

# Strategic Improvement Plan 2022-2026

## Jamison High School 8559



# School vision and context

## School vision statement

At Jamison High School we aspire to deliver a supportive and caring environment that fosters aspiration and promotes student wellbeing, engagement and achievement. Our staff are committed to ensuring we develop and provide quality educational experiences that are responsive to student needs and interests in an environment that is academically rigorous. In building student aspiration, our focus is to provide collaborative and creative experiences that inspire student learning. Our school challenges, supports and nurtures student curiosity in order to equip them with the skills and experiences they will need to be confident, informed, creative, successful and active citizens of the future.

## School context

Jamison High School is a proud, comprehensive, co-educational 7-12 high school located at the foot of the Blue Mountains in Western Sydney. We acknowledge that our school is on the land of the Mulgoa people from the Darug Nation.

The student population has been slowly declining over the years and is currently at 886. Aboriginal and Torres Strait Islander students represent 10% of our population. Our Aboriginal families are developing strong partnerships with the school through the programs and initiatives we offer and through our joint partnership with our Community of Schools. Our language background other than English students represent 15% of our school population and our students at beginning and emerging levels are provided targeted support by our EALD teacher. The school has a dedicated Support Faculty with five classes that cater to the needs of students with Autism. We are planning to expand our support unit to seven classes.

The school's staffing entitlement in 2022 was 68 teaching staff and 17 non-teaching staff. The school employs a Business Manager and a Technical Support Officer from school funds. Our executive staff have undergone change with just under half joining the school in the past three years. In 2021, we employed a permanent Student Support Officer and we plan to expand our executive team through the employment of a third Deputy Principal. 17% of our teaching staff are in their early career as teachers. There is a 5% turnover of staff each year due to staff promotion, transfer and retirement.

Technology in the curriculum is a strong focus at our school and is well supported by the Bring Your Own Device program. To support this we have integrated Google Education into the learning activities at the school. Our STEM initiatives are a feature of the way we collaborate across faculty areas and develop cross curricula programs to engage and challenge students in their learning. As a Positive Behaviour for Learning School, our school community has the following four core values: safe, respectful, aspirational, learners. These values operate across all activities and programs at the school and are the basis for behaviour expectations and learning goals of students.

Modernised learning spaces have been designed to facilitate creativity, critical thinking and collaboration in a technology rich environment. Our facilities include a student run Cafe, Drama Studio, Fitness Centre, Dance Studio, Textiles Lab and a School Farm. Our Library supports all aspects of student learning and includes a senior tutoring centre. We also have a purpose-built Nursing Facility where we partner with Blue Mountains Health in the delivery of EVET Health Care courses for students across the Penrith area.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, businesses and community groups and have established in-house enterprise learning.

Our dedicated teaching and support staff have a strong focus on student engagement and achievement where we recognise and celebrate student success. All staff support students' social and emotional development through our U-Matter program which sees mentor teachers meet with students each day as well as support students through key transition

# School vision and context

## School vision statement

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## School context

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points in high school. The school fosters strong wellbeing programs with a number of co-curricular activities including Creating Chances, Western Sydney University Fast Forward program and TAFE initiatives.

The majority of the school's equity funding will be used to support initiatives developed in the 2022-2026 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

We enjoy strong partnerships with our local primary schools through the Jamison Learning Community and our partnership supports a continuum of learning in literacy and numeracy for all students as they transition to high school. Within the Penrith area we have connections with our partner High Schools through the Penrith Education Alliance. This enables us to combine for professional learning opportunities, collaborate on educational initiatives as well as offer enriched Vocational Educational pathways for students. We partner with our community and parents through our Parent Connect program and through our Parents and Citizens Association who have a supportive and active involvement in the development of key initiatives at the school.

This Strategic Improvement Plan has been built around a comprehensive situational analysis conducted throughout 2020 and then External Validation which occurred during remote learning in 2021. Reflection and consultation around the feedback from External Validation occurred throughout 2022 and culminated in an executive and middle leaders conference to review and write the revised Strategic Improvement Plan. The reflective lens provided through External Validation and the staff and community consultation have shaped and refined our Strategic Improvement Plan to ensure it is a document that will drive school improvement from 2022 - 2026.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning potential, drive student improvement in reading, numeracy and performance in the HSC Top 2 bands, we will use evidence-informed practice. This will enhance effective classroom practice through a focus on explicit teaching, literacy and numeracy progressions and EAL/D strategies in order to build and sustain an evaluative culture that drives improvement in student performance.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

Increase the percentage of students achieving HSC Top 2 Bands toward the lower bound system-negotiated target .

