

# Strategic Improvement Plan 2023-2026

## Heathcote High School 8246



# School vision and context

## School vision statement

The consultation with our school community reinforced that Heathcote High School is committed to ensuring every student maximises their potential through the provision of high quality teaching. Every student and every teacher will be challenged to continue to learn and improve every year. Each student is valued and encouraged to be fully involved in the wide variety of opportunities offered at the school, leaving the school as a well rounded responsible citizen.

## School context

Heathcote High School is a comprehensive high school serving the learning needs of approximately 700 students. Our location, close to the Royal National Park, provides a spacious, peaceful bush setting for our students and community.

Our teaching staff are dedicated professionals, committed to the delivery of learning programs designed to cater for the diverse range of student learning needs with a high potential stream in the junior school. We further support students with specific learning needs in our autism support classes.

We continue to drive student growth in pursuit of academic excellence and believe that the biggest impact on student achievement in schools are our teachers. We are committed to continually improving effective classroom practices, supported by high impact, targeted staff professional learning and data analysis, enabling teachers to be innovative in their practice. As a result, staff will ensure that literacy, numeracy and HSC achievement will be enhanced through individualised and differentiated learning.

We value our close links with our partner primary schools and believe strongly in the importance of staff, parents and carers working in partnership to achieve smooth transitions and the very best for our students.

The school is dedicated to continuous growth, improvement and student attainment and our comprehensive situational analysis identified that a firm focus on explicit teaching, formative assessment, differentiation, feedback and data-driven practices will be essential in ensuring student learning outcomes are further enhanced.

We continue to develop and implement the Department's Education Policies to extend all our students to achieve their full potential. Educational leadership, effective differentiation through teaching and learning programs and explicit teaching will be key themes addressed in our Strategic Improvement Plan. These target areas will be reinforced by strong collaborative practices throughout the school to ensure a continued focus on maintaining a positive academic culture based upon high expectation and a positive sense of belonging for our students and staff.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to see every student demonstrate growth in their literacy and numeracy skills and that every teacher has expertise to teach literacy and numeracy using evidenced-informed, explicit and high impact strategies. We will monitor the progress of programs to ensure every student reaches their potential in all aspects of their learning.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

### HSC Attainment

To improve the percentage of HSC course results in the top 2 bands requiring an uplift by 5.2%

### HSC achievement - top 3 bands

Achieve by year: 2023

### HSC Attainment

To improve the percentage of HSC course results in the top 3 bands by 4.4% to achieve our system-negotiated targets.

### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in reading comprehension over the year using the HHS Reading Program.

50% of students are at or above state average in external Reading assessments.

### Numeracy growth

Achieve by year: 2023

All students demonstrate an increase in check-in assessment mean scaled score in Year 8 and Year 9.

## Initiatives

### Explicit teaching of Literacy and Numeracy

**Data to inform Practice** - Deliver professional learning for the staff on the impact of using a range of data to inform practice and dedicate time to using data effectively. We will focus on deep analysis and application of Check in, PAT, NAPLAN, minimum standards and HSC data to inform classroom teaching and learning.

Students progress will be tracked over time to measure the impact of teaching and learning strategies.

Students and parents understand that Literacy and Numeracy skills are the biggest indicators of success associated with student learning and external assessments. Teachers will work collaboratively, sharing faculty based findings and explaining the process of explicit teaching practice to attain the best HSC results for students.

We will provide explicit support for literacy and numeracy strategies with cross-faculty collaborations and evidence-based programs and lessons. Staff will use their learning to explicitly identify and embed opportunities to address the learning progressions within their programs.

We will continue to develop professional learning based on high expectations and the connection to student achievement. Utilising the Departments HSC Strategy and internal HSC marker expertise to ensure students can identify criteria required to access the top two bands in the HSC.

## Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

Students and parents understand the assessment approaches used in the school and their benefits for learning.

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. Progress towards goals in literacy and numeracy is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Students HSC results will reflect a reduction in the lower band achievements and an increase in the upper band achievements.

## Evaluation plan for this strategic direction

**Q:** What is the impact of using data to drive explicit teaching and learning? ? Has there been a shift in culture around NAPLAN?

### D: Data Sources

- NAPLAN data
- Check in assessment data
- Scout value added data
- Student work samples
- Plan2 data
- Student Learning Plans
- Teaching programs

**A:** The school will regularly review the data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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I: Reassurance we are heading in the right direction and where to from here? Rigorous analysis will guide future planning for continuous improvement ensuring that we are maximising teacher collaboration that can be linked to improved student learning outcomes.

## Strategic Direction 2: Enhanced teacher practice and collaboration

### Purpose

To develop a whole school learning community which demonstrates high levels of achievement and the pursuit of excellence. Through explicit, consistent and research-informed teaching, our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use student assessment data to inform teaching.

