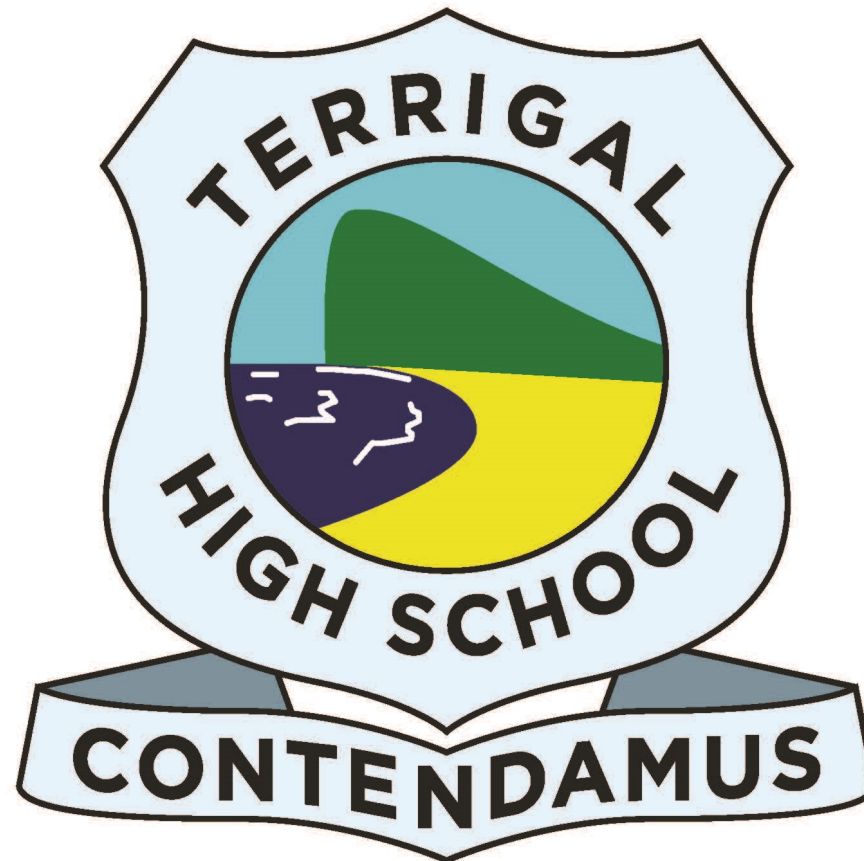


Strategic Improvement Plan 2022-2026

Terrigal High School 8533



"WE STRIVE"

School vision and context

School vision statement

Terrigal High School will be the leading comprehensive secondary school on the Central Coast, engaging and inspiring our school community to be curious and active learners, striving for excellence in all aspects of life.

School context

Terrigal High School is a leading comprehensive, co-educational secondary school on the Central Coast. The school has a student population of 977, including a Support Unit with four multi-categorical classes. The school reflects the diversity of the local community with a full range of socio-economic and educational backgrounds. The school's enrolment numbers are increasing across all year groups. EALD support is provided to 2% of the total student enrolment. The 2021 staffing entitlement was 70 teachers and 20 non-teaching staff. The school is located on Darkinjung land with 5% of the total student population identifying Aboriginal heritage. The school has a close partnership with the local Kuriwa AECG to enhance Aboriginal cultural programs for all students and staff to address the needs of Aboriginal students.

Terrigal High School has placed student centred, evidence-based practice at the core of all teaching and learning programs. We are focused on increasing student growth across stages 4 and 5 in Literacy and Numeracy, with the promotion of high quality HSC attainment for all students undertaking ATAR and vocational courses. This is achieved through a whole school commitment to implement effective, evidence-based learning incorporating social and emotional frameworks, to support a shift to a 'high growth/high proficiency' school (Hattie: 2016).

High impact professional learning and self-evaluation processes are the key to building the capacity of staff as leaders to optimise student learning which is embedded into school structures. Staff professionally collaborate to embed consistent pedagogical practice in all classrooms.

At Terrigal High School we believe in excellence in all aspects of our school life. The school is committed to supporting student wellbeing through a diverse range of programs and the establishment of a wellbeing hub. Students are involved in a range of leadership and social awareness programs as well as student voice opportunities to influence current and future initiatives.

Terrigal High School has a strong sporting achievement including winning the Sydney North Champion school on four occasions in the past ten years. The targeted sport program is an integral part of our high potential and gifted strategy enhancing opportunities for talented athletes. The school has been recognised for its exceptional creative arts program with regular participation in community events and exhibitions, as well as Central Coast and HSC showcases.

We have forged respectful and collaborative relationships with wider school community through regular parent and student forums and surveys and consultation with the Aboriginal community. Terrigal High School has a strong partnership with Terrigal Public School and Erina Heights Public School, which together form the Terrigal Learning Alliance, to ensure continuity of learning from kindergarten to Year 12. Significant work will take place to further strengthen the relationship with our wider school community and build an authentic partnership based on trust and a shared vision for all students.

Strategic Direction 1: Student growth and attainment

Purpose

Evidence-informed practice will support high expectations and the provision of differentiated teaching strategies, which challenge every student to improve their literacy and numeracy skills as well as performance in the HSC.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

An increase from 27.6% to 34.4% in the number of students achieving in the top 2 bands in the HSC.

HSC achievement - top 3 bands

Achieve by year: 2023

An increase from 59.7% to 66.7% in the number of students achieving in the top 3 bands in the HSC.

