

Strategic Improvement Plan 2023-2026

Picton High School 8215



School vision and context

School vision statement

Our school will provide a safe and supportive environment where our students can excel and be provided the best path to achieve their post-school goals. We will do so by working with each child and their families in providing an individual program of support and growth. We will leverage our new facilities to be engaging, authentic, and challenging, aiming to be the predominant school of choice for our community.

School context

Picton High School has 1,150 students including 10% of students from an Aboriginal and Torres Strait Islander background and 3% of students from an English as an additional language or dialect (EAL/D) background. The school also has nine support classes to accommodate the 70 students with identified learning and support needs. We are located south west of Sydney and have a regional outlook. We have seven "in area" primary schools between Camden and Mittagong. Approximately 100 teachers and support staff work to provide a quality education for our students.

Our community is a working community and has a strong sporting ethos. Our parents want the best for their children including post-school opportunities for employment, training, and university.

Community input for the development of our Situational Analysis was undertaken by surveys and phone interviews as well as updates in our school newsletter. Advice was also sought from our P&C and Aboriginal Education Consultative Group, student leaders, and all teaching staff.

During the period of transition to the new school, the school has experienced a decline in performance across most areas. This includes HSC results, NAPLAN Literacy and Numeracy, students' and parents' sense of well-being with the school and student attendance. All of these areas have been recognised as areas for improvement and are prioritised within this new school plan. We also recognised that too few of our Aboriginal students stay on to complete year 12. In fact, there is a general trend that we lose almost 50% of our students by the end of year 12.

During this transition, staff have been developing skills in future-focused pedagogies and purchasing state-of-the-art resources to engage our 21st-century learners.

Sport features strongly in our curriculum and is highly valued by the community.

We have a strong junior Aboriginal Education Consultative Group group and we are keen to develop even more opportunities to engage with our wider Aboriginal and Torres Strait Islander community.

Our school receives significant funding to support our students. This money will be used to provide wellbeing support as well as academic support. Over the course of this plan, we will develop individual growth programs for all students with a focus on rapid and sustained academic growth.

Strategic Direction 1: Student growth and attainment

Purpose

Student academic growth is fundamental to the purpose of all schools. It is our goal to provide a challenging and individual education program for all students, best preparing them for the world beyond school (Mparntwe). We aim to know the learning skills and abilities of all of our students across all areas of learning with a particular focus on their Literacy and Numeracy skills. From there, all teaching programs will be tailored to our students with teachers utilising current teaching methodologies to ensure students have the best opportunity to succeed.

Improvement measures

NAPLAN expected growth - Numeracy

Achieve by year: 2023

- 60.87% of our students will demonstrate expected Growth in Numeracy compared with their year 5 performance.

NAPLAN expected growth - Reading

Achieve by year: 2023

- 60.95% of our students will demonstrate expected Growth in Reading compared with their year 5 performance.

HSC achievement - top 3 bands

Achieve by year: 2023

HSC

- An uplift of 5.9% of students achieving the top 3 bands in the HSC

Aboriginal student HSC attainment

Achieve by year: 2023

HSC

- Increase the proportion of Aboriginal students attaining Year 12 while maintaining their cultural identity.

Initiatives

Data informed and lead practices

- All students in stage 4 have the Literacy and Numeracy ability benchmarked and plotted against the Progressions. Each student has an individual growth plan and an explicit plan of support. An explicit and individual Literacy and Numeracy teaching program is implemented for stage 4 for where all students are benchmarked each term and progress mapped to themselves and the appropriate continuum.
- Teachers are developed in interrogating and using internal and external data (NAPLAN, HSC, Best Start and Valid) and planning student learning accordingly. This includes differentiation, setting high expectations including appropriate taxonomically challenging work.
- Staff have developed a student digital portfolio system for students to gather work samples which include annotated work show progress along a learning continuum and directions to progress further. Students are placing work samples of their progress in their portfolios.
- Individual faculties have also inculcated Reading and Comprehension strategies into stage 4 teaching programs.
- A process of assisting students to make appropriate course selections in year 10 will be developed.

Highly Effective Teachers and Teaching Practices

- Each student has a personalised growth program where, students can produce a portfolio of work samples, plot themselves on a learning continuum, understand what they need to do to improve further.
- Staff operating in a Professional Learning Team featuring, self-reflection, collegial observations, feedback using a shared language of QTF, ATS.
- All teachers are developed in being confident users of assessment 'for' 'of' and 'as' learning to inform teaching & learning cycle.

Success criteria for this strategic direction

- Teaching programs reflect modifications for changing cohorts determined through appropriate data analysis. This is also evident in registration.
- Peer observation reflects differentiation based on student ability. Professional learning communities are active and peer observation using the Quality Teacher Framework is evident. All permanent staff are trained in the QTF and its use is evident in professional feedback documentation.
- All students in stage 4 have an individual Literacy and Numeracy growth program.
- Analytics of all Literacy and Numeracy initiatives demonstrate implementation and growth for all stage 4 students or appropriate resource allocation to address specific needs.
- ALARM is embedded into KLA programs for all stages
- 100% submission rate for assessment tasks, showing improved student quality overall.
- Exemplars evident of low, medium and high-quality answers is collected and made available to students.
- All programs and assessment tasks differentiated for student learning.
- All KLAs have developed 3 tiered Assessments tasks in Stages 4 and 5
- Senior Study Centre operating to maximise HSC growth as well as implementation of Raising Achievement Program.
- Teaching staff are all utilising quality teaching practices including, LISC, ALARM, differentiation through instruction, assessment, and feedback is evident in all classes.
- Personalised ATAR growth program evident for all students and resourced accordingly.
- All HTs and year 12 teachers have completed RAP analysis documentation and set directions accordingly.
- PLP are developed for all stage 6 students and students are access support staff including tutors.

