

Strategic Improvement Plan 2023-2026

Erina High School 8405



School vision and context

School vision statement

Erina High School's vision is to be the secondary school of choice for all families within the Erina Learning Community by providing a safe and inclusive learning environment and delivering excellence in teaching and learning. This vision is reflected in the school's motto, "A caring community committed to excellence".

Erina High School is striving to ensure all students, regardless of background, reach their academic, emotional and social potential. In learning, the development of strong literacy and numeracy skills, subject specific content knowledge and learning skills of critical thinking, creativity, collaboration, communication are priorities. Students are encouraged to approach learning with a growth mindset, take personal responsibility for their learning and value lifelong learning.

Respect, Responsibility, Integrity, Care and Excellence are the school's five Core Values and underpin all we do. The whole student is important, and students are encouraged to be informed, responsible, active and caring members of their community. Erina High School encourages students to respect and value diversity and is committed to developing a deeper understanding of Aboriginal and Torres Strait Islander history, culture and language.

To support the school realise its vision, it has collaboratively developed the following five vision statements to strive for during the next four-year strategic improvement planning cycle.

1. A school that sets high expectations and encourages students to strive for excellence.
2. A school with great facilities, technology and resources to support the delivery of a broad curriculum.
3. A school with high quality teachers, leading contemporary and innovative learning that engages and challenges all students.
4. A school that proactively supports wellbeing and appreciates and celebrates diversity.
5. A safe and inclusive school that forms strong community partnerships.

School context

Erina High School is a proud comprehensive and inclusive public school that supports all students to maximise their potential through a broad, flexible and future focused pattern of study. Enrolment for 2023 is 734 students, approximately 8% Aboriginal and 9% from Non-English Speaking backgrounds. The school has a Special Education Unit (Mirrabooka) with three multi-categorical classes and a staff allocation of 68 which includes 56 Teaching and 12 non-teaching support staff. Projected enrolment over the next 4 years is 810 students.

Erina High School(EHS) is a member of the Erina Learning Community (ELC) with strong links with our partner primary school. The school works hard to develop a continuum of learning from K to 12, and ensure a smooth transition to high school for our partner primary school students. The school continues to strengthen our relationship with the broader community through positive professional relationships with industry, business, TAFE and university to ensure students are given opportunities to access a range of post school options as well as accessing work experience, work placement, traineeships and school based apprenticeships. Erina High is a participating school in the Department's Educational Pathways Program (EPP) designed to improve higher education and career outcomes for young people and received support from a SBAT Engagement Officer.

The Family Occupational Educational Index for EHS is 94, which directly relates to our funding allocation. Our resource allocation includes funding to support Aboriginal students, students from low socioeconomic backgrounds, students with low-level adjustments for disability and students learning English as an additional language or dialect. Additional targeted funding is allocated for students with high needs through Integration Funding Support.

Teaching and learning is the school's core business and teacher quality and continuous improvement in teaching practice are key priority areas for the school.. Use of data to inform practice, participation in high impact professional learning and use of evaluative practices are key focuses of the current Strategic Improvement Plan. Building a school culture of excellence through the setting of high expectations in learning, attendance, behaviour and uniform, enhancing student wellbeing and building leadership density within the school are other key priorities.

The school has a strong relationship with the Tjudibaring AECG and is working in partnership with the AECG to deepen understanding of Aboriginal history and culture for all students and support Aboriginal students to achieve the goals of the 2020-2030 AECG Partnership agreement.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student achieves expected growth in their learning every year. by building the capacity of teachers to become expert practitioners.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

Increase % of students achieving course results in the top 2 bands from a baseline of 18.3 to the lower bound target of 24.9%

HSC achievement - top 3 bands

Achieve by year: 2023

Increase % of students achieving course result in the top 3 bands from a baseline of 51.7% to the lower bound target of 58%

HSC Attainment

Achieve by year: 2026

Results for Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in internal and external examinations.

Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for numeracy in Year 7, 8 and 9 for 2023 compared with Year 7, 8 and 9 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 7, 8 and 9 for 2023 compared with Year 7, 8 and 9 in 2022.

Initiatives

Quality Teaching and Evaluative Practices

Quality teaching and learning is the core business of Erina High School. Quality teaching and learning will be driven by embedding a culture of professional reflection and adopting school wide evaluative practices that support high level student attainment and continuous teacher improvement. Strategies to drive improvement include:

- The creation and embedding of a Professional Learning Plan to strategically target areas of need to enhance teacher's ability to deliver high quality teaching and learning.
- Embedding consistent systems and structures, (learning expectations, classroom routines, evaluative practices, intervention and support) to create engaging and challenging learning environments that drive improvement in student learning outcomes.
- The regular use of data to monitor student progress and inform teaching practice.
- A whole school approach to working collaboratively and using evidence-based explicit teaching practices.

Data to inform practice in Literacy and Numeracy

Effective data analysis allows teachers to monitor student progress and identify areas requiring additional attention and development. To improve the use of data to inform practice, the school will:

- Establish a Baseline for Data to Inform Practice in Literacy and Numeracy.
- Re-establish a School Leadership Team for 'Data to inform practice in Literacy and numeracy'.
- Embed consistent and collaborative systems and structures for data collection and analysis.
- Build the confidence of staff to use data through High Impact Professional Learning in reading and numeracy.

Success criteria for this strategic direction

Student progress and achievement is greater than students in similar school groups for external measures. There is strong alignment between internal and external student measures.

All staff are actively engaged with high impact professional learning and identify and systematically implement the most effective teaching and learning strategies to provide evidence based future focused learning experiences for students.

Embedded school-wide systems and structures that encourage collaboration, professional dialogue and feedback between teachers to drive improvements in teaching practice and students results.

All teachers understand and use the most effective teaching strategies to maximise the learning outcomes of students across the full range of abilities.

All teachers have a sound understanding of data and use data to monitor student progress, modify teaching practice and apply a full-range of assessment strategies.

Evaluation plan for this strategic direction

Questions: Has the quality of the teaching improved each year? Have teachers used data to inform and improve their practice? Has the Professional Learning undertaken by teachers had a significant positive impact in the classroom.? How has student performance improved compared to SSG in reading, numeracy, NAPLAN and the HSC? Are school wide systems and processes supporting quality teaching?

Data: External data (Check-in assessment, NAPLAN, HSC) Internal Data assessment (School based assessment, student, staff and parent surveys, lesson walkthroughs, T&L programs, lesson observations, reflective practice discussion notes)

Analysis: Analyse the data to determine the extent of impact.. Two pause points each semester to review

Strategic Direction 1: Student growth and attainment

Initiatives

- Review and refine existing Literacy and Numeracy early intervention and support models with the school and make adjustments where necessary.

HSC Success

Through high expectations, professional learning, the use of evidenced based teaching practices and clear and efficient school wide processes establish a strong culture of learning leading to learners who are motivated and committed to succeed. in the HSC. Specific strategies include:

- The establishment of a HSC improvement Team to identify and drive whole school HSC initiatives..
- Ensure all HSC teachers are improving their teaching practice by undertaking ongoing professional learning., specifically participation in the Department's HSC Strategy
- Review and refine HSC monitoring and support processes including early intervention for students requiring additional support.
- The implementation of a Stage 6 Mentoring Program to provide individualised student assistance and support.

Evaluation plan for this strategic direction

progress and make adjustments.

Implications: Have we achieved the desired progress. What are the next steps? What needs to be kept? What needs to be modified or adjusted? What needs to be decommissioned?

