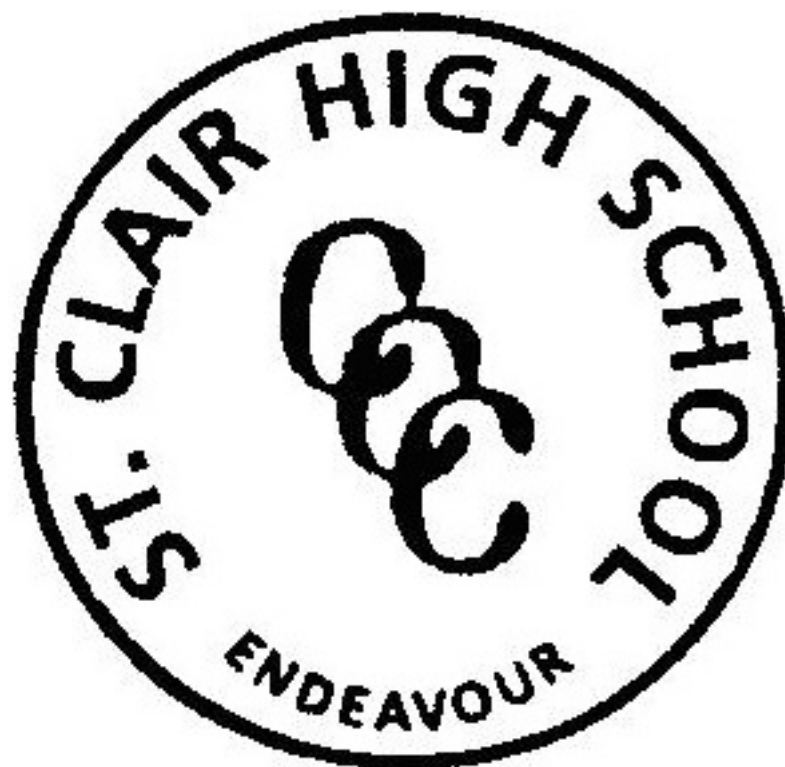


Strategic Improvement Plan 2023-2026

St Clair High School 8571



School vision and context

School vision statement

St Clair High School is committed to the development of well-educated, self-motivated, responsible young adults. Our vision is clear and purposeful where success is valued for 'every student in every classroom.'

Students are at the centre of everything we do. We provide a core commitment to our parents/carers that their child is known, valued and cared for. Establishing ourselves as a professional learning community, we are all learners committed to making a difference to student achievement, promoting teacher learning, initiative and leadership.

School context

St Clair High School is a comprehensive secondary school located in Sydney's western suburbs. It has an Inclusive Education Unit which has 4 multi-category classes. The student population of 704 has been stable over the last four years, although it is now beginning to see a steady increase. The St Clair High School community is culturally and linguistically diverse. Whilst 38% of students have a non-English speaking background, 10% require some level of English as an additional language or dialect support. 9% of students identify as having an Aboriginal background.

St Clair High School enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, businesses and community groups.

Key initiatives identified in this plan have been informed by an authentic situational analysis. As part of the situational analysis, consultation with staff, students, parents and the community including our Aboriginal and Pasifika community representatives, determined that establishing an effective learning partnership between all stakeholders underpins our focus on engagement and wellbeing. A key outcome of our situational analysis was that high quality teaching and learning must begin in Year 7. Improved data collection, analysis and use will underpin our belief in individualised and differentiated learning and will be a fundamental part of these initiatives. St Clair High School is committed to effective collaborative pedagogical practice to ensure student growth in literacy, numeracy and HSC success.

St Clair High School will continue to enhance their future-focused instructional practice via our Contemporary Learning Initiatives, which utilises Project-Based Learning programs in order to improve student engagement in Stage 4 and 5. Additionally, literacy and numeracy improvement will continue to be a key focus for all stages. Both approaches are used to further develop effective pedagogical practice that research shows will lead to enhanced learning growth for students.

Attainment goals in the HSC means there is a targeted focus on Higher School Certificate performance including staff professional practice around deeper analysis and the use of data to develop both individual and group evidence-based support programs. The school community will develop ways of deepening the knowledge base of students by personalising the data via a consistent common platform, providing focused information on how to reach every student. The goal is to share student progress with all stakeholders and using this assessment to inform instruction to ensure student growth and attainment.

Students are exposed to consistent, persistent and insistent pedagogical practice in pursuit of academic growth and excellence.

Strategic Direction 1: Student growth and attainment

Purpose

Precise action to grow student learning outcomes in literacy (reading), numeracy and HSC success focused on data and driven by professional collaborative inquiry about high-impact practices.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Increase in the percentage of **HSC** course results in the top three bands to be at or above the lower bound system negotiated target of 37.2%.

Reading growth

Achieve by year: 2023

An increase in check-in assessment mean scaled score for reading in Year 9.

HSC achievement - top 2 bands

Achieve by year: 2023

Increase in the percentage of **HSC** course results in top two bands to be at or above the lower bound system negotiated target of 13.0%.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score in Year 9 numeracy.

First Nations Students - HSC

Achieve by year: 2026

100% of Aboriginal students attain the HSC whilst maintaining their cultural identity.

Initiatives

Classroom Ready

The development of shared pedagogical practice that leads to significant increases in student growth and attainment evidenced in NAPLAN and HSC data. Staff demonstrate consistency in classroom practice, develop skills and build their capacity in the effective teaching of literacy, numeracy and HSC success.

