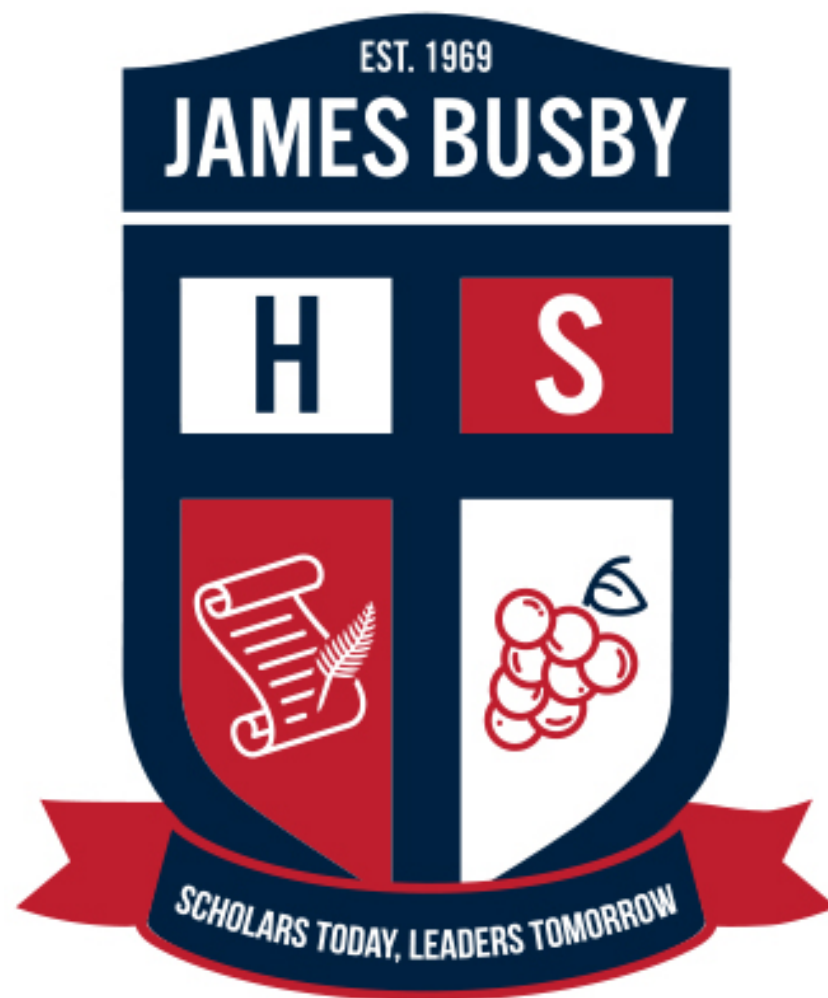


Strategic Improvement Plan 2023-2026

James Busby High School 8460



School vision and context

School vision statement

At James Busby High School we aspire to create a harmonious school culture that strongly focusses on life-long learning, collaboration and inclusivity. This stems from the foundation of our core values of Academic Excellence, Respect, Equality and Safety. We are committed to supporting the wellbeing needs of our students through creating a caring and responsive learning environment where we work in partnership with our community, ensuring that all students are provided with the opportunity to flourish. James Busby High School celebrates student achievement and success and prides itself on student voice in all aspects of schooling.

Connections with our community, parents and carers are developed in order to bridge equity gaps, as well as creating supportive relationships to enable students to connect, succeed and thrive which are vital in our journey towards ongoing improvement.

We are committed to establishing a culture of ongoing improvement in all facets of teaching and learning by embedding innovative and courageous mindsets. Leadership development is integral in our pursuit of excellence and encompasses collaboration, collective efficacy as well as distributive and instructional leadership.

School context

James Busby High School is a diverse and inclusive co-educational comprehensive high school located in south-west Sydney with an enrolment of 592. Our setting includes a large and dynamic Special Education Unit comprising of 10 classes, with 98 enrolled students. We celebrate our multi-cultural student body that includes 38 Aboriginal and Torres Strait Islander students, as well as 78% of students from a language background other than English.

The school will continue to focus on quality teaching, literacy and numeracy improvement as well as ensuring growth and attainment in the Higher School Certificate by providing a curriculum that is rich, authentic and responsive to individual student needs. We are committed to contributing to the Premier's Priorities and Department of Education's values. Our Learning and Support Team will sustain and grow extensive support structures for students and staff in meeting the complex learning needs of our diverse student body. We will endeavour to build the capacity of all, in differentiation, in order to meet the individual educational requirements for each child.

