Strategic Improvement Plan 2023-2026

Hawkesbury High School 8565

School vision and context

School vision statement

Every day we focus on quality teaching and learning that has the highest impact on student growth and achievement to develop future-focussed skills and capabilities.

School context

Hawkesbury High School is located on traditional Darug land approximately 70 km North West of the Sydney CBD, on the outer edge of the Sydney Basin. The school is surrounded by Cumberland Plain Forest in a semi-rural setting. The current enrolment is 450 students including 15% Aboriginal students. The school has 42 teaching staff and 7 ancillary and support staff. The school has excellent facilities with up-to-date technology in all faculties, an Agricultural Farm, Drama Performance space, multi-purpose hall and Trade Training Facilities for teaching Hospitality and Metals and Engineering. The school provides a wide variety of co-curricular and extra-curricular opportunities available to students.

External school validation and a comprehensive situational analysis was completed in 2022, which led to development of the 2023-2026 Strategic Improvement Plan. The situational analysis and the plan included genuine consultation with students, staff, parents, and the AECG. The school's focus is on student growth in reading, writing and numeracy and top 3 bands in the HSC. An additional focus is on teacher professional learning and practice, including evidence-based practices that have a proven link to student growth and achievement.

The school values its connection to Aboriginal cultures and history and the local community and it supports all students to become successful learners, confident and creative individuals and active and informed citizens.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to implement evidence-based best practices that are proven to work best and to integrate those practices in every day teaching and learning. These practices result in measurable growth in learning growth and attainment.

Improvement measures

Aboriginal Students
Achieve by year: 2026

To increase school attendance rate of Aboriginal students to match or exceed the attendance of non-Aboriginal students to above 90%.

HSC achievement - top 2 bands
Achieve by year: 2023

To increase the number of students achieving top 2 band results in the HSC to 21%.

HSC achievement - top 3 bands
Achieve by year: 2023

To increase the number of students achieving top 3 band results in the HSC to 48%.

Reading and Writing Growth
Achieve by year: 2026

At least 75% of students are able to demonstrate expected growth in reading and writing using the learning progressions.

Numeracy Growth
Achieve by year: 2026

At least 75% of students are able to demonstrate expected growth in numeracy using the learning progressions.

Initiatives

Literacy and Numeracy Strategy

Implement the whole-school literacy and numeracy strategy that uses school and systems data to inform literacy and numeracy improvement. Teaching programs for all new syllabi implemented from 2024 will use the school-developed programming template with an explicit focus on literacy and numeracy. The MURU reading scaffold will supplement the WALU writing scaffold to support a focus on a range of reading and writing skills and facilitate differentiation in teaching, assessment and feedback.

HSC Strategy

Review Learning and Achievement Descriptors (LADs) developed in the previous planning cycle and use these achievement standard descriptors to annotate work samples for use in teaching activities, assessment and feedback.

Aboriginal Students

Include Literacy and Numeracy learning goals in PLPs of Aboriginal students and regularly monitor progress towards achievement of those goals.

Provide additional, intensive support for students who are not meeting their improvement targets.

Success criteria for this strategic direction

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

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 identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Progress and achievement of Aboriginal students is equivalent to the progress and achievement of non-Aboriginal students in the school.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Evaluation plan for this strategic direction

The school will use a range of data sources to regularly analyse the effectiveness of its literacy and numeracy strategy and to monitor student progress towards the achievement of their learning goals. The analysis of the following data sources will guide the school's monitoring of student progress and future directions:

NAPLAN growth data

SCOUT data

Student work samples

Student formative and summative assessment data

Evaluation plan for this strategic direction

PLAN2 data

Check-in Assessment

Student learning plans

Student and parent focus groups

Teaching programs

Classroom observation notes

Evaluation will include the use of data sources to identify explicit improvement goals and improvement measures and to track student progress and identify appropriate intervention strategies if improvement goals are not achieved.

Strategic Direction 2: Student Wellbeing

Purpose

Our purpose is to create a safe and supportive learning environment where every student will be known, valued and cared for. We will provide all students with a range of opportunities to grow and develop as individuals, and provide a learning environment where students are nurtured, guided, inspired and challenged to become engaged citizens in a complex and dynamic society.

Improvement measures

Wellbeing
Achieve by year: 2023

To increase the percentage of students reporting positive wellbeing in TTFM surveys from 57% to 68%, including sense of belonging and engagement.

Attendance >90%
Achieve by year: 2023

To increase the number of students attending school at least 90% of the time to 60% of students.

Student Mentoring
Achieve by year: 2026

All students develop achievable and measurable learning and personal goals in their mentoring booklets and are supported towards achieving those goals in timetabled mentoring sessions.

Reward and Recognition
Achieve by year: 2026

At least a 30% growth in the number of students formally recognised for achieving either bronze, silver or gold awards, using 2023 data as a baseline.