Numeracy growth

Achieve by year: 2023

An increase from 51.4% to 54.9% in correctly answered questions by Year 8 students on the numeracy check in assessment.

Reading growth

Achieve by year: 2023

An increase from 50.6% to 53.5% in correctly answered questions by Year 8 students on the reading check in assessment.

Numeracy growth

Achieve by year: 2023

An increase from 62.4% to 66% in correctly answered questions by Year 9 students on the numeracy check in assessment.

Reading growth

Achieve by year: 2023

An increase from 51.5% to 56% in correctly answered questions by Year 9 students on the reading check in

Initiatives

HSC Excellence

Teachers are supported to analyse and interpret student learning and achievement data and design evidence-based adjustments to teaching programs and learning activities.

Collaborative and applied professional learning is designed to build consistent high expectations, address student learning needs and strengthen explicit, targeted teaching strategies to challenge and improve performance in all HSC courses.

Improving Literacy and Numeracy

The leadership team builds a culture of expertise in responsive evidence based practice for continuous improvement in Literacy and Numeracy.

Differentiated learning experiences explicitly address the literacy and numeracy needs of all students and supports high potential and gifted students achieve their personalised learning goals.

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meets the learning needs of all students.

Targeted, differentiated learning experiences explicitly addressing literacy and numeracy needs of all students are embedded in all faculty programs and internal assessment data shows improvement in student achievement.

Evaluation plan for this strategic direction

Question: How has evidence based adjustments impacted teachers development of learning experiences for student achievement.

Data: Triangulation of external student performance measures (NAPLAN, HSC, Best Start, Check in, VALID), internal assessment data, teacher evaluations of professional learning. Differentiated programs indicating adjustments based on evidence.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future Directions and next steps.

Strategic Direction 1: Student growth and attainment

Improvement measures

assessment.

Strategic Direction 2: Engage and Inspire

Purpose

To inspire students to become self-directed learners who are aware of their own progress and feel confident in collaborating with teachers to direct future learning. Active engagement in a variety of school opportunities prepares students for excellence in all aspects of life.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

An increase from 52.7% to 64.0% in the number of students attending greater than 90% of the time.

Explicit teaching

Achieve by year: 2026

The school's assessment on the elements of explicit teaching and data use in teaching, as measured by the School Excellence Framework, indicates improvement from delivering and is validated at excelling.

Initiatives

Feedback for Teaching

Teachers clearly understand, develop and apply a full range of assessment strategies to determine teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

The school actively seeks and incorporates student perspectives to support clear improvement goals and enhance the curriculum..

Feedback for Learning

Embed a learning culture that enables students to receive feedback and use success criteria to become self-directed learners and identify next steps for learning.

Evidence based teaching strategies e.g. visible learning and SOLO taxonomy combined with formative assessment activities engage students in the learning process and build a culture of high expectations.

Engagement

The school provides co-curricular opportunities for students that build engagement and connection to the school.

A positive learning and teaching culture maximises students engagement and improves attendance.

Leadership opportunities build teacher and student capacity to strive for excellence in all aspects of school and community life.

Success criteria for this strategic direction

Internal assessment tasks embed quality criteria based on SOLO taxonomy.

Students can use feedback and rubrics to assess the level of achievement and identify next steps for improvement.

Student voice informs school programs resulting in increased student engagement and participation thus improving attendance rates.

Evaluation plan for this strategic direction

Question: To what extent is feedback and formative assessment embedded into all teaching and learning programs? To what extent is student voice reflecting their ability to identify next steps for learning and student engagement?

Data: Attendance data, student voice responses, Tell Them From Me survey analysis, student work samples and feedback on assessment.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.

Strategic Direction 3: Connections to Learning

Purpose

Parents and the broader community support and enable the aspirations of every student. Genuine and respectful partnerships build individual and collective wellbeing through a culture of care and positivity.

Improvement measures

Student Wellbeing and Engagement

Achieve by year: 2026

An increase from 38% to 52% in the percentage of students achieving a "We Strive" score of 3.4 or greater.

Cultural Identity

Achieve by year: 2026

A 10% uplift, from 77% to 87% in the number of Aboriginal students attending school greater than 85% of the time.

Community Engagement

Achieve by year: 2026

The school assessment against the School Excellence Framework element on 'Community Engagement' is validated at 'Excelling'.

Initiatives

Cultural Identity

Partnerships with Aboriginal agencies and the Kuriwa AECG support Aboriginal students to reach their academic potential whilst maintaining cultural identity.

Build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students.

Student Wellbeing

The school implements and evaluates the effectiveness of wellbeing programs and practices across a tiered continuum of support catering to the wellbeing needs of all students.

Expectations of behaviour are co-developed with students, staff and the community and are designed to enhance positive, respectful relationships.

Community Engagement

The curriculum provision is enhanced through partnerships with parents, other schools and organisations making connections for students and helping them to be motivated and continually improve.

Success criteria for this strategic direction

Effective partnerships with the Aboriginal community supports the development of cultural identity and learning programs that are relevant, challenging and reflect high expectations.

Aboriginal students feel connected to the school as reflected in attendance and engagement rates.

The school implements and evaluates the effectiveness of wellbeing programs and practices across a tiered continuum of support to cater for all students.

Evaluation plan for this strategic direction

Question: To what extent do parents and the broader community support and enable the aspirations of every student?

Data: student and parent surveys, community engagement school assessment tool, Tell Them From Me, Attendance data.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.