

Strategic Improvement Plan 2023-2026

Irrawang High School 8562



School vision and context

School vision statement

Irrawang High School's purpose is to nurture and educate its students to build successful futures, focused on continual growth to reach their full potential as responsible citizens.

The success of the school is built upon our core values of Respect, Responsibility and Personal Best and these are central to our approach to teaching, learning and leadership.

We are committed to providing high quality educational opportunities delivered in a high expectation learning culture where every student and every teacher will be challenged to continue to learn and improve every year.

School context

Irrawang High School is proudly a comprehensive high school catering for students from Years 7-12 with a strong focus on academic excellence and positive wellbeing. The school is located on Worimi land and is located in East Raymond Terrace in the lower Hunter Region.

In 2023, a total enrolment of 960 students, 18% of whom identify as Aboriginal and /or Torres Strait Islander attend Irrawang High School.

A dedicated and talented team of school leaders, teachers and support staff work collaboratively to design and implement outstanding teaching and learning programs based on the NSW syllabus. The school-wide commitment to future-focused learning approaches including formative assessment, visible learning and thinking and project-based learning results in the development of essential skills for citizens in the 21st century: communication, collaboration, critical thinking and creativity.

Positive Behaviour for Learning core values of Respect, Responsibility and Personal Best are embedded in all systems within the school. A holistic approach to education, focusing on both the wellbeing and academic learning ensure the development of the whole student, is a key component of the school's philosophy.

The school is committed to improving effective classroom practice with staff professional learning based on the Quality Teaching Framework the key to ensuring this. This learning will ensure the continued growth in both literacy and numeracy will be enhanced from informed decisions about systems and practice based on data collection and analysis. This underpins our belief in individualised and differentiated learning.

The school offers a wide array of programs and extra curricular activities to assist and support students and families. With a strong focus on academic, creative, social, cultural and sporting domains of learning, we cater for the strengths of all students.

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Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student in our school reaches their potential through high quality educational strategies.

Improvement measures

Reading growth

Achieve by year: 2023

- Increase the % of students attaining HSC minimum standards
- An increase to 80% of students achieving growth in annual check in assessments as represented by Year 8 and 10

Numeracy growth

Achieve by year: 2023

- Increase the % of students attaining HSC minimum standards
- An increase to 80% of students achieving growth in annual check in assessments as represented by Year 8 and 10

Aboriginal student HSC attainment

Achieve by year: 2023

* Increase the % of Aboriginal students attaining the HSC while maintaining their cultural identity by 25%

School Excellence

Achieve by year: 2026

- 100% of staff across the school are enhancing teaching and learning programs towards the attainment of syllabus outcomes utilising a whole school negotiated template
- To increase the requirements of curriculum delivery, programs and differentiation, in the SEF to be sustaining and growing

Initiatives

Stage 4 & 5 Literacy and Numeracy

All staff comprehensively engage with internal (PAT) and external assessment data (NAPLAN/SCOUT) to inform effective classroom practice, differentiation, formative assessment and quality feedback.

1. Analyse data to identify cohort target areas, individual learning needs and inform differentiated teaching practice.
2. Embed targeted literacy and numeracy interventions which support and extend students as needed using digital platforms within small group intervention programs.
3. Embed visible teaching and learning in every class, every lesson and in every program were Learning Goals and Success Criteria underpin explicit teaching and formative assessment techniques.
4. Implement explicit teaching of literacy in Stages 4 & 5 through the delivery of Literacy Sprints and the whole school RAMP UP Literacy plan.

Targeted Learning

Embed a learning culture based on high expectations and a growth mind set that enables students to access learning programs that meet their learning needs and develops the skills for the future.

1. Implement consultative personalised learning plans for all Aboriginal students supported by community partnerships.
2. Review and improve the use of formative data sources, monitoring and reflecting upon teaching and the levels of impact it is having on learning.
3. Implement enquiry-based learning into Stages 4 & 5 that enables students to develop the skills for the future and encourages staff to collaborate and provide project-based learning that works across KLA syllabi.
4. Stage 6 students will have learning plans developed, implemented and monitored to support engagement, retention and achievement in the HSC.

Success criteria for this strategic direction

High expectations and a growth mindset are demonstrated by the whole school community in the aspirations for the continual growth in teaching and learning and achievement for all students.

Assessment data from both formative and summative practices is collected on a regular and planned basis. Patterns are identified and issues are addressed to inform teaching practice and achievements are recognised and celebrated.

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.

