

Strategic Improvement Plan 2024-2027

Blayney High School 8357



School vision and context

School vision statement

Respect for self, respect for learning, respect for others.

Blayney High School is a student-centred school that strives for success for every student. Our high expectations have the theme of respect, and we strive for excellence and respect in learning, for ourselves and how we treat others.

Our core business is to:

- provide learning opportunities for students, so they grow into responsible, respectful citizens.
- provide professional opportunities for teachers, so they achieve excellence and satisfaction in their profession.
- provide an open and welcoming environment for our parents and carers to feel valued in the decisions made about their child's education.
- provide a caring, inclusive environment where all students succeed.

School context

Blayney High School is a small rural comprehensive school in the Central West of NSW situated within a 40-minute drive from two larger regional towns (Bathurst and Orange). The school population is steady at approximately 330 students inclusive of 6.7% Aboriginal students and 27.5% students with additional needs. Over 70% of students are from low SES backgrounds. Students come from a wide area, many from the small rural villages and the local town-based schools known as the Heritage Schools' Learning Community.

Our school has an excellent reputation within the local area and wider community, and we have a strong tradition of providing an inclusive education that not only addresses the academic needs of the students but provides opportunities and wellbeing programs to support all students to achieve their best.

Blayney High School has a very committed teaching, administrative and executive staff with a range of experience. Student leadership and participation in sports, the arts, school service and community are actively developed. The school has above average attendance, full school uniform, low suspension rates and a commitment to building positive relationships through personal responsibility.

We have a highly successful learning community and collaborate on many projects, such as curiosity and powerful learning, renaissance reading and feedback based on quality success criteria, which have contributed to the overall development of our students.

We have conducted a detailed situational analysis which has developed an in-depth evaluation of both internal and external data. This has included authentic consultation with our community and local AECG to ensure we have shared understandings and input into our strategic improvement plan.

Evidence from external assessment data suggests the school has shown growth in several areas of literacy and numeracy, however, there are still areas of need that have been identified in this plan. The HSC results are harder to assess due to small candidature but z-score performance shows positive achievement in 40-50% of subjects. There is evidence that some subjects consistently score above average. Data indicates we add value to all of our students' learning, but a focus on higher order tasks is needed for top performing students.

As a result of our evaluation, we will focus on data to inform practice, explicit teaching, collaboration, and provide high impact professional learning for staff so that all students improve.

These initiatives will be funded through our current budget allocation and will be monitored regularly through both internal systems and our finance team, of which community are represented.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Initiatives

Data Informed Practice

Teachers use data to check and understand where their students are in their learning and plan what to do next.

We will:

- Prioritise professional learning in effective and efficient use of data and make collecting and using data a routine and regular part of collaborative teaching practice.
- Monitor and reflect on the progress of every student to identify strengths and gaps in learning and compare student data across years or classes to identify wider trends.
- Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.
- Use data to evaluate individual learning programs to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful.

Explicit Teaching

Explicit teaching practices draw on research about how students effectively take in and retain information and use this information to solve problems, pose questions, and synthesise and justify their reasoning.

We will:

- Clearly explain the success criteria and check for student understanding.
- Use and explain the language of the syllabus to increase students' familiarity with the vocabulary so students can unpack assessment questions and understand exactly what they are being asked to do.
- Frequently use formative assessment, such as asking for verbal, written or visual responses from all students during activities or tasks to monitor their levels of understanding.
- Ask students challenging questions and provide

Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.
- School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

Question:

- To what extent have we achieved our purpose and can demonstrate impact and improvement against our improvement measures in reading and numeracy?

Data:

- NAPLAN
- Check In
- Online Assessments (DoE)
- Work Samples
- Best Start Year 7
- Scout
- Teaching programs
- School Excellence Framework Self-assessment Survey

Strategic Direction 1: Student growth and attainment

Initiatives

- clear and explicit feedback based on the success criteria and give students opportunities to reflect on and apply the feedback to improve their work.
- Regularly review student learning data to inform differentiation and future direction.

Evaluation plan for this strategic direction

Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future directions
- Additional resourcing
- Annual reporting on school progress measures (via the Annual Report)
- Ongoing implementation and progress monitoring.

Strategic Direction 2: Educational Leadership

Purpose

Our purpose is to foster a strong culture of professional collegiality to prioritise the investment in quality teaching practice to ensure that high impact teaching and learning occurs in every classroom.