Strategic Direction 1: Student growth and attainment

Initiatives

- A personalised HSC student mentoring program is implemented that features post-school planning, challenging high achievers, and targeted support. All ATAR students have an academic coach assisting them with achieving their goals.
- A Professional Learning Community exists featuring all staff collegially observing each other and using the Quality Teacher Framework in feedback discussions.

Uplift in Aboriginal student performance in the HSC

All stage 6 Aboriginal students will have a PLP with includes strategies for improving attendance and performance.

School curricula with will feature authentic Aboriginal perspectives built around advice from local Aboriginal community.

Evaluation plan for this strategic direction

Data relating to student performance including HSC and NAPLAN, VALID Best Start and internally collected data relating to student literacy and numeracy progression will be analysed at regular intervals.

Extensive analysis of student performance improvements relating to HSC and Literacy and Numeracy performance will be undertaken by the literacy and numeracy team and the Data team.

Adjustment to Literacy and Numeracy interventions and HSC interventions will be determined based on evidence in the data analysis.

Strategic Direction 2: My Learning, My Responsibility

Purpose

Teachers, parents, and students are all essential in providing the best educational outcomes for our students. This area will focus on, how individuals can make a personal commitment to achieving appropriate educational outcomes. Teacher skills and practices, student efficacy and goal setting, and parental support will be the focus of programs developed and implemented to ensure collective responsibility for student learning, success, and growth.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

An uplift of 8.5% of students attending school greater than 90% of the time.

Wellbeing

Achieve by year: 2023

- An uplift of 4.5% of students reporting expectations for Success, Advocacy, and Sense of Belonging at school.

Engaging and Authentic programs

Achieve by year: 2026

Internal school data reflects that 50% of stage 4 students are engaging in BYOD, SLEC programming and Inquiry Based Learning.

Initiatives

Identify, guide and support all members of the community in developing a sense of commitment towards personal and school success. All students in stage 4 will participate in a targeted Literacy and Numeracy program of development.

- Individual student growth plans are developed and piloted in stage 4. Students will be mentored in small groups assisting them in towards achieving personal growth goals. This will include attendance monitoring and support structures.
- Students in Year 7-8 are using 'My Best Work' ePortfolios for work samples and artifacts that feature teacher feedback.
- All students have a clear understanding of expectations in a co-teaching, innovative learning environment and take ownership of their learning progression.

Our school is providing authentic and innovative curriculum practices to better prepare our students for the world after school

- Authentic learning experiences better inform student choices for their Stage 6 Study Pattern and/or Post School Pathways.
- All stage 6 students have a personal post-school pathway plan and are being supported towards achieving their goals. All ATAR students have an academic coach assisting them with achieving their goals.
- Stage 4 programming includes Future Focus pedagogy. A BYOD program is evident and operating in year 7.
- Stage 4 & 5 programming embeds Cross KLA Future Focus pedagogy operating across all KLAs. It features formative assessment and a variety of opportunities to demonstrate understanding through feedback and the collection of formal and informal learning artifacts.

Success criteria for this strategic direction

- All students have a personalised student growth plan, a mentor, and parental involvement, that features baseline learning across all KLAs, Literacy and Numeracy progress, and directional plans for growth in all academic and social development.
- The school is operating an innovative, authentic curriculum that better prepares students for post-school life.
- Students understand how to progress to the next learning of their learning assisted by teacher feedback.
- Teachers make consistent judgments across all forms of assessment and use both formal and informal learning artifacts to assess student learning. This continual improvement is evidenced through the presentation of their best work in individual ePortfolios.
- Celebration of students' successes with parents and the community is more frequent and targeted specifically to increase engagement..
- A variety of teaching methodologies exist and the siloed nature of curriculum delivery is less evident as collaborative team teaching across KLAs is prominent.

Evaluation plan for this strategic direction

Extensive annual data collected via students, Wellbeing Team, TTFM survey data, Attendance data and Sentral wellbeing notifications, curriculum offerings, ePortfolio evaluations, parental and students surveys and focus groups.

Analysis of data will inform the school leadership team about the value of the student growth plans and support of the school. and the extent to which collective responsibility for student learning, success, and growth is evident.

Future directions of attendance interventions, parent and student engagement and success of curriculum offerings

Strategic Direction 2: My Learning, My Responsibility

Evaluation plan for this strategic direction

will be informed by evaluation of school data.

Strategic Direction 3: Improved educational outcomes for all Aboriginal students

Purpose

Aboriginal and Torres Strait Islander students comprise 10% of our student population. These students are underrepresented in stage 6 courses and our HSC higher Bands. Our goal is to ensure all of our students are making the best post school pathways choices and are provided with the resources to do so.

Improvement measures

Our school curriculum will be authentic to our local Aboriginal Community and wider Australian issues
Achieve by year: 2026

Improved educational outcomes for all students
Achieve by year: 2026

Initiatives

A school curriculum built upon authentic Aboriginal perspectives.

Our curriculum and school processes will reflect our commitment to improving educational outcomes for Aboriginal and Torres Strait Islander students.

Targeted authentic support

Our school will implement targeted growth programs in Literacy, Numeracy and wider academic programs. This will include strategies to increase attendance and engagement.

Success criteria for this strategic direction

Feedback for Aboriginal students indicates greater engagement.

Demonstrated increased academic growth for Aboriginal students.

Increased attendance of our Aboriginal students.

PLPs for students.

Evaluation plan for this strategic direction

Aboriginal community feedback