### Improvement measures

#### Learning and Leading Collaboratively

Achieve by year: 2026

Teaching staff have lead professional learning, having gained expertise and knowledge to effectively improve teacher practice. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

#### Quality Learning and Assessment

Achieve by year: 2026

All programs and assessments are evaluated and modified to be dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

### Initiatives

#### Quality Learning

We will achieve this through Professional Learning and the development of differentiated learning programs to cater for all student abilities. High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential. To bring together cross curricula teaching and learning processes e.g. differentiation, HPGE, learning adjustments

- Evaluate programs for all students learning needs.
- Implementation of differentiated strategies in programs.
- Collaborate - across faculty teaching and learning strategies to facilitate implementation.
- Provide targeted PL to build teacher capacity to implement differentiated learning strategies.

#### Quality Teaching

Teachers work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving and effective collaborative practice to further improve teacher efficacy.

To plan, deliver and evaluate High Impact Professional Learning, prioritising school targets across each year and linked to best practice. e.g. formative assessment, assessment and reporting.

- Evaluate/modify and develop KLA assessment tasks based on quality criteria (rubrics linked to descriptors, examples).
- Building teacher confidence and capacity to share and reflect on teaching practice.
- Evaluation of current classroom practices e.g. classroom observation.
- Further develop the staff professional learning community where staff can share practice to

### Success criteria for this strategic direction

Heathcote High School has a high functioning professional learning community based on best practice and is focused on high expectations and continuous improvement of teaching and learning.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and 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.

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.

Differentiation in 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.

Teaching staff demonstrate and share their expertise within our school and with other schools.

### Evaluation plan for this strategic direction

**Q:** To what extent have the targeted strategies been implemented across the school?

**D:** The school will use the following data sources to regularly assess the effectiveness of the initiatives in achieving the purpose and improvement measures of teachers as leaders of learning and teaching: meeting agendas, PDPs, Teaching programs (CPM process), observation feedback, faculty evaluations, teacher surveys, Sentral, work samples, Markbook, assessment tasks, student reports.

**A:** Analysis will be embedded through progress and

# Strategic Direction 2: Enhanced teacher practice and collaboration

## Initiatives

continue to improve student learning.

Assessments will be developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

## Evaluation plan for this strategic direction

implementation monitoring each term. Annually, the school will review progress towards the improvement measures.

I: The analysis will inform future actions.

## Strategic Direction 3: Student Connection, Opportunity and Success

### Purpose

To continue to develop a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Through consistent application of our wellbeing and discipline policies we will continue to build on our strong academic culture.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

To improve the percentage of students attending school at a rate above 90% by an uplift of 7% to achieve our system-negotiated target.

#### Aboriginal student attainment

Achieve by year: 2026

All First Nations Students attain the HSC or are connected to an alternate pathway through education or employment opportunities.

#### Staff engagement

Achieve by year: 2026

To increase the number of respondents by 50% for the People Matter Employee Survey (PMES) and uplift of 25% in PMES "Teamwork and collaboration".

#### Student Engagement

Achieve by year: 2026

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

### Initiatives

#### Evidenced practice

To review and modify processes to improve the way we know, value and care for our students and staff by focusing on our classroom environment e.g. what works best and six effective practices.

- Caring for our students through providing positive relationships through High Challenge and Enriching opportunities across the school.
- Learning Across the Curriculum, With and From the Wider School Community.
- Engagement in evidence-informed practices for improved student, staff and community collaboration and partnerships.
- Engagement through evidence-informed research and practices to build connections between enriching school-based experiences and the real world.
- Evaluation of current classroom management practices e.g. classroom observations.
- Emphasis on valuing our students through developing a strong sense of student voice.
- Foster respectful, authentic cultural connections with our local Aboriginal and wider community to promote students' sense of self-worth, identity and resilience, enabling them to meet challenges and embrace opportunities as active and informed citizens.

### Success criteria for this strategic direction

The school has implemented evidenced based change to whole school practices, resulting in consistent and measurable improvement in wellbeing and engagement to support learning and attendance.

The whole school community demonstrates high expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence and equity in providing opportunities for all students.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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.

All First Nations Students attain the HSC or are connected to an alternate pathway through education or employment opportunities.

All staff engage in teamwork and collaboration initiatives across the school.

### Evaluation plan for this strategic direction

**Q:** To what extent has the school utilised evidence-informed systems to engage students by recognising student achievement, developing student voice and leadership, and connecting with our community?

**D:** The school will use the following data sources to regularly assess the effectiveness of the initiatives in achieving the purpose of empowered school community and partnerships: Sentral positive and negative data, Wellbeing Hub usage, SCOUT data, recognition letter data, student reports, PMES.

**A:**

Analysis will be embedded within each activity through progress and implementation monitoring each term.

## Strategic Direction 3: Student Connection, Opportunity and Success

### Evaluation plan for this strategic direction

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Annually, the school will review progress towards the improvement measures.

I: The findings of the analysis will inform future actions. Annual reporting on school progress measures will be published in the annual report and on the school website.