

# Strategic Improvement Plan 2024-2027

## Scone High School 8409



# School vision and context

## School vision statement

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The students at Scone High School are inspired to grow their capacity and confidence to become resilient, socially responsible citizens who are flourishing lifelong learners. Staff facilitate and model a supportive, inclusive and passionate educational setting that extends beyond the gates to include wider learning networks and the whole community. We provide a flexible, personalised, nurturing environment focused on all aspects of the student.

## School context

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Scone High School is a comprehensive secondary school with a support unit which has three classes, located in the Upper Hunter Valley, NSW. The school has a student population of 300. Our school community is diverse, while 98% of students have an English speaking background, 2% require some level of EAL/D (English as an additional language or dialect) support. 29% of students identify as having an Aboriginal background. The school's staffing entitlement in 2024 is 36 teaching staff and 9 non-teaching staff. Our executive staff is stable with the majority being here for more than five years. 11% of our teaching staff are early in their career as teachers. There is a 9% turnover of staff each year. Students represent the school across the district in leadership activities, cultural commitments such as CAPERS Dance, Kia Ora Music and various Eisteddfods and a wide range of sporting activities. Agriculture forms a large focus of learning opportunities for students. There is a very long history of success at the Royal Easter Show and the Beef Bonanza steer leading competitions. A comprehensive situational analysis has been conducted which led to development of the 2024-2027 Strategic Improvement Plan, which involved genuine consultation with students, staff, parents and the local Aboriginal Education Consultative Group. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives. The school community is highly committed to Visible Learning and Visible Wellbeing practices, with a very strong link with a cross-sectoral community of schools across the Upper Hunter. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use, to support individualised and differentiated learning for all students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To use research based data driven practices to improve student growth.

To maximise student learning outcomes to build strong foundations for success, developing & refining data driven teaching practices that are responsive to the learning needs of individual students.

## 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

- The attendance rate for the school is increased from 80.53% in 2023 to 81.2% by 2027.

### 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

### Positive Attendance

A whole school focus on attendance uses a high expectations approach towards students to attend school every day. (both day to day and partial attendance)

Parents/staff and student engagement in the "Every minute counts" campaign.

Celebrate attendance success through school reward system.

### Reading and Numeracy Professional Learning

In order to promote learning excellence and responsiveness in meeting the needs of all students, an integrated approach to quality teaching, curriculum planning and delivery, and assessment is implemented.

- Use of explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills.
- Research into best practice programs for delivery to students
- Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

### HSC & Other Pathways

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 processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- 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.
- The learning goals for students are informed by analysis of internal and external student progress

## Success criteria for this strategic direction

### Attendance

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

### Reading / Numeracy

The learning goals for students are informed by analysis of internal and external student progress and achievement data.

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.

### HSC & Pathways

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.

Assessment data to monitor achievement and gaps in student learning are used extensively to inform planning for particular student groups and individual students (HSC & NAPLAN)

## Evaluation plan for this strategic direction

Teachers contribute to the ongoing development of whole school assessment policies and strategies, which support teachers to build their capability to use a range of assessment data to diagnose student's learning needs and inform planning for student learning.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### 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 three achievement bands in 2027 compared to 2023 and 2022.
- An increase in the proportion of students completing the HSC into a known meaningful pathway compared to 2023 exit data.

## Initiatives

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and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

## Evaluation plan for this strategic direction

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Teachers effectively diagnose individual student's abilities, then select and coach them in appropriately challenging, tailored strategies.

# Strategic Direction 2: High Expectations Teaching and Learning Culture

## Purpose

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To create a school that holds High Expectations for all teachers and students and uses informed practices to develop Professional Learning, Impact Cycles that result in improvements in student outcomes.

## Improvement measures

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### Data Informed Practice

Achieve by year: 2027

- School Excellence Framework assessment of the elements 'Educational Leadership' (Sustaining and Growing), 'Effective Classroom Practice' (Sustaining and Growing) and 'Data skills and Use' (Delivering) indicate improvement to Excelling.

## Initiatives

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### Data Informed Pedagogy

Data Driven Practices Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

Establish and use Head Teacher Teaching & Learning position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

## Success criteria for this strategic direction

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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.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school.

Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students.

SEF3 excelling Learning Culture

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.

## Evaluation plan for this strategic direction

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Question:

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

# Strategic Direction 2: High Expectations Teaching and Learning Culture

## Evaluation plan for this strategic direction

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on and adapt practice?

Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN, Check-In, VALID); internal student performance measures (PAT); teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments.

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.