HSC begins at Year 7

Explicit focus on high expectations for success. Our students are challenged and motivated from Year 7 to attain the higher-level skills in academic writing, numeracy and research. Recognition that HSC success starts in Year 7.

Success criteria for this strategic direction

The school has identified the targeted growth expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (School Excellence Framework: Student Performance Measures - Student Growth)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. (School Excellence Framework: Student Performance Measures - Internal and external measures against syllabus standards)

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 Excellence Framework: Professional Standards - Literacy and Numeracy Focus)

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. (School Excellence Framework: Effective Classroom Practice - Explicit Teaching)

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, coaching records. A range of evidence supports the school's self-assessment

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

at **excelling** in the theme of "**Literacy and Numeracy Focus**" (Professional Standards) as measured by the School Excellence Framework.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.

Strategic Direction 2: Teaching for Success

Purpose

Staff are consistent, insistent, and persistent as instructional leaders, using high-impact evidenced-based practices, incorporating future-focused pedagogy, to ensure they are teaching for success.

Improvement measures

Teacher Mentors

Achieve by year: 2026

100% of teachers have the opportunity to be involved in the collaborative mentor program.

Teacher mentors are utilised to expand a collaborative and mentoring approach Year 7 - Year 12.

Collaborative Practice and Feedback

Achieve by year: 2026

A range of evidence supports our self-assessment at **excelling** in the theme of "**Collaborative Practice and Feedback**" (Learning and Development) as measured by the School Excellence Framework.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers at an excelling level. (School Excellence Framework: Learning and Development - Collaborative practice and feedback)

Data Use in Teaching

Achieve by year: 2026

A range of evidence supports our self-assessment at **excelling** in the theme of "**Data Use in Teaching**" (Data Skills and Use) as measured by the School Excellence Framework.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing

Initiatives

Collaborative Professionalism

Professional collaboration connecting students, teachers and leaders. Teachers sharing successful and innovative evidence-informed practices with the explicit aim to improve teaching practice and student outcomes. Collective teacher efficacy, the belief that, together, we can make a difference to the students we teach, no matter what.

Data - Informed Practice

Developing a common language for sharing all students' progress with students, teachers and leaders. Demonstrating the two way street between assessment and instructional improvement, using ongoing assessment to inform instruction. Personalising data enabling increased student engagement and a positive impact on school culture.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, 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. (School Excellence Framework: Learning and Development - Collaborative practice and feedback)

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. (School Excellence Framework: Learning and Development - Professional Learning)

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (School Excellence Framework: Data skills and use - Data use and teaching)

Evaluation plan for this strategic direction

Q: Has the introduction of formalised mentoring and collaboration strategies increased teacher's knowledge and abilities regarding effective teaching strategies? What has been the impact of mentoring on whole-school programming and assessment? Have all staff and faculties engaged in formal collaboration programs? Have school wide practices been developed to support the implementation of the program?

D: Teaching programs, classroom observations, student work samples, coaching records, staff/student surveys, pre and post teacher assessment, 'Tell Them From Me' survey data, teacher surveys, Collaboration meeting minutes and action plans.

A: Analyse the data to determine the extent to which the

Strategic Direction 2: Teaching for Success

Improvement measures

student progress and achievement, and reflecting on teaching effectiveness at an excelling level. (School Excellence Framework: Data skills and use - Data use and teaching)

Evaluation plan for this strategic direction

purpose has been achieved.

I: Where do we go from here? Future directions and next steps.

Strategic Direction 3: Attendance and Wellbeing

Purpose

By creating a learning community where everyday counts and a positive culture where wellbeing, engagement and attendance are intrinsically linked, students will be resilient, aspirational and in control of their learning.

Improvement measures

Attendance >90%

Achieve by year: 2023

Increase in the percentage of students attending school more than 90% of the time to be at or above the lower bound system negotiated target of 55.9%.

Wellbeing

Achieve by year: 2023

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School is at or above the school's lower bound system negotiated target of 63.8%.

Initiatives

Every Day Counts

Create a whole school culture that values student attendance. Students value their own learning and the need to engage in their schooling everyday. Teachers, parents and the community work together to ensure the pedagogy and structures exist to ensure student learning opportunities are maximised.

Spotlight on engagement and wellbeing

Implement school-wide, collective responsibility for student learning. Student wellbeing and engagement programs are reviewed to establish whole school practices to support the engagement and wellbeing of all students assisting them to grow.

- Growth of U Matter Mentoring/Homeroom
- Focus on Student Voice
- Target Student Support Programs
- Growth of Re SET Program
- Key transition periods
- Utilise school bus to access greater range of engagement opportunities

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (School Excellence Framework: Learning Culture - High Expectations)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (School Excellence Framework: Wellbeing - A planned approach to wellbeing)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (School Excellence Framework: Learning Culture - Attendance)

Evaluation plan for this strategic direction

Q: Has the introduction of attendance monitoring strategies reduced lateness and truancy? Have teachers found it easier to deliver quality teaching and learning that engages all students with a range of abilities? Are parents and students more responsive to their learning with increased contact and partnerships?

D: Lateness and truancy data. 'Tell Them From Me' survey data, teacher surveys, classroom observations, student work samples, contact logs with parents. There will be an increase in the daily average of students arriving to school on time to be at or above the school identified target of 98%. A range of evidence supports our self-assessment at **excelling** in the theme of **"Attendance"** (Learning Culture) as measured by the School Excellence Framework.

A: Analyse the data to determine the extent to which the purpose has been achieved

I: Where do we go from here? Future directions and next

Strategic Direction 3: Attendance and Wellbeing

Evaluation plan for this strategic direction

steps.