

Strategic Improvement Plan 2023-2026

Thomas Reddall High School 8589



School vision and context

School vision statement

Thomas Reddall High School is committed to excellence and equity for all. Our core values of Thrive, Represent, Excel and Deliver (T-RED) underpin our belief that every student, every staff member, and every leader is challenged to learn and grow every year in a supportive and collaborative environment.

At Thomas Reddall High School, we strive to provide quality student wellbeing and learning experiences to promote improved engagement and performance. This is achieved by staff undertaking best practice professional learning.

To achieve academic outcomes and prepare students for a successful transition beyond school, use personalised learning and high-expectation strategies to build strong foundations in literacy, numeracy, and deep content knowledge.

We aim to consult our broader community at all stages of our journey and actively encourage all stakeholders to celebrate our successes.

School context

Thomas Reddall High School is a comprehensive school based in southwest Sydney, proudly sitting on Dharawal Country. We acknowledge and respect the traditions, customs and culture of the Dharawal people, community Elders and the wider Aboriginal and Torres Strait Islander community that form part of our school community. We strive to deliver outstanding service to the Aboriginal and Torres Strait Islander community and to achieve student outcomes at the highest level. We have a steadily increasing enrolment of identified students, representing 16% of the student body. We are partnering with National Aboriginal Sporting Chance Association (NASCA). NASCA staff work on-site to deliver cultural workshops and in-class learning support three days each week. We enjoy a strong relationship with our local Aboriginal Education Consultative Group (AECG) and the widespread support of the community, including parents, community organisations and Elders.

Our school offers a broad curriculum, with opportunities that support students at each stage of transition.. As an Educational Pathways Program (EPP) school, we have seen an increase in the number of students obtaining employment or further study pathways prior to the completion of the HSC. We offer school-based VET (Vocational Education and Training) courses and access to external VET opportunities through TAFE, with a significant take-up rate from students in Years 10-12. Our six-class support unit caters to students with autism, mild intellectual disabilities, and physical disabilities. We value our inclusive environment and offer opportunities to all of the student body.

We are a multicultural school with 24.6% of the student body coming from a Non-English Speaking Background. We value and respect our students' and staff's different cultural backgrounds and offer specialised programs to support this, including the Ohana program and celebrate special events such as Harmony Day and T-RED Values Day. The school has an active Student Representative Council (SRC) to assist with building student agency.

The school offers a broad range of universal and targeted and individual wellbeing and aspirational programs to support the holistic wellbeing of students and student groups. We work in partnership with many external services, which further enhance the development of the whole child. Students have the support of our school wellbeing team, comprising of Year Advisors, the Head Teacher Wellbeing, a Student Support Officer, Community Liaison Officer and the School Counselling team

The school is strongly committed to developing the capacity of our staff, and they will continue to be supported with high-quality professional learning in our focus areas of literacy and numeracy and exemplary classroom practice. Aligned with this is a greater focus on student performance and using data to inform teaching, learning, and whole-school initiatives responsive to student needs. Students have access to a Learning and Support team that encompasses Learning and Support Teachers, School Learning Support Officers, Covid Intensive Learning and Support Program (Covid- ILSP) staff and staff who run programs in the areas of Quicksmart, Renaissance and Macquilit

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise learning outcomes and development for every student to ensure that there is continued growth in Best Start, NAPLAN, VALID, Minimum Standards and HSC results. The implementation of What Works Best strategies for success will underpin this work. Teachers will be supported to engage collaboratively in high-impact professional learning and to evaluate and reflect on their practice to ensure continued improvement.

Improvement measures

Reading growth

Achieve by year: 2023

By the end of 2023, there will be an increase of 2% in the percentage of Year 8 students achieving growth in reading when compared with their Year 7 data, as measured by the number of questions answered correctly for check-in assessment .

Numeracy growth

Achieve by year: 2023

By the end of 2023, there will be an increase of 2% in the percentage of Year 8 students achieving growth in numeracy when compared with their Year 7 performance in the number of questions correctly answered for numeracy in check-in assessment outcomes.

Initiatives

Reading

Implementation of a whole school approach to reading for student growth through individual, targeted and universal student programs.