Initiatives

Ready to Learn

Explicitly teach students Ready to Learn Skills - organisation, time management, and study skills to promote optimum conditions for student learning. Ready to Learn skills will be explicitly taught to all students and school expectations will align with consistent best practices in the classroom, including explicit expectations related to students books and equipment.

Student Mentoring

All students will be assigned a teacher mentor and they will participate in six mentoring sessions each semester. During timetabled mentoring sessions, students will set learning and personal goals and receive ready to learn support from teacher mentors with a focus on organisation, time management and study skills.

Reward and Recognition

Implement a revised reward and recognition process with a focus on house points and rewards related to attendance, participation in learning and following the school's STAR values and expectations. The revised reward and recognition system will include clear guidelines on recognition of student achievements and a simplified process for achieving bronze, silver and gold awards, and the school medallion.

Aboriginal Students

Aboriginal students will attend a discreet roll call, staffed by an Aboriginal staff member. This roll call will provide ongoing and regular connection between students and an opportunity to engage in a range of targeted cultural and wellbeing activities.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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.

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

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

The school will use a range of data sources to regularly analyse the effectiveness of its wellbeing initiatives and to monitor student wellbeing.

The analysis of the following data sources will guide the school's monitoring of student progress and future directions:

Attendance data

TTFM survey data

Sentral referrals - both positive and negative, and incidents of majors and minors in the areas of Safe, Team Player, Achiever, Respectful.

Strategic Direction 2: Student Wellbeing

Evaluation plan for this strategic direction

Student and parent focus groups

Evaluation will include the use of data sources to identify explicit improvement goals and improvement measures to track progress and identify appropriate intervention strategies.

Strategic Direction 3: Professional Learning and Practice

Purpose

Our purpose is to build and improve staff knowledge and understanding of evidence-based best practices that are proven to work best and to integrate those practices in every day teaching and learning. These practices include the use of learning, wellbeing and attendance data to strengthen existing processes that support student learning and wellbeing. We will support staff to apply best practice, including effective evaluation and monitoring of student progress, capturing student voice, classroom management, aligning programming, assessment and feedback and creating a culture of high expectations.

Improvement measures

Literacy and Numeracy
Achieve by year: 2026

At least 80% of teaching staff have deep knowledge and understanding of the MURU reading scaffold and the WALU writing scaffold.

Use of data and evidence
Achieve by year: 2026

At least 80% of teaching staff regularly use a range of data and evidence to monitor literacy and numeracy progressions, and they use this data to make appropriate adjustments to teaching programs, assessment and student feedback.

What Works Best
Achieve by year: 2026

At leat 90% of teaching staff have excellent or high level of knowledge and understanding of the 8 themes of What Works Best.

Aboriginal Education
Achieve by year: 2026

All teaching and non-teaching staff consistently apply their knowledge and understanding of Aboriginal 8 Ways of Learning and Aboriginal Education and Training Policy,

Initiatives

Literacy and Numeracy

Teaching staff are provided with professional learning opportunities to develop their knowledge and understanding of the MURU reading scaffold and the WALU writing scaffold, and ways to integrate this knowledge into teaching programs and learning activities in the classroom, including annotating samples of student work.

Staff Data Use and Literacy

Teachers effectively use literacy and numeracy data, including literacy and numeracy data in PLAN2, wellbeing data and attendance data to develop knowledge and understanding of their students and their improvement goals and use this information to make adjustments to teaching and learning programs and activities.

What Works Best Professional Learning

Professional learning focus will centre of the 8 themes of the What Works Best Document, including:

- high expectations
- using data in practice
- supporting student wellbeing
- effective teacher collaboration
- embedding explicit teaching
- embedding effective feedback
- using assessment for learning
- classroom management

Professional practice aligned to the 8 themes of What Works Best will be integrated into school processes, including dedicated time for teacher collaboration and professional learning, assessment and feedback expectations and guidelines, structured and embedded wellbeing practices, use of data, and classroom management practices.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The school uses embedded and explicit systems that

Strategic Direction 3: Professional Learning and Practice

Improvement measures

including Turning Policy into Action to improve teaching, learning and administrative practices related to Aboriginal education.

Initiatives

Aboriginal Education

Staff will develop their cultural competencies and knowledge and understanding of Aboriginal 8 Ways of Learning and Aboriginal Education and Training Policy, including Turning Policy into Action to improve teaching, learning and learning practices related to Aboriginal education.

Success criteria for this strategic direction

facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

The school will use a range of data sources to regularly analyse the effectiveness of its focus on professional learning and practice. The analysis of the following data sources will guide the school's monitoring of progress and future directions:

- Teaching programs
- Student assessment
- Student feedback
- Student work samples
- Use of SCOUT and PLAN2
- Professional learning opportunities
- Classroom observation notes
- Report comments
- Assessment policy

Evaluation will include the use of data sources to identify explicit improvement goals and improvement measures to track initiative progress and identify appropriate intervention strategies.