

# Strategic Improvement Plan 2022-2026

## Gorokan High School 8515



# School vision and context

## School vision statement

Gorokan High School's vision is to enable students to be confident and creative individuals who have an optimistic view of themselves, their lives and their futures. High expectations will ensure that every student will be challenged to be agile thinkers, who show initiative and enterprise, who are resilient and capable of improving their emotional and physical wellbeing.

Every year our teachers and leaders focus on improving the needs of individual students by prioritising an evidence based, inclusive curriculum of vocational, creative and academic courses, high potential and gifted learning programs and personal, social, welfare and cultural development programs. Our school community is committed to ensuring the best possible educational and personal outcomes for all students, free from discrimination and inequality.

## School context

Our school is nestled on the shores of Budgewoi Lake in the suburb of Lake Haven on the Central Coast. The school was established in 1976 & has developed a proud connection to the Darkinjung people as the traditional custodians of the land on which our school is built and the place on which our young people grow, learn & make connections. We are a coeducational comprehensive high school, with an academically selective class in each year group. The student population consists of approximately 950 students, including; 80 students in our Special Education Support classes, 160 identified High Potential & Gifted students & 150 Aboriginal and Torres Strait Islander students.

Our diversely experienced staff support the needs of our students. A significant feature is our school's caring, diversified community, committed to a holistic approach to education. Our staff foster successful learners who are confident, creative individuals & active, informed citizens. This is achieved through engagement with evidence based practice, to ensure every teacher, every student & every leader shows growth & improvement. Our total staffing entitlement sees us with approximately 130 staff on site, on any given day. School funds have employed a Head Teacher Teaching & Learning, Head Teacher Student Growth & Head Teacher Aboriginal Educational Pathways. Our executive staff is experienced with the majority being here for more than five years. 25% of our staff are in their early career as teachers.

The majority of the school's equity funding will be used to support initiatives developed in the 2022-2026 Strategic Improvement Plan specifically targeting student attendance, HSC attainment & student improvement in the areas of numeracy and reading. The school is committed to continually improving effective classroom practices through a culture of learning where staff professional learning is the key to ensuring this. Staff learning will ensure that identified targets across HSC, fundamental skills, attendance & wellbeing can be enhanced through improved data collection, analysis & use, which underpins our belief in individualised & differentiated learning. This will be largely driven by staff immersion in the evidence based What Works Best themes providing the impetus for teaching pedagogical improvement. The implementation of Positive Behaviour for Learning (PBL) is strengthening student connection & engagement with learning experiences through the values of Respect, Responsibility & Personal Best.

Gorokan High School "Walks Together & Works Together" to embrace the AECG partnership agreement. We are a school that emphasizes the strengths of Aboriginal identity, culture and positive academic achievement. We enjoy a strong regional reputation for cultural leadership & partnerships with our local Aboriginal community & AECG, Muru Bulbi. Our school is a member of the Tuggerah Lakes Principal Network & proactively engages with our local primary schools. Our genuine & authentic engagement with our local community has fostered a positive relationship that benefits our students' learning & personal development. The school has an engaged parent body that supports the school through a variety of programs where they have expressed student leadership opportunities are an area for growth.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to deliver improved learning outcomes for our students. An identified focus in achieving student growth is the correlation between attendance and achievement. Through the implementation of appropriate systems and processes and in partnership with the wider school community, our purpose is to improve attendance to improve student growth. Our teachers will engage in targeted professional learning and use of data, with the purpose of providing students with enhanced literacy and numeracy skills which will transfer into student growth and ultimately HSC success.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

The percentage of students attending school 90% of the time or more increases by a minimum of 8%.

### Aboriginal student HSC attainment

Achieve by year: 2023

Increase the number of Aboriginal students attaining a HSC by 50% as per NSW Premier's Priority.

### Reading growth

Achieve by year: 2023

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

### Aboriginal student achievement

Achieve by year: 2026

Aboriginal student achievement to equal or exceed non Aboriginal student achievement in Year 8 Check-in Assessment average scaled score for reading and numeracy.

## Initiatives

### Highly effective teaching engages students at point of need.

Student growth and attainment is driven through a differentiated suite of needs based and evidence informed curriculum structures. These connect all students to meaningful learning strategies that enhance student outcomes.

COVID ILS structures build a platform for evidence based interventions that are sustainable beyond 2021 such as Toe by Toe for Reading and Quicksmart for Numeracy. Through the whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2, successive cohorts will be mapped and interventions linked to DoE Literacy and Numeracy Teaching Strategies.

Aboriginal Education and Learning Centre implements evaluative processes to professionally develop staff by expanding high impact learning interventions beyond Aboriginal Education team and Local Aboriginal Curriculum, into all classrooms.

High impact professional learning experiences equip executive team with necessary tools to drive student growth through faculty leadership.

School wide student discipline and well being systems are resourced to enable senior executive team to lead learning at the individual student and classroom level.

All teaching staff engage in ongoing development utilising CESE's 'Using Data With Confidence' professional learning resources as a minimum level of proficiency.