Numeracy

Expansion of a whole school approach to the explicit teaching of numeracy across Key Learning Areas for student growth through data identified focus areas, professional learning and implementation support.

Success criteria for this strategic direction

- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal measures.
- Evidence of a whole-school approach to Numeracy and Reading is being implemented across all areas of the school.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.
- Students participating in the COVID ILSP and Quicksmart program demonstrate numeracy growth.
- Students participating in the COVID-ILSP, Macqlit and Renaissance Program demonstrate reading growth.
- Teachers demonstrate an understanding of student Personalised Learning and Support Plans (PLASP).
- Teachers incorporate differentiation into teaching and learning programs.

Evaluation plan for this strategic direction

Question:

- To what extent have we achieved our purpose and associated improvement measures?
- Have we achieved improvement in student outcomes in reading and numeracy?

Data:

External student performance measures (Check-in Assessment).

Analysis and Implications:

Data is analysed regularly to determine the extent to which the purpose and improvement measures have been achieved. The analysis findings will be used to assess the initiatives' success and inform future directions.

Strategic Direction 2: High performance practice

Purpose

Our purpose is to deliver high-impact evidence-based teaching practices that cater to the needs of individual students, including those who are identified as high performers, and to ensure consistent implementation of policies and procedures with a focus on improved student outcomes, inclusive of HSC performance.

Improvement measures

HPGE Delivery

Achieve by year: 2026

By the end of 2026, the HGPE policy will be fully implemented and the school will be working towards sustaining and growing, against the Schools Excellence Framework in the elements, curriculum and learning culture as evaluated by staff and student feedback.

Professional Practice

Achieve by year: 2026

By the end of 2026, collaborative practice and professional discussion will be embedded in school culture so that there are high quality teaching and learning practices consistently delivered across the school as supported by research and evaluated through data collection. The school will be working toward excelling and/or excelling in some of the themes in the elements of effective classroom practice, professional standards and learning and development in the School Excellence Framework.

HSC achievement - top 3 bands

Achieve by year: 2023

By 2023, there will be an increase in the proportion of students in the top 3 bands of 1%.

Reducing representation in the bottom 2 bands for the HSC

Achieve by year: 2026

By the end 2026, we will reduce representation in the bottom two bands of the HSC so that there are no Band 1

Initiatives

Professional Practice

Data informed high impact professional learning aligned to areas of identified need ensures all staff have the capacity, confidence and competence to deliver high quality teaching to maximise student engagement.

A culture of collaboration provides opportunities for peer observation, feedback and evaluation to strengthen consistency of excellent practice across the school.

HPGE

Effective implementation of the High-Performance Gifted Education Policy to drive differentiated learning for all students.

HSC Attainment

Implementing whole school approaches to increase student performance and individual growth in the Higher School Certificate. This will be supported by a whole school approach to writing, and an increase in the number of staff participating in HSC Strategy Professional Learning and the creation of a PLC in the school focuses on HSC Strategy Practices

Success criteria for this strategic direction

- All teachers can confidently use data sources to demonstrate the effective use of data to support student learning.
- The leadership team establishes a professional learning community focused on continuous improvement of teaching and learning.
- A culture of collaboration is fostered where teachers engage in professional discussion to improve teaching and learning. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Increased numbers of teachers leading professional learning activities.
- Increased numbers of teachers participating in HSC Strategy PL and HSC Strategy School Implementation to focus on raising Stage 6 student academic outcomes.
- Effective implementation of High-Performance Gifted Education Policy across the school with evidence of differentiation for high-performing students across all domains.

Evaluation plan for this strategic direction

Question

- To what extent has the focus on high-quality teaching and learning and high expectations improved student outcomes?
- Have we improved student outcomes for Senior students as evidenced in Minimum Standard data, HSC results, and transition data?
- Is there evidence of a collaborative culture with staff working together to evaluate?

Data

- Tell Them From Me survey data.
- External and Internal Student Performance Measures.

Strategic Direction 2: High performance practice

Improvement measures

results, and limited Band 2 results so that is at least a 6% reduction when compared to 2022 HSC data.