Strategic Direction 2: Positive education to connect, succeed and thrive

Purpose

To support and develop the wellbeing of all students to enable them to become healthy, happy, productive and successful individuals.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase the percentage of students obtaining a positive wellbeing aggregate score in the TTFM survey from a baseline of 58.9% to the lower bound target of 63.4%

Aboriginal student HSC attainment

Achieve by year: 2023

Uplift in the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Initiatives

Enhancing Wellbeing

Implement and refine a range of wellbeing initiatives designed to enhance the overall wellbeing of all students. These include:

- Review and evaluate current wellbeing strategies, processes and supports to refine/develop an integrated whole school approach to wellbeing that aligns to the Department's Wellbeing Framework.
- Deliver planned and proactive wellbeing programs and events aimed at developing social and emotional skills (self-awareness, self-regulation, self-discipline, and resilience) through the creation of a wellbeing scope and sequence.
- Monitor the indicators of positive wellbeing (sense of belonging, student advocacy, student engagement and student happiness) and the effectiveness of wellbeing initiatives using data analysis, student and parent voice forums and an annual school-based wellbeing survey.
- Strengthen student connection to school through sense of belonging initiatives.
- Deliver professional learning to staff on social and emotional learning (SEL), trauma informed practice and positive education to ensure a consistent school wide approach to wellbeing.

Inclusive practices

Work in partnership with the local Tjuidibaring AECG and strategically use equity funding to:

- Support Aboriginal students to achieve the agreed outcomes in the 2020-2030 AECG Partnership Agreement
- Establish and maintain respectful and collaborative relationships with Aboriginal parents/carers and community members.
- Provide opportunities for students to deepen their knowledge of Aboriginal history culture and language

Success criteria for this strategic direction

Whole school Wellbeing Framework and planned 7-12 wellbeing scope & sequence. of activities exists and supports the development and maintenance of student wellbeing.

Positive respectful relationships are evident across the school..

All student demonstrate deep knowledge of Aboriginal history and culture.

TTFM Survey data shows increased overall wellbeing score and an increase in sense of belonging for all students. School based Wellbeing survey reinforces TTFM results

Evaluation plan for this strategic direction

Question: What has been the impact of a whole school approach to wellbeing on the wellbeing, engagement and sense of belonging for students and staff? Do all students and parents feel student feel the school is culturally safe? Have targeted proactive programs had a positive impact on the wellbeing of students? Are intervention programs for students at risk addressing their needs?

Data: TTFM survey, School Wellbeing survey, Aboriginal student result data in NAPLAN & HSC , Attendance data, School exit survey. Student and parent forums. SENTRAL wellbeing data,

Analysis: Analyse the data to determine the extent of impact. Two pause points each semester to review progress and make adjustments. Have all wellbeing measures improved?

Implications: Have we achieved the desired progress. What are the next steps? What needs to be kept? What needs to be modified or adjusted? What needs to be decommissioned?

Strategic Direction 2: Positive education to connect, succeed and thrive

Initiatives

through the inclusion of a wide range of culturally appropriate activities.

- Continue to develop leaderships and cultural opportunities through the junior AECG
- Develop a cultural continuum for Aboriginal students within the Erina Learning Community (ELC)
- Provide ongoing professional learning for staff to build competency in Aboriginal culture
- Ensure every Aboriginal student has a PLP that is developed in collaboration with parents/carers, develop, implement and regularly monitor every Aboriginal student's Personalised Learning Pathway (PLP) ensuring it contains an academic, cultural and personal goal

Build a safe, supportive and inclusive school where respect and appreciation for diversity is shown by:

- Develop and introduce a "See culture in our school" initiative that clearly illustrates Erina High School is a safe, supportive and inclusive school for all students regardless of background or belief.
 - Teachers modelling respectful practices and consistently dealing with incidents of bullying, harassment, and exclusion.
 - Reviewing and refining bullying and harassment policies and procedures to ensure support for students who are culturally, gender or sexually diverse.
 - Communicate bullying and harassment policies and procedures clearly to the wider school community.
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Strategic Direction 3: Culture of Excellence

Purpose

To create an aspirational school culture and learning environment that supports students to reach their academic, social and emotional potential.