### Attendance Strategies link to Positive Behaviour for Learning (PBL)

Students will benefit from improved teacher knowledge of their learning needs, and the application of high impact strategies as levers to improve engagement and attendance.

Roll Call established to improve accuracy of student attendance records, enabling timely and effective cohort

## Success criteria for this strategic direction

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 the expected outcomes.

Teachers, parents and the community work together to support consistent and systemic processes that ensure student absences do not impact on learning outcomes.

The achievements of Aboriginal young people at school will give them a pathway into higher education, further training and/or sustainable employment.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place so that all students can engage in productive learning with minimal disruption.

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.

All teaching staff have a sound understanding of student assessment and data concepts which enables ongoing analysis, interpretation and extrapolation of data to inform planning, identify interventions and modify teaching practice.

## Evaluation plan for this strategic direction

Question: Have the differentiated strategies been successful in engaging students in learning at their point of need? Have evaluative processes been consistently applied to ensure integrity of data? How has the increased engagement of executive and senior executive teams at the classroom level enhanced outcomes for students?

Data: Data sources to be analysed by respective staff and

# Strategic Direction 1: Student growth and attainment

## Initiatives

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and student specific interventions.

Systems are resourced to promote positive attendance in partnership with PBL, while well being team is professionally developed in evaluative processes to determine impact of case management interventions.

Teachers are developed in student-centred learning experiences that meet the students at their point of need to enhance connection to learning. These recognise community complexity and are based on evidence, such as *CESE Mobility of Students in NSW Government Schools*.

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## Evaluation plan for this strategic direction

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teams will include: Sentral, Teaching and Learning Programs, Attendance data, NAPLAN, SCOUT, TTFM, PLAN2, Professional learning evaluations, PBL data, Truancy and Behaviour team data.

Analysis: Initially analysis will guide the successful implementation of systems to build the capacity for improvement measures to be achieved. This will then strengthen executive impact on enhancing student learning outcomes, guided by rigorous analysis of evidence at implementation and impact levels.

Implications: Analysis of initiatives will continue to inform the timeline to meet identified improvement measures and future school planning. Successful implementation of initiatives will see tangible improvement in student growth and attainment.

## Strategic Direction 2: Visible Culture of Learning

### Purpose

Our purpose is to develop a consistent and visible culture of learning. This will be achieved through improving the ability of our teachers to evaluate their practice within the teaching and learning process, by orientating themselves with key elements of a teaching framework which is supported by extensive research. Through this consistent adoption of evidence based, school selected pedagogies, explicit teaching practices will drive teacher and student improvement.

### Improvement measures

#### Reading growth

Achieve by year: 2023

An increased proportion of 2023 Year 8 students attaining a 'C' or above in English, 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 8 2022.

#### HSC achievement - top 3 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in Top Three Bands to improve from the school's baseline of 41.9% to 45%

#### Learning and Development

Achieve by year: 2026

SEF assessment of the element, Learning and Development, indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2024

Student TTFM, Year 8 -12 data, improves from baseline of 64% to above 70% of students who identify Explicit Teaching Practice and Feedback.

### Initiatives

#### Engagement with evidence based, effective and whole school teaching practices.

Staff deepen and strengthen their practice through a cyclic self-evaluation and review of their engagement with and practice against the CESE, What Works Best Framework, specifically focused on the themes; High Expectations, Explicit Teaching, Use of data to inform practice and Classroom Management.

Continuous and coherent whole school and intensive faculty based high impact professional learning, utilising the CESE, What Works Best - High Expectations, Explicit Teaching, Use of data to inform practice and Classroom Management, MyPL Modules.

Ongoing professional learning to recalibrate and refine practice in relation to teaching High Potential and Gifted students, utilising school identified Differentiated Models - Maker and Williams.

Whole school professional learning, targets; specified teaching practices, specified pedagogies and a whole school writing matrix. This will include; high quality practice focused on utilising Learning Intentions and success criteria, focused implementation of four of the eight, 8 Ways Pedagogies - Deconstruct/Reconstruct, Learning Maps, Story Sharing and Symbols and Images, and the consistent use of TXXC and the ALARM matrix as a whole school writing tool.

Collaborative whole school engagement with Positive Behaviour for Learning Matrix.

High impact professional learning to ensure the effective utilisation of data relating to BestStart, NAPLAN, HSC, and Minimum Standards available through PLAN2, SCOUT and RAP to improve student progress and achievement.

A collaborative, whole school approach to prioritising face to face teaching time is underpinned by both school data and evidenced based best practice.

### Success criteria for this strategic direction

Teachers utilise evidence informed teaching and learning practices to achieve the realisation that high expectations, explicit teaching, and use of data to inform practice, optimises effective teaching and significantly impacts on student achievement.

Senior Executive, utilising a defined system, identify explicit teaching, PBL language and whole school teaching pedagogies, during 'weekly walk throughs'.

The school identifies expected growth in TTFM data to indicate explicit teaching and feedback is occurring in classrooms.

The High Impact Professional Learning School self-assessment tool indicates that the school is, at a minimum, Sustaining and Growing in every element of the model.