School data shows that student progress and achievement is better than students at statistically similar schools on external measures.

Progress and achievement of Aboriginal students within the school to the progress and achievement of all students in the school and is better than students at statistically similar schools and state on external measures.

A whole school approach to enquiry based learning is evident in all Stage 4 & 5 Assessment schedules and students can demonstrate the skills for the future.

School data shows better student progress and achievement in HSC results and HSC attainment for all students based on external measures.

Staff across the school are enhancing teaching and learning programs towards the attainment of syllabus outcomes utilising a whole school negotiated template.

The requirements of curriculum delivery, programs and differentiation, in the SEF are sustaining and growing.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Initiatives

Evaluation plan for this strategic direction

Question: What has been the impact of evidence based explicit teaching strategies on student growth and achievement?

Data: Internal measures: PAT data - Literacy and Numeracy growth, internal student performance and achievement, External measures: NAPLAN, HSC performance, growth and attainment Tell them from me Surveys.

Evidence: Individual and Personalised Learning Plans, teaching programs, Student work samples, student feedback, community engagement.

Analysis: Regular review of data and evidence sources to measure progress on targets to monitor, evaluate the achievement of intended improvement measures..

Strategic Direction 2: Collective Efficiency

Purpose

We will have strong professional learning communities that operate with collective purpose and goals in order to drive consistent teacher practice and increase teacher engagement and investment. Staff will develop an understanding of the structures within the Quality Teaching Framework and consistent implementation of data driven teaching practices to improve teaching by working collaboratively within and across faculties. Enquiry based learning will also be used to embed faculty collaboration and positively impact on student engagement and achievement.

Improvement measures

Excellence in Teaching

Achieve by year: 2026

100% of teachers demonstrate high quality skills in:

- Curriculum delivery aligned to syllabus documents
- Effective formative and summative assessment
- Quality and timely feedback that progresses student learning

Collective Efficacy: Data Skills and Use for Improvement

Achieve by year: 2026

100% of teachers have embedded high quality skills in use of data to inform:

- Explicit teaching based leading to differentiated lessons
- Planning and programming
- Improvement of student outcomes

School Excellence

Achieve by year: 2026

In the domain of teaching, the school achieves sustaining and growing in all elements of:

Initiatives

Growth in Teacher Quality

* Provide professional learning in explicit teaching (based on data informed differentiation), formative assessment, quality feedback as professional learning through specific themes in What works best.

* Embedding systems and processes to support staff in acquiring professional learning opportunities aligned to PDP's and the SIP.

* Maintaining ongoing staff induction/mentoring and coaching appropriate to the needs of beginning or new staff to the school.

* Staff will be supported in gaining HSC marking experience. An increase in the number of staff involved in this valuable activity will inform their practice. It will enable those staff to share this expertise which will ultimately drive student achievement in the HSC.

Collaborative practices

- Staff will have access to peer and supervisor observation practices designed to improve practice.
- Teachers work collaboratively to develop and maintain systems and processes to ensure programming excellence.
- Collaborative marking practices are used to ensure consistent teacher judgement.
- The executive team work transparently and collaboratively to ensure consistency across the school in curriculum delivery and data skills and use practices.

Success criteria for this strategic direction

- Professional learning activities and collaborative practices are informed by student and teacher data.
- All teachers have expert contemporary content knowledge and deploy effective teaching strategies, which are regularly evaluated and refined.
- All teachers have a sound understanding of formative assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- All teachers are well supported and resourced to continuously improve, through allocation of time and resources for professional development.
- There is consistency of curriculum delivery through visible teaching and learning across all classrooms.
- Staff demonstrate and share their expertise and are actively involved in planning and delivering professional learning aligned to the SIP.
- Through the Quality Teaching Framework there are embedded systems for collaboration, dialogue, classroom observation, mentoring and feedback to teachers.
- Curriculum delivery is aligned to syllabus documents.
- Effective formative and summative assessment are evident.
- Quality and timely feedback that progresses student learning is evident.
- Teacher have embedded explicit teaching based leading to differentiated lessons, planning and programming and improvement of student outcomes.
- In the domain of teaching, the school achieves sustaining and growing in all elements of effective classroom practice, data skills and use, professional standards and learning and development.

Evaluation plan for this strategic direction

Evaluation

Strategic Direction 2: Collective Efficacy

Improvement measures

- Effective classroom practice
 - Data skills and use
 - Professional standards
 - Learning and development
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Evaluation plan for this strategic direction

Questions:

Have professional learning activities provided in enquiry-based learning, data analysis, differentiation led to embedded formative assessment, explicit teaching and quality feedback strategies being utilised consistently in all teaching and learning programs?

