills in analysis, interpretation and use of student progress and achievement data
- The school provides /facilitates high-impact professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge

Personalised Learning (Feedback & Assessment)

- Assessment data is collected on a regular and planned basis and used responsively as an integral part of classroom instruction **SEF Elements**
- Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students
- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning

Success criteria for this strategic direction

Data Informed Practices:

- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments *(SEF - Student Performance Measures)*
- 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. *(SEF - Data Skills & Use)*
- Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. *(SEF - Professional Standards)*

Personalised Learning

- Students and parents understand the assessment approaches used in the school and their benefits for learning. *(SEF - Assessment)*
- Feedback from students on their learning derived from assessments informs further teaching. *(SEF - Assessment)*
- Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about students learning *(SEF - Assessment)*
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement *(SEF - Assessment)*
- There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning *(SEF - Learning Culture)*

Evaluation plan for this strategic direction

Question: To what extent have we improved student

Strategic Direction 1: Student growth and attainment

Initiatives

- Embed school wide practices that contribute towards achieving the common goal of striving for successful outcomes for Aboriginal and Torres Strait Islander students
- Teachers access and engage in high-impact professional learning that builds skills in analysis, interpretation and use of student progress and achievement data
- The school analyses summative assessment data to identify learning progress of individual students and student cohort
- 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.

Evaluation plan for this strategic direction

attainment and growth?

Data:

External Assessment Data:

- NAPLAN Assessment data
- HSC RAP Analysis Data
- SCOUT Data
- Check in Assessment
- Best Start Reading & Writing Assessment

Internal Assessment Data:

- Waddington Reading Test
- WARP Fluency Test
- Renaissance STAR Reading Test
- CARS & STARS Comprehension Assessment
- SMARTER Maths
- School Based Assessment
- New Group Reading Test

Analysis:

Regular review of these data sources to provide clarity and make required adjustments around whether students are on track for achieving the intended improvement measures

Implications:

- LaSTs and Best Start teachers work with faculties to specifically address literacy and numeracy needs across subject areas
- Assessment data is used responsively as an integral part of classroom instruction and continual progress
- Intensive support is provided to identified students who are achieving expected growth

Strategic Direction 2: High Expectations

Purpose

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Leaders and teachers demonstrate personal and shared responsibility for improving teaching practice in order to improve student learning. Individually and collaboratively teachers evaluate the effectiveness of their teaching practices to foster a school-wide culture of high expectations.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Improvement measures

Visible Learning
Achieve by year: 2026

Achieve by year: 2026

100% of EAL/D students are showing growth in EAL/D progressions and evidence of impact demonstrates improved learning outcomes across KLAs as a result of effective EAL/D pedagogy and classroom practice.

Achieve by year: 2026

100% staff are able to show evidence of impact and evaluate the effectiveness of their practice to foster a school-wide culture of high expectations and continuous improvement.

Achieve by year: 2024

Increased results in the Tell Them From Me Survey in relation to collaboration for teachers compared to 2023.

Initiatives

Effective Classroom Practice

- Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. **SEF Elements**

- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

- 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 school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

- Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

- Student feedback is elicited by teachers and informs

Success criteria for this strategic direction

Effective Classroom Practice:

- The school monitors and reviews its curriculum provision to meet the changing requirements of the students. *(SEF - Curriculum)*

- Students can articulate their learning and understand what they need to learn next to enable continuous improvement. *(SEF - Curriculum)*

- 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 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. *(SEF - Curriculum)*

Learning & Development

- 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, school-wide improvement in teaching practice and student results. *(SEF - Learning & Development)*

- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. *(SEF - Learning & Development)*

- Teachers collaborate with staff in other schools to share and embed good practice. *(SEF - Learning & Development)*

- Teaching staff demonstrate and share their expertise within their school and with other schools. *(SEF - Learning & Development)*

- The school trials innovative practices and has processes in place to evaluate, refine and scale success. *(SEF - Learning & Development)*

- The school has a high performing teaching staff as

Initiatives

their teaching.

Learning & Development

- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. **SEF Elements**

- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.

- The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

- Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support

- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

- The school identifies expertise within its staff and draws on this to further develop its high-impact professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.

Inclusive Education for Students

- The school strengthens support by building professional learning for leaders, teachers and

Success criteria for this strategic direction

measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. *(SEF - Professional Standards)*

- All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. *(SEF - Professional Standards)*

Inclusive Education for Students

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence (SEF - Learning Culture)

- Effective Partnerships in learning with parents and students means students are motivated to deliver their best and continually improve (SEF - Learning Culture)

- 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. (SEF - Curriculum)

- 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. (SEF Curriculum)

Evaluation plan for this strategic direction

Question:

To what extent have leaders and teachers fostered a school-wide culture of high expectations leading to improved practice and learning outcomes?