Positive Behaviour for Learning and our values driven approach to student wellbeing and behaviour management underscore our philosophy. We are committed to empowering staff in the area of trauma-informed practice when embedding a culture of high expectations and creating quality learning experiences for all. These initiatives will enrich students' ability to connect, succeed and thrive whilst meeting their individual wellbeing needs.

At James Busby High School we continually strive to create quality learning environments that demonstrate aspirational expectations of learning progress where teachers and students collaborate, reflect on and evaluate teaching and learning practice. Excellence underpins our extra-curricular and curricular programs, which remain a central focus.

Strategic Direction 1: Student growth and attainment

Purpose

Embed high expectations, continuing with our evaluative approach to data driven decision making, in order to provide learning experiences based on evidence-informed practices for teaching and learning initiatives that lead to growth and attainment by:

- increasing the capacity of staff to deliver and support effective teaching and learning within a differentiated curriculum, as well as a safe, inclusive and supportive learning environment. Our situational analysis indicates that a focus on explicit teaching is needed in order to improve student engagement in classrooms where learning conversations anchor the teaching and learning pedagogy.
- developing the ability of staff to deliver responsive, aspirational, diverse curriculum experiences that extend students' knowledge and skills in the areas of literacy, numeracy and achievements in the Higher School Certificate. A focus on improving student performance from Years 9 to 12 was highlighted as an area for development, along with high potential and gifted students, as well as students with additional needs, ensuring that they are provided with a rich, authentic and rigorous curriculum that extends their leadership, creativity, knowledge, skills and potential.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

- At least a 6% increase in the number of students achieving expected growth in Reading in NAPLAN

NAPLAN expected growth - Numeracy

Achieve by year: 2023

- At least a 5% increase in the number of students achieving expected growth in Numeracy in NAPLAN

NAPLAN top 2 bands - Numeracy

Achieve by year: 2026

Initiatives

Evidence informed training and development

Ongoing professional learning and development of staff targeting specific literacy and numeracy strategies, along with broader teaching and learning experiences that will engage and strengthen student skills and knowledge, this includes:

- Learning Intentions and Success Criteria
- A Learning And Responding Matrix

Learning connections and pathways to success

Create evidence-informed learning models to implement teaching and learning frameworks that challenge, extend and enrich learning experiences and student achievement through:

- A Learning And Responding Matrix (ALARM)
- High Potential and Gifted Education

Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community

Understand and respond to the cultural, learning and wellbeing needs of our Aboriginal and Torres Strait Islander students to ensure that they excel and achieve in every aspect of their schooling. Consultation and collaboration with our AECG to ensure that we are meeting the 2020-2030 NSW AECG Partnership Agreement, *Walking Together, Working Together* as well as our commitment to:

- Literacy and Numeracy Aboriginal and Torres Strait Islander hub
- The establishment of an Aboriginal Education Team
- Programs and partnerships that enrich cultural connections

Success criteria for this strategic direction

- Whole school commitment to the continued systematic delivery of targeted literacy and numeracy teaching strategies through timetabled literacy and numeracy classes
- Whole school commitment to the continued delivery of targeted programs which enrich Aboriginal and Torres Strait Island students' cultural connections, engagement, HSC, literacy and numeracy results
- High impact professional learning delivered to staff that targets specific literacy and numeracy strategies to improve student achievement and engagement rates
- High potential strategies have been utilised and implemented providing rich and authentic learning experiences leading to improved student engagement and attainment
- Differentiated learning experiences are evident in teaching and learning programs that meet the needs of all students inclusive of high potential and gifted students, as well as students with additional needs
- Student results demonstrate growth in literacy, numeracy and the HSC
- Students achieve National Minimum Standards
- Professional learning targeting both Learning Intentions and Success Criteria
- Professional learning on A Learning and Responding Matrix (ALARM)
- Professional learning on trauma-informed practice
- Ongoing professional learning on Positive Behaviour for Learning

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit teaching strategies on student achievement and engagement? Do teachers collaborate to evaluate, reflect on and adapt practice to provide responsive, aspirational and differentiated learning experiences?