Professional learning opportunities will be coordinated in a manner to focus on explicit proven high quality teaching practices in order to broaden the leadership skill and expertise of all levels of staff experience.

Improvement measures

Learning and Development

Achieve by year: 2027

The SEF Self-assessment Survey indicates improvement in the learning and development element from delivering to sustaining and growing.

Initiatives

Collaboration

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. We will:

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement
- Draw on the collective expertise of teachers within the school and use external expertise to identify and implement best practice models.
- Open classrooms to other teachers and be prepared to give and receive feedback that discusses the effectiveness of strategies observed during the lesson and highlights areas for improvement.
- Act on the feedback received to refine and improve teaching and learning.
- Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.
- Seek out 'partner' schools where faculties can connect and share ideas, resources and professional learning.

Professional Learning

Professional learning is the formal or informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice, and a school's collective effectiveness.

We will:

- Actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.
- Take opportunities to gain expertise that will inform teaching practices, for example HSC marking.

Success criteria for this strategic direction

- Every stage 4 student makes measurable learning progress and gaps in student achievement decrease.
- Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.
- 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.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Professional learning goals
- AITSL - Self assessment tool
- Scout data
- SEF Self-assessment Survey
- Tell Them From Me staff surveys
- MyPL data
- People Matters Employee Survey data

Strategic Direction 2: Educational Leadership

Initiatives

- Put in place processes to share ideas, practices and resources and use them on a regular and ongoing basis.
 - Provide opportunities for staff to share classroom success and how they know it has enhanced student learning.
 - Pursue opportunities for all staff to participate in decision making with school leaders.
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Evaluation plan for this strategic direction

- High impact professional learning self assessment tool

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures will occur with evaluation teams twice per term.
- Regular professional discussion by all staff around the School Excellence Framework elements and themes will occur during two dedicated faculty meetings each term.
- Executive team and whole staff reflective sessions will be timetabled regularly in school meeting structures.

Strategic Direction 3: Connect and Contribute

Purpose

Our purpose is to build and respect academic success in a manner that is visible and valued by all members of the school community, underpinned by the core belief that all students can learn and achieve now and into the future. We strive for every student to experience success and individual growth.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.0% in the attendance rate, from 80.34% in 2023 to 81.3% in 2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2023 and 2022.

Initiatives

Engagement and Wellbeing

Practices and initiatives that support student wellbeing are most effective when they promote a supportive environment across the whole school.

We will:

- Establish mentoring programs that identify strengths and success as well as build resilience to increase a sense of belonging.
- Develop a consistent, shared understanding of the implementation of whole school evidence-based wellbeing practices.
- Establish opportunities for the development of student voice to encourage students to feel connected to their learning. Communicate changes based on this feedback to show students that their opinions and experiences have been considered and are valued and important.
- Showcase student progress and achievements to ensure that all students are known, valued and cared for across the school.
- Regularly discuss students' progress with parents and carers to establish partnerships built on trust and respect.
- Attendance data is regularly analysed and factors impacting attendance and engagement are used to inform planning.
- Parents/carers and the school community are meaningfully engaged to foster student attendance.
- Whole school and personalised attendance approaches are improving regular student attendance rates, including those at risk.

Pathways

- Whole school subject selection processes are implemented to support appropriate choices for every stage 6 student.
- Senior mentoring program is strengthened to provide

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 improvement in student wellbeing and engagement across the school.
- 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.
- 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.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Students are able to make informed decisions when choosing a pattern of study in stage 6.
- Students, parents and carers feel empowered to make sound choices about stage 6 subject choices and post school pathways.
- Parents and carers are communicated with on a regular basis in relation to their students progress.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Strategic Direction 3: Connect and Contribute

Initiatives

- academic and wellbeing support for every stage 6 student.
 - Regular patterns of communication with parents and carers are developed so that progress measures are a continual conversation across stage 6.
 - Alternative educational options are continually sought to cater for each student's academic level and post school career pathway.
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Evaluation plan for this strategic direction

- Attendance data
- Tell Them From Me responses (student, staff and parents)
- Scout data
- SEF SaS
- Student feedback e.g. student surveys, unit evaluations
- Modified teaching programs
- Community surveys

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around proven evidence based research and teaching practice.
- Executive team and whole staff reflective sessions.