Data:

- TTFM

Strategic Direction 2: High Expectations

Initiatives

support staff using evidenced-based approaches to support students with disability. **SEF Element**

- Students are supported to express their views. The capacity of students to solve problems, set goals, make decisions and self-advocate is valued and developed.

- Parents/carers are engaged as partners to achieve the best outcomes for their child's education.

- Students are supported to access the curriculum with individualised goals and high aspirations.

- All students are welcomed, supported to belong and build relationships with their peers. The school community embraces all learners, has respect for, and values, diversity.

- Our school staff are supported to provide adjustments and differentiate their teaching for the diversity of students in their class.

- Inclusion is embedded across all parts of our system in culture, policies and everyday practices.

- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (SEF - Differentiation)

- The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. (SEF - Curriculum provision)

Evaluation plan for this strategic direction

- Classroom observations
- PIVOT surveys
- PDPs
- PL evaluations
- Ed Tech Capabilities survey
- Mindframes survey
- School Capability assessment
- Walk-Throughs
- Focus Groups
- Classroom Observations
- Student Performance Data (RAP, EALD Progressions)
- Resilience Doughnut Report

Analysis:`

Analysis of relevant processes, practices and evidence sources will inform future directions.

Implications:

- Leaders and teachers demonstrate personal and shared responsibility for improving teaching practice in order to improve student learning.

- Individually and collaboratively teachers evaluate the effectiveness of their teaching practices to foster a school-wide culture of high expectations

Strategic Direction 3: Wellbeing & Engagement

Purpose

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 collects, analyses and uses data to monitor and refine whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Improvement measures

Achieve by year: 2024

Increase by 10% from baseline of Non -ATAR senior students engaging in vocational or trade training (VET and SBATs), attaining qualifications and transitioning in to TAFE and/or employment.

Attendance (>90%)
Achieve by year: 2023

Increase percentage of students attending school more than 90% of the time by 2% to achieve the lower bound system-negotiated target

Wellbeing
Achieve by year: 2023

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at the lower bound system-negotiated target with an increase of 2.7% from the baseline.

Initiatives

Attendance & Participation

- Attendance data is regularly analysed and used to inform planning. **SEF Elements**
- Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.
- Teachers, parents and the community work to support consistent and systematic processes that ensure student absences do not impact learning outcomes.
- Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- The needs of all students are explicitly addressed in teaching and learning programs.
- Well-developed and evidenced based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs
- Partnerships with parents and students support clear improvement aims and planning for learning.

Transitions & continuity of learning

- The school actively plans for student transition (e.g. Y6 to Y7; Y10 to 11; IEC to Mainstream) **SEF Elements**
- The school collects & analyses information to inform and support students' successful transitions
- The school clearly communicates its transition activities to the school community.
- The school seeks to collaborate with parents and students whose continuity of learning is at risk.
- 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.

Success criteria for this strategic direction

Attendance & Participation:

- Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. *(SEF - Learning Culture)*
- The school community celebrates regular and improved attendance. *(SEF - Learning Culture)*
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. *(SEF- Effective Classroom Practice)*
- There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. *(SEF - Wellbeing)*

Transitions & continuity of learning:

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

Social & emotional learning

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school *(SEF - Wellbeing)*

Evaluation plan for this strategic direction

Question:

To what extent have these initiatives resulted in measurable improvements in student wellbeing and engagement to support learning?

Data:

- Attendance Data

Strategic Direction 3: Wellbeing & Engagement

Initiatives

Social & emotional learning

- The school plans for and monitors a whole school approach to wellbeing and engagement. (SEF - Planned approach to Wellbeing)

- The school collects, analayses and uses data including valid and reliable student, parent and staff surveys/ feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. (SEF - Planned approach to Wellbeing)

- The school's wellbeing approach focuses on creating an effective environment for learning. (SEF - Behaviour)

- Teachers and other school staff explicitly communicate expectations of behaviour across school settings. SEF - Behaviour)

- The wellbeing of students is explicitly supported by identified staff. (SEF - Caring for students)

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

Evaluation plan for this strategic direction

- TTFM
- Post School Destination Surveys
- Parent Engagement Surveys
- SCOUT Data
- Resilience doughnut report

Analysis:

Data collected indicates that students have become more engaged in school and report a positive sense of belonging and wellbeing.

Implications:

- Review of funding allocations and adjustments to support programs and activities targeting increased wellbeing and engagement

- Audit of programs