Teachers demonstrate skills in explicit teaching, showing evidence of their ability to use data to inform their practice, in all areas of teaching including differentiation and the use of 8 ways pedagogies.

### Evaluation plan for this strategic direction

Question: Has the PL around the four themes of the What Works Best framework, HPGE, 8 Ways and Writing Tools, increased consistency in demonstrating visible classroom teaching and learning practice? Have school wide systems been developed to support the implementation of school identified pedagogical practices?

Data: Data sources will include; Professional learning records, teaching and learning programs, PDP processes including classroom observations, senior executive 'walk throughs', staff and student surveys (including TTFM) PLAN2, NAPLAN, SCOUT and RAP.

Analysis: Continual analysis of school based systems of data, including analysis of annual end point data, will gauge our success against the purpose and improvement measures.

## Strategic Direction 2: Visible Culture of Learning

### Improvement measures

#### HSC achievement - top 2 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in Top Two Bands to be at the school's lower bound system-negotiated target of 18.9%.

#### Classroom Practice

Achieve by year: 2026

SEF assessment of the elements Effective Classroom Practice and Data Skills and Use, indicates improvement from Delivering to Sustaining and Growing

### Initiatives

Performance and development plans demonstrate teachers' reflection against and engagement with Strategic Direction 2 of the School Improvement Plan 2022-2026.

### Evaluation plan for this strategic direction

Implications: Utilising the practical research advice of Viviane Robinson, we will be "humble in relation to our expectations of the challenge of implementation and about how much all of those involved have to learn about how to turn the change into the intended improvement." An ongoing evaluative process will see us revisiting consistent messaging and delivery of what is the intended purpose of this strategic direction to reduce the gap in relation to the espoused theory of action and the theory in use. (Argyris and Schon, 1996)

# Strategic Direction 3: Personalised Pathways and Connections

## Purpose

Our purpose is to ensure that all students are known and that their potential and aspirations are recognised and realised. This will be achieved through staff connections with students to provide emotional engagement with school life. This will be supported by a tailored range of experiences that are flexible in design and regular in evaluation, to provide the best pathway for students to have aspiration, choice and self-agency in their transition through & beyond school.

## Improvement measures

Achieve by year: 2024

75% of students (7-10) have a Career and Transition plan completed and available on Sentral. (Baseline 0%)

### Wellbeing

Achieve by year: 2023

Improvement in the Wellbeing percentage will be above the lower bound system-negotiated target of 69.3%.

### Wellbeing

Achieve by year: 2026

SEF assessment of the element Wellbeing indicates improvement from Sustaining and Growing to Excelling.

### Transition

Achieve by year: 2026

SEF assessment of the element, Learning Culture, Data Skills and Use (data use in planning) indicates improvement from Delivering to Sustaining and Growing and movement toward Excelling.

### Wellbeing

Achieve by year: 2026

TTFM - % of students indicating a positive Sense of Belonging increasing to be in line with or above State average.

## Initiatives

### Student and Staff Connection

Strengthen collaborative practice through a cyclic self-evaluation and review of their engagement with and practice against the CESE, What Works Best Framework, specifically focused on the theme Wellbeing.

Develop high impact professional learning around the element: professional learning is driven by identified student needs and the purpose of SD3. High impact professional learning will ensure the effective utilisation of SENTRAL data relating to the recording, use and ongoing development of Career and Transition plans for students, to optimise learning and engagement.

The development and collaborative whole school implementation of a 'living' Career and Transition Plan for students.

### Progressions, Pathways and Links

Develop deep staff understanding of Goal 2 of the Alice Springs (Mparntwe) Education Declaration and develop a school based Commitment to Action aligned to the declaration, including: enhancing middle years development; supporting senior years of schooling, embedding pathways for learning throughout life and supporting effective transitions and supporting Aboriginal and Torres Strait Islander learners to reach their full potential.

## Success criteria for this strategic direction

School data demonstrates that students are known, valued and cared for by staff (TTFM data indicates greater school connection - attendance, wellbeing and % of students with a completed CAT plan)

School organisation/operation allows for all students to have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

There is evidence that 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, including highly mobile students and students with atypical enrolment

There is evidence that teacher planning for learning is informed by sound holistic information about each students wellbeing and learning needs in consultation with parents and carers.

Through the CAT Team collaboration there are identifiable partnerships with University, TAFE, established local industries & enhanced links with specialised learning support agencies.

## Evaluation plan for this strategic direction

Question: Do staff know how to access the data on Sentral? Or where to find the information? Has there been an increase in evidence of student connection with the greater community? How has student connection with Gorokan & engagement with learning increased? How has the 'whole student' demonstrated growth?

Data: HSC Attainment data, destination data (post-school survey), TTFM data (connection with school), Sentral staff engagement data, internal school data - pre-test, student survey, parent/student/teacher conferences

Analysis: Regular analysis of data is undertaken to determine the extent to which the purpose has been achieved.

## Strategic Direction 3: Personalised Pathways and Connections

### Evaluation plan for this strategic direction

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Implications: The adoption of a whole school approach to individualising learning as the student progresses through their educational pathway.