Through collaborative quality teaching rounds and the support of a professional learning community, are staff collaborating across faculties and across schools?

Data:

Staff Surveys, TTFM surveys, Student surveys, Millennium Data, SCOUT and HSC data, Faculty development Cycle Feedback, Lesson Observations, Student work samples

Analysis: Review the data to determine the extent to which the purpose has been achieved. Annually the school will review progress towards the improvement measures.

Implications:

* The findings of the analysis will inform future actions.

* Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 3: Collaborative, Transparent Leadership

Purpose

To enhance the positive, holistic school culture to improve learning, engagement, attendance and wellbeing, so that all members of the school community hold aspirational expectations of progress and achievement, and every student is known, valued and cared for.

Improvement measures

Attendance >90%

Achieve by year: 2023

Improve the % of students attending 90% or greater to achieve the system target of 62.4% or greater

Wellbeing

Achieve by year: 2023

- At least 69.6% of students report Expectations for Success, Advocacy, and Sense of Belonging at School as determined by Tell Them From Me data.
- Internal surveys of students show an increasing sense of Expectations for Success, Advocacy, and Sense of Belonging at School.

Collaborative, Transparent Leadership

Achieve by year: 2026

Cohesive, professional collaboration as a whole school entity where collectively everyone feels a valuable contributor to the whole school community as demonstrated by internal evidence.

Initiatives

Student Engagement, Wellbeing and Attendance

* Maintain and continue to enhance School Attendance Team systems and processes to improve student attendance.

* Transparent, systematic processes and practices for all members of Learning Support Team, Ngarraalbaa Aboriginal Education team and Clontarf Academy to work collaboratively to provide intensive and targeted support.

* Enhanced communication strategy will be developed to increase community awareness and educate families and carers about the importance of student attendance on engagement and student achievement.

* The school is committed to Positive Behaviour for Learning (PBL) as the wellbeing framework to support student engagement and behaviour. Data gathered through the situational analysis indicates PBL has made a positive difference to the school. The PBL framework encourages the use of school-wide data to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

* The school will maintain embed Tier 2 and 3 interventions and support for students who need that support to have early intervention to help students effectively engage in learning.

Partnerships

- Develop opportunities to increase community involvement in the school.
- Maintain systems, resources and staff to communicate with families and community through various platforms on a regular basis about what is happening in the school.
- Support and maintain partnerships with P&C, Youyoong AECG, Community PBL and partner primary schools.
- Teaching staff working as a cohesive, collaborative,

Success criteria for this strategic direction

- Whole school attendance is equal to or above statistically similar schools and state average.
- Aboriginal and/or Torres Strait Islander students whole school attendance has increased and is equal to or above statistically similar schools and state average.
- Students attending at 90% and above is greater than school baseline data and is at or above the systems negotiated targets.
- Increased attendance has been achieved through strong partnerships with families and carers who value education and this is reflected in parent surveys.
- Whole school PBL framework continues to support student and staff well being as our shared expectations of Respect, Responsibility and Personal Best underpin the school's ongoing improvement and effectiveness.
- Community Partnerships are increased to support student engagement, attendance and achievement.
- Strong transition programs to support the students transition from primary school to high school.
- Cohesive, professional collaboration as a whole school entity where collectively everyone feels a valuable contributor to the whole school community as demonstrated by internal evidence.
- Tell Them From Me data and Internal surveys of students show an increasing sense of Expectations for Success, Advocacy, and Sense of Belonging at School.

Evaluation plan for this strategic direction

Evaluation: Does whole school attendance data for all students reflect an improvement in student attendance?

Does the well being data indicate students having a greater sense of belonging?

Strategic Direction 3: Collaborative, Transparent Leadership

Initiatives

professional entity

Evaluation plan for this strategic direction

Are community partnerships, communication strategies and transition programs supporting students and families from primary to high school effectively?

Data:

* SCOUT / Attendance data, * Team meeting agendas and minutes, * PBL team action plans, * Staff and student handbooks, * PBL lesson plans / lesson schedule, * PBL SAS survey data, * Staff, student and community survey data, * Examples of individual behaviour plans / personalised learning plans/ attendance improvement plans

Analysis: Review the data to determine the extent to which the purpose has been achieved. Annually the school will review progress towards the improvement measures.

Implications:

* The findings of the analysis will inform future actions.

* Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.