Strategic Direction 1: Student growth and attainment

Improvement measures

- 5% increase in the number of students achieving the top two bands in Numeracy in NAPLAN

NAPLAN top 2 bands - Reading

Achieve by year: 2026

- 7% increase in the number of students achieving the top two bands in Reading in NAPLAN

HSC achievement - top 3 bands

Achieve by year: 2023

- At least a 5.5% increase in the number of students achieving the top three bands in the HSC

Aboriginal student HSC attainment

Achieve by year: 2023

- Proportionally contribute to the Liverpool Network target of increasing the proportion of Aboriginal students who attain an HSC whilst maintaining their cultural identity by at least 50%

Achieve by year: 2026

- Increase in number of students demonstrating intellectual engagement at the school from baseline data (Tell Them From Me 2020)

Achieve by year: 2026

- Increase in number of staff indicating satisfaction with professional learning building their capacity

Evaluation plan for this strategic direction

Data: What data will we use?

External student performance measures such as:

- NAPLAN data
- HSC data
- National Minimum Standards
- Tell Them From Me
- RAP data
- Check-in assessment

Additional data sources:

- Student work samples
- Classroom observations
- Teaching programs
- Student surveys
- Staff surveys

Analysis:

- Establishment of baseline data needed for high potential and gifted students
- Triangulation of data sources and activities to identify evidence of impact

Implications: Where do we go from here? Future directions and next steps will be determined based on our findings.

Strategic Direction 2: Creating connections

Purpose

Empower staff and students through holistic research-driven approaches based on empirical evidence to form positive partnerships with students, staff, parents and the wider community that focus on shared values to build a greater sense of success and belonging by:

- resourcing and supporting programs which enhance students' ability to connect, succeed and thrive whilst meeting their individual wellbeing needs by improving student engagement through our attendance data as reflected in our situational analysis. A focus on improved student wellbeing and engagement that supports learning through an established culture of high expectations as well as measurable improvements for high potential and gifted students and students with additional needs.
- building the capacity of staff through systematic approaches and a collaborative professional culture of support to effectively manage student behaviour. As a result we aim to create a focussed, inclusive, quality learning school environment through the forging of respectful relationships as well as a deeper understanding of student learning needs and how to best leverage their potential for greater success.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- Increase the proportion of students who have an attendance rate of 90% or more by at least 3.3%

Wellbeing

Achieve by year: 2023

- Increase the proportion of students reporting a positive sense of wellbeing by 4.5%

Achieve by year: 2026

Increase in staff wellbeing (People Matter survey)

Initiatives

Trauma Informed Practice

Professional learning and development provided to all staff on trauma-informed practice, positive behaviour for learning strategies as well the widespread implementation of the Wellbeing Framework in order to develop and implement a consistent mindset and approach to student behaviour and wellbeing. Training and development will lead to:

- Greater awareness regarding trauma-informed practice
- A systemic and school-wide approach to behaviour management
- An improved awareness and deeper understanding of student wellbeing

Developing Potential and Student Advocacy

Creating and embedding systematic internal and external structures that support and extend student wellbeing, leadership and individual development through targeted programs so that students can connect, succeed and thrive at school and beyond through the development of:

- High potential and gifted education programs that extend students emotional intelligence, leadership and voice
- Respectful relationships between all stakeholders through a culture of shared purpose, unity and understanding

Success Through Connections

Understand and respond to the cultural, learning and wellbeing needs of our Aboriginal and Torres Strait Islander students to ensure that they excel and achieve in every aspect of their schooling. Consultation and collaboration with our AECG to ensure that we are meeting the 2020-2030 NSW AECG Partnership Agreement, *Walking Together, Working Together* as well

Success criteria for this strategic direction

- Increase in positive merits on *Sentral*
- Decrease in negative behaviour entries on *Sentral*
- Increase in staff wellbeing through staff wellbeing team that drives collaborative activities and experiences
- Increase in students' sense of belonging
- Increase in students' sense of advocacy
- Decrease in suspension rates
- Whole school commitment to the continued delivery of targeted programs which enrich Aboriginal and Torres Strait Island students' cultural wellbeing, resilience and knowledge

Evaluation plan for this strategic direction

Question: What has been the impact of programs which enhance individual student wellbeing needs? How have quality learning environments led to a deeper understanding of student learning needs where there is a collaborative professional culture underpinning effective student behaviour management? Have initiatives led to a deeper understanding of the whole child?

Data: What data will we use?