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

## Initiatives

### Reading & Numeracy

We will embed the explicit teaching of reading and numeracy with targeted student improvement programs in teaching and learning that are evaluated to determine evidence of impact. We will do this through:

- Establishing high impact professional learning for staff to develop evidence-based activities targeting reading and numeracy which will be embedded across all Key Learning Areas to support all students.
- Strengthening expertise in data informed practices to drive student improvement in reading and numeracy.
- Developing systems and the professional capacity of staff in the analysis of data-rich sources to identify and monitor student achievement and target areas for improvement.
- Embedding an evaluative culture through the systematic use of data, feedback and reflection on teaching effectiveness.

### HSC Growth and Attainment

By embedding a culture of high expectations, we will ensure student achievement is celebrated and learning needs are identified and addressed through targeted mentoring programs. We will do this through:

- Evaluation of internal and external data sources that inform areas for improvement and drive changes in teaching and learning programs for Stage 6 students.
- Improved recognition of our students who are achieving academic excellence.
- Academic mentoring programs tailored to the needs of our students in Years 10, 11 and 12 to build an aspirational culture.

## Success criteria for this strategic direction

### Learning Culture - *High expectations - performing at excelling against the School Excellence Framework*

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

### Student Performance Measures - *Internal and external measures against syllabus standards - performing at excelling against the School Excellence Framework*

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. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

### Data Skill and Use - *Data literacy - performing at excelling against the School Excellence Framework*

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

### Professional Standards - *Literacy and numeracy focus -performing at excelling against the School Excellence Framework*

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

## Evaluation plan for this strategic direction

### Question

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in numeracy, reading and HSC growth and attainment?

### Data

Data sources will include:

- N-determination data including N-warning letters issued
- Internal student assessment data
- NAPLAN data
- Year 8 Check-in assessment data
- Year 7 Best Start data
- HSC minimum standards data
- HSC performance data

### Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Analysis of qualitative and quantitative data sources will be embedded within each of the initiatives and reviewed systematically.

### Implications

The findings of the analysis will inform:

- Future actions - including appropriate adjustments and differentiation to assessment and teaching programs.
- Professional learning activities

## Strategic Direction 2: Leading learners

### Purpose

To maximise student achievement in assessment, we will have consistent school-wide practices. We will utilise both formative and summative assessment to provide students with opportunities to reflect on their progress and inform future learning goals. Authentic assessment strategies will be used to engage students in rich learning experiences.

### Improvement measures

#### Formative Assessment

Achieve by year: 2026

To be excelling in the theme of formative assessment from the School Excellence Framework - Assessment is used flexibly and responsibly as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

#### Student Learning

Achieve by year: 2026

To be excelling in the theme of whole school monitoring of student learning from the School Excellence Framework - The school uses systematic and reliable assessment information to evaluate student learning and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

### Initiatives

#### Quality Assessment Practice

We will strengthen our culture of high expectations in all aspects of student learning and assessment from Years 7-12 to ensure:

- Quality assessment practices are embedded in teaching and learning programs.
- Increased professional learning opportunities for staff to enhance the use of formative assessment practices.
- Annual review of summative assessment tasks in all courses, with particular focus on task quality and quantity (Years 7-10).
- Assessment feedback is detailed and disseminated clearly to students with a goal of continuous improvement.
- Negotiate learning goals with all students linked to a clear understanding of how to improve performance that will be reviewed regularly.
- Expert use of student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

#### Teaching and Learning Culture

Enhance student learning and effective classroom practice through a focus on authentic engagement and a blended learning approach in all teaching and learning programs. To do this we will:

- Implement high impact professional learning programs to drive improvement with a specific focus in writing.
- Deliver quality differentiated instruction to improve educational outcomes for students.
- Develop the collective efficacy of staff to deliver explicit teaching and expert knowledge of subject content and ensure we meet the learning needs of all students.