Improvement measures

Student expectations for success

Achieve by year: 2026

Increase % of student expectations for success in TTFM survey from 80% to 82%

Attendance >90%

Achieve by year: 2023

Increase the % of students attending >90% of the time from baseline of 59.4% to exceed the lower bound target of 66.1%

Community Satisfaction

Achieve by year: 2026

Over 95% of students and parents rate their satisfaction with the school as high or above.

Initiatives

A school culture of excellence

Students from schools with a high expectation culture (A culture of excellence) have higher attendance rates, greater academic success, higher rates of school completion, demonstrate positive and supportive behaviours more frequently, have higher levels of wellbeing and are more likely to be civically minded. Erina High School is striving to be a school of excellence by:

- Collaborating with the school community to build a shared responsibility in driving improvement in school culture
- Building a collaborative understanding of what excellence looks like in four priority areas. **(Learning, Attendance, Behaviour, Uniform)** through student, staff and parent forums and surveys.
- Creating and embedding whole school systems and structures for each of the 4 priority areas of excellence giving clarity to what is expected, what support is available when required and what actions will be implemented when students do not meet school expectations.
- Review and refine the school's Praise and Reward Program to ensure students are being recognised for their effort and achievements, but also acknowledged and rewarded for demonstrating actions and positive behaviours aligning to a school culture of excellence
- Providing a framework with targeted initiatives for students to build and develop their aspirations for success.

Aim Up - Students will set learning goals with their mentor teachers through the EHS Aim UP program, which will create student accountability and promote aspirational actions. **Masterclass** - Review and refine as a platform to build future focus learning skills. **HPGE Program**- Review and refine HPGE whole school and faculty programs to support HPGE students

Success criteria for this strategic direction

The number of students attending school 90% of the time or more exceeds 70%

A high percentage >85% of students displaying aspirational behaviours. The percentage of students indicating 'Expectations for success' in the TTFM Survey exceeds 85%

A 'Culture of Excellence' is evident through student engagement in classrooms, high student attendance, a high % of students wearing full school uniform and respectful, positive behaviours being the norm.

Praise and Reward data shows a 3:1 ratio of positive to negative behaviours. Student surveys show that students feel rewarded for their efforts in school and strive for excellence as a result.

All students have a mentor and set and achieve meaningful (SMART) learning goals through the "Aim Up" Program

Strong partnerships exist between school, students parents and the community with the whole community demonstrating shared aspirational expectations of learning.

Community satisfaction measured through the Students and Parent Satisfaction Survey is high.

Evaluation plan for this strategic direction

Question - Is a 'Culture of Excellence' evident at the school? Are high expectations evident across the four focus areas? (learning, attendance, behaviour and uniform) To what extent are students at EHS displaying aspirational behaviours which lead to growth in learning, achievement and attendance data?

Data- TTFM survey, Staff/student/parents surveys, SCOUT attendance data, Sentral entries, Student and parent forums, walkthrough observations Student academic performance data.

Strategic Direction 3: Culture of Excellence

Initiatives

Excellence in Leadership

School that excel have school leaders driving school improvement through distributed instructional, ethical leadership.. Excellence in leadership is crucial in improving student learning outcomes. Erina High School is building excellence in leadership by:

- Building leadership density within the school with professional learning and support for Head Teachers and aspiring leaders.
 - Reviewing and refining the school's students leadership program ensuring there is strong student voice within the school.
 - Strategic use of school resources to maximise student learning outcomes and realise the goals of the Strategic Improvement plan
 - Creating and embedding administration and communication systems and structures to support a school culture of excellence
 - Providing resources to support the continuity of learning for all students K-12 at all transition points.
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Evaluation plan for this strategic direction

Analysis: Analyse the data to determine the extent of impact. Two pause points each semester to review progress and make adjustments.

Implications: Have we achieved the desired progress. What are the next steps? What needs to be kept? What needs to be modified or adjusted? What needs to be decommissioned?