External student performance measures such as:

- Tell Them From Me data
- SCOUT Attendance data

Additional data sources:

- Student surveys from focus groups
- Staff surveys
- Parent surveys
- Personalised Learning Pathways
- Individual Education Plans
- Personalised Learning and Support Plans

Strategic Direction 2: Creating connections

Initiatives

as our commitment to:

- Broadening extra-curricular opportunities for our Aboriginal and Torres Strait Islander students in order to enhance their cultural knowledge and resilience
 - Creating mentoring opportunities so that Aboriginal and Torres Strait Islander students can connect, succeed and thrive
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Evaluation plan for this strategic direction

Analysis:

- Establishment of baseline data needed for high potential and gifted students
- Triangulation of data sources to identify evidence of impact

Implications: Where do we go from here? Future directions and next steps will be determined based on our findings.

Strategic Direction 3: Leading learning

Purpose

Create quality learning experiences that demonstrate aspirational expectations of learning progress and achievement for students with a range of abilities and a commitment to the pursuit of excellence by:

- building the capacity of staff to meet the individual needs of students through collaborative, reflective and evaluative practice that embeds a culture of continuous improvement that drives teaching practice and student results.
- delivering differentiated, student-centred learning that engages, challenges and empowers all students inclusive of high potential and gifted students, as well as students with additional learning needs through exemplary teaching practice that optimises learning progress for all students across the range of abilities. Effective teaching methods are identified, modelled and student learning improvement is monitored demonstrating growth.

Improvement measures

Achieve by year: 2026

- Increase in the number of students who feel that learning time is utilised effectively from baseline data (Tell Them From Me 2020)

Achieve by year: 2026

- Reduction in number of students receiving N-Determinations in Years 10, 11 and 12

Achieve by year: 2026

- 5% increase in student intellectual engagement in learning as indicated by the Tell Them From Me (TTFM) survey data.
- Increase the percentage of student submission rates for assessments in Years 10, 11 and 12 by 10%.

Formative Assessment

Achieve by year: 2026

Initiatives

Evidence Informed Teaching

Establishing professional learning communities that develop the expertise of every staff member through mentoring, coaching, collaboration and engaging with current educational research to inform high quality reflective teaching and learning practice through:

- Engaging in evidence informed, research that improves student engagement and outcomes
- Beginning Teacher Mentoring Program
- Dynamic PDP Process

Enrichment and Potential

Creating a culture of high expectations within our school, whilst extending the learning potential of students inclusive of high potential and gifted students, as well as students with additional learning needs, ensuring that they are provided with challenging and enriching learning opportunities through:

- Enrichment programs
- Curriculum integration

Connecting Culture and Learning

Understand and respond to the cultural, learning and wellbeing needs of our Aboriginal and Torres Strait Islander students to ensure that they excel and achieve in every aspect of their schooling. Consultation and collaboration with our AECG to ensure that we are meeting the 2020-2030 NSW AECG Partnership Agreement, *Walking Together, Working Together* as well our commitment to:

- Our Literacy and Numeracy Aboriginal and Torres Strait Islander hub
- The establishment of an Aboriginal Education Team
- Programs and partnerships that enrich cultural connections

Success criteria for this strategic direction

- KLA specific literacy and numeracy skills continuums are informing teaching strategies in classrooms.
- A whole school commitment to engage with formative assessment to reflect on and improve teaching practice.
- Responsive collaborative professional learning that utilises the enriched expertise within the school community.
- Evidence of targeted professional learning uptake and implementation at a faculty and teaching level.
- Staff successfully gain accreditation and maintain proficiency.
- Whole school commitment to the continued delivery of targeted programs which enrich Aboriginal and Torres Strait Island students' cultural connections, engagement, HSC, literacy and numeracy results.

Evaluation plan for this strategic direction

Question: What has been the impact of using reflective, collaborative and evaluative practices in developing a culture of continuous improvement? What types of teaching practice has led to student-centred learning environments which are engaging and empowering?

Data: What data will we use?

External student performance measures such as:

- Tell Them From Me data

Additional data sources:

- Faculty skills continuums
- Formative assessment informing practice data
- Years 10, 11 and 12 assessment task submission analysis
- Enrichment program data
- Staff and student surveys of focus groups

Strategic Direction 3: Leading learning

Improvement measures

Increase the number of staff who engage with formative assessment to review and revise pedagogy that leads to the development of routine reflective practices to refine targeted delivery of explicit learning in the classroom.

Initiatives

Evaluation plan for this strategic direction

Analysis:

- Establishment of baseline data needed for assessment submission rates
- Establishment of baseline data needed for use of formative assessment
- Triangulation of data sources to identify evidence of impact

Implications: Where do we go from here? Future directions and next steps will be determined based on our findings.