### Success criteria for this strategic direction

#### Assessment - Formative - *performing at excelling against the School Excellence Framework*

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

#### Assessment - Whole school monitoring of student learning - *performing at excelling against the School Excellence Framework*

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

#### Effective Classroom Practice - Explicit teaching - *performing at excelling against the School Excellence Framework*

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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

### Evaluation plan for this strategic direction

#### Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in assessment and achievement?

#### Data

Data sources will include:

- Student performance data

## Strategic Direction 2: Leading learners

### Initiatives

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- Continue the development of systems and professional capacity for data analysis including NAPLAN, HSC and internal school data sources to identify improvement measures, monitor achievement and evaluate effectiveness of programs.
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### Evaluation plan for this strategic direction

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- Feedback from focus groups
- Individual/ Personalised Learning Plans
- Marking rubrics and criteria
- RAP data

#### Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Analysis of qualitative and quantitative data sources will be embedded within each of the initiatives and reviewed systematically.

#### Implications

The findings of the analysis will inform:

- Future actions - including appropriate adjustments and differentiation to assessment and teaching programs.
- Professional learning activities



## Strategic Direction 3: Wellbeing and connectedness

### Purpose

Our wellbeing programs will build student aspiration in a collaborative and supportive environment and we will create strong community partnerships in order to ensure our students are connected, resilient and successful learners.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

#### Attendance

Uplift of students attending greater than 90% of the time by 5.8%.

#### Wellbeing

Achieve by year: 2023

#### Wellbeing

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School uplift 4.5%.

#### Aboriginal Student HSC Attainment

Achieve by year: 2026

The proportion of Aboriginal students achieving their HSC to be equal to or better than students in their cohort.

### Initiatives

#### Wellbeing and Mentoring Programs

Research based wellbeing structures and programs within the school develop strong connections and partnerships that build resilient, capable and successful learners. To achieve this, we will ensure:

- A coordinated approach to wellbeing through partnerships between staff and students fosters a culture of student engagement and achievement where students are able to connect, thrive and succeed.
- Mentor teachers form positive relationships with students and are managers of student wellbeing, developing the child.
- The implementation of consistent and supportive processes and procedures to respond to referred behaviours utilising wellbeing and student support programs in addition to disciplinary actions.
- A structured approach to wellbeing initiatives that are planned and consistent with school values as well as being responsive to student needs.

#### Connecting with Our Community

We will continue to foster strong partnerships with our parents and community to enable connectedness, understanding and ownership with curriculum, school programs, initiatives and events. To achieve this, we will ensure:

- Parent and student satisfaction is measured regularly and analysis and actions in response to the findings are shared with the community.
- Increased engagement with our Aboriginal students, families and community to enable development and maintenance of cultural identity while supporting student progress and achievement in reading, numeracy and HSC achievement.
- Development of strong partnerships with our Community of Schools to facilitate successful

### Success criteria for this strategic direction

#### Learning Culture - Attendance - *performing at excelling against the School Excellence Framework*

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

#### Learning Culture - Transition and continuity of learning - *performing at excelling against the School Excellence Framework*

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.

#### Wellbeing - Caring for students - *performing at excelling against the School Excellence Framework*

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.

#### Wellbeing - A planned approach to wellbeing - *performing at excelling against the School Excellence Framework*

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

### Evaluation plan for this strategic direction

#### Question

To what extent have we achieved our purpose and can demonstrate impact and improvement in student wellbeing and their sense of belonging and connectedness?



## Strategic Direction 3: Wellbeing and connectedness

### Initiatives

transitions of learning.

- Feedback from students, staff, parents and broader school community on school performance is sought and addressed.
- Collaboration with academic partners to promote strong connections to post-school opportunities.

### Evaluation plan for this strategic direction

#### Data

Data sources will include:

- Attendance rates
- Data on student support programs i.e participation rates
- Sentral data including PBAL behaviour data, suspension data
- Frequency and attendance rates for school cultural events i.e. NAIDOC week, Harmony Day
- Achievement as recognised through the student award system
- Tell Them From Me surveys
- Attendance at Parent Teacher interviews

#### Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Analysis of qualitative and quantitative data sources will be embedded within each of the initiatives and reviewed systematically.

#### Implications

The findings of the analysis will inform:

- Future actions - including appropriate adjustments and differentiation to assessment and teaching programs.
- Professional learning activities