Evaluation plan for this strategic direction

- Teaching and learning programs.
- Classroom observations
- Student work samples
- Focus group data
- PDPs
- Staff participation in HSC training
- Staff feedback on PL
- Scout data
- Sentral data

Analysis and Implications:

Analysis of data to occur at regular intervals to determine the effectiveness of strategies implemented. The analysis findings are used to determine the success of strategies implemented and areas of ongoing need. The analysis results will be used to determine future directions and any adjustments to planning and implementation required to improve outcomes.

Strategic Direction 3: Belonging, connection and engagement

Purpose

To ensure that every student can connect, succeed, thrive, and learn through a planned approach to student wellbeing and inclusion which includes researched-based practices and high expectations of attendance, engagement and behaviour for all students.

Improvement measures

Attendance <80%

Achieve by year: 2023

By the end of 2023, there will be a decrease of 3% in the number of students attending <80% of the time compared to 2022 data.

Attendance >90%

Achieve by year: 2023

By the end of 2023, there will be an increase of 5% in the proportion of students attending >90% of the time compared to 2022 data.

Wellbeing

Achieve by year: 2023

By the end of 2023, there will be an increase of 3% for the average proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM survey compared to 2022 data.

Community Partnerships

Achieve by year: 2026

By the end of 2026 there will be an improvement, as measured against the School Excellence Framework in the Learning Domain, with a focus on the themes of High Expectations, Transitions and Continuity of Learning and Individual Learning Needs being embedded at the Excelling statement levels for these three themes.

Initiatives

Attendance

A whole school approach to improving student attendance, consistent with the Campbelltown Attendance Strategy to embed a collective responsibility and accountability for student success.

Positive Wellbeing

A whole school approach to well-being and inclusion where there is a collective responsibility for student learning and success with all students being known, valued, and cared for.

Community Partnership

Develop authentic partnerships with parents and community through effective communication, the fostering of positive relationships with families and engagement with school partners inclusive of our partner primary schools and external services, to support student learning and wellbeing.

Success criteria for this strategic direction

- An increase in positive student well-being reported through TTFM data and focus groups.
- Positive student achievements are regularly recognised.
- Attendance data is regularly reviewed and analysed to inform future directions and support for students for improved student attendance data.
- Evidence of a school-wide approach to positive behaviour management is evident in Sental entries.
- There is evidence of high-level collaboration between parents,/carers , students and the community to support student learning and wellbeing as evidenced in individual student plans (RMP, BSP, PLASP, PLP IEP).
- Increased attendance of parents and c community members at school events.
- Evidence of a broad range of extra-curricular programs to provide opportunities for students to engage with cultural, aspiration and wellbeing support programs to improve educational and personal outcomes.
- A planned approach to wellbeing and inclusion is implemented to reflect individual, targeted and universal approaches across the targeted domains of cognitive, social, emotional, spiritual and physical wellbeing.. Staff take a planned approach to incorporate the Social and Emotional Learning (SEL) continuum, which considers Self Awareness, Self Management, Social; Awareness, Relationship SKills, and Responsible Decision Making. The use of the 'Achieving school excellence in wellbeing and inclusion'..Department of Education Resource will support this work
- Staff embed the Berry Street Education Model into Teaching and Learning programs to support holistic wellbeing.
- The Inclusive, Engaging and Respectful (IER) policy is embedded into school practice to support student behaviour, inclusion and holistic wellbeing.

Strategic Direction 3: Belonging, connection and engagement

Evaluation plan for this strategic direction

Question:

To what extent has a planned approach to positive well-being and engagement improved student attendance, engagement and behaviour.

Data

- Tell Them From Me survey data.
- Parent attendance data for events - curricula and extra-curricula.
- Focus group data (parents and students).
- Social media metrics.
- Sentral and Scout attendance data.
- Program enrolment data.
- External service referral data.
- Sentral data - decrease in suspension data.

Analysis and Implications:

Analysis of data to occur at regular intervals to determine the effectiveness of strategies implemented. The analysis findings are used to determine the success of strategies implemented and areas of ongoing need. The analysis results will determine future directions and any adjustments to planning and implementation required to improve outcomes.