

Strategic Improvement Plan 2022-2026

Broken Hill High School 8105



School vision and context

School vision statement

Broken Hill High School aims to assist in the development of well-balanced students who are capable of higher order thinking and flexible enough to meet the challenges of the future.

After consultation with the Parents and Citizens Association and the Student Representative Council plus extensive consultation with staff members, the following vision statement was developed.

Broken Hill High School is:

A caring inclusive school where students are supported to reach their potential in a changing world.

School context

Broken Hill High School is a comprehensive high school of 472 students (22% Aboriginal). Our school proudly includes IO/IS, multi-categorical and Tutorial support classes. There are very strong ties within both Broken Hill and the school community. These ties are evident through the actions of our P&C who make regular contributions to the school, our close relationship with the "Golden Oldies" ex-students association, the support for existing programs that are targeting Aboriginal students, our SRC involvement in assisting numerous charities and community organisations, the support of local employers for excursions and student trips as well as work placements for our VET students.

Broken Hill High School has a reputation for academic excellence. Students leaving our school in Year 12 are succeeding in gaining university entrance, employment, traineeships, exploring TAFE options and other training opportunities. We expect students to achieve to the best of their ability or beyond. We have established welfare support mechanisms and teaching and learning experiences of high quality to maximise student outcomes.

The school works strongly to overcome the issues raised by our isolated position. We utilise strategies that maximise student opportunities for success. Our strategies in many areas will be strengthened through the expenditure of Equity funding over the next 3 years.

An important issue that is currently affecting our future direction is the reducing student population in Broken Hill. This is impacting on school structure and curriculum. To combat this we have established the RASP initiative with Willyama High School sharing senior classes. Faculties and the school will focus on quality teaching and learning initiatives and the priorities in this plan while keeping an eye on the long term learning needs of students who live in an isolated rural setting.

Following a rigorous situational analysis that included authentic consultation, and review of available data to inform this strategic plan the three areas for strategic focus and improvement are:

1. **Student Growth and Attainment:** with a focus on initiating whole school approaches to literacy (reading) and numeracy to enhance student achievement in NAPLAN top, two bands.
2. **Collaboration and use of evidence based teaching practices:** with a focus on developing collaborative professional learning opportunities for staff that focus on evidence based teaching strategies with a vision of improving HSC Band 3 and above results and growth in NAPLAN. High expectations in all classroom activities is a key element of this focus.
3. **Our Wellbeing and engagement:** with an emphasis on creating and maintaining positive environments and enhancing wellbeing student attendance and attainment will be a focus. Our wellbeing and engagement are important conditions for learning so that students connect with and feel as they are accepted as part of the school community.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student academic performance through a focus on literacy and numeracy

Improvement measures

Reading growth

Achieve by year: 2023

An increased proportion of 2023 student cohort achieving the HSC Minimum Standard in reading compared to 2022.

Numeracy growth

Achieve by year: 2023

An increased proportion of 2023 student cohort achieving the HSC Minimum Standard numeracy compared to 2022.

Initiatives

Whole school approach to reading.

The school will develop best practice literacy teams that use data to inform practice and focus areas. Implementation of teams will also give the opportunity for staff collaboration.

The school will develop and implement whole school literacy lessons based on the explicit teaching of literacy skills with high expectations for growth.

All classroom teachers will embed reading strategies in teaching and learning programs (Use of data to inform practice)

The school will develop and establish reading initiatives that involve the explicit teaching of reading skills.

Whole school approach to numeracy.

The school will develop best practice numeracy teams that use data to inform practice and focus areas. Implementation of teams will also give the opportunity for staff collaboration.

The school will develop and implement whole school numeracy lessons based on the explicit teaching of numeracy skills with high expectations for growth.

All classroom teachers will embed numeracy strategies in teaching and learning programs (Use of data to inform practice)

The school will develop and establish numeracy initiatives that involve the explicit teaching of numeracy skills.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students (School Excellence Framework - Learning / Learning Culture)

All teachers understand and explicitly teach literacy and numeracy with success measured by data and improvement progress. (SEF: Teaching / Professional Standards)

The school analyses student progress and achievement data. Teachers respond to trends in student achievement (SEF: Learning / Assessment)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF - Teaching / Effective Classroom Practice)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Learning / Assessment)

Evaluation plan for this strategic direction

The school will use a range of 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.

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 the School Excellence Framework elements and themes.***
- ***Executive team and whole staff reflective sessions.***

Evaluation plan for this strategic direction

- ***Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.***

This page is published on the school website.

The evaluation plan will involve:-

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

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); 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 implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Collaboration and use of evidence based teaching practices.

Collaboration and use of evidence based teaching practices

Purpose

The school has identified the need for students to become more engaged and successful learners. Each student will be engaged through high expectations, differentiation, collaborative teaching practices and other evidence based teaching practices with a focus on developing skills in literacy and numeracy.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Improvement in the % of HSC course results in the top 3 bands to 42.1% or above.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.

Initiatives

Collaborative Professional Learning.

The executive will lead quality professional learning based on evidence-based practices to build the capacity of staff to improve student learning. This initiative is underpinned by evidence-based practices. Through collective efficacy and collaborative learning teachers continually evaluate their practices and the impact they have on student outcomes. Teachers engage regularly in professional learning, self assessment and peer assessment to become experts in evidence based practices which will rapidly move student learning forward. All teachers will increase their capacity to implement evidence based practice through:

- HSC Professional Learning
- High Potential and Gifted Education Policy Professional Development
- What Works Best: Explicit Teaching, High Expectations, Effective Feedback, Use of Data to inform Practice (RAP, SCOUT, SENTRAL) Assessment, Classroom Management, Collaboration/mentoring, Wellbeing.
- Program evaluations based on teaching standards.

High Expectations for high impact teaching and learning.

Staff strengthen knowledge and implementation of high impact teaching and learning strategies that:

- Use evidence-based teaching practices (what works best) that improve effective classroom practice through a focus on explicit teaching practice.
- Embed quality assessment practices (Formative, summative and quality feedback) that facilitate reflection on teaching effectiveness.
- Utilise effective classroom management practices
- Build positive student relationships
- Incorporate HSC course curriculum consultation

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF- Learning / Curriculum)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. (SEF- Teaching / Effective Classroom Practice)

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students. (SEF - Teaching / Effective Classroom Practice)

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. (SEF - Teaching / Data Skills and Use)

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Learning / Student Performance 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. LST team builds the capabilities of all teachers and are an integral component of whole-school approaches to language, literacy and numeracy programs. (SEF - Learning / Student Performance Measures)

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF- Teaching / Effective Classroom Practice)

Evaluation plan for this strategic direction

Strategic Direction 2: Collaboration and use of evidence based teaching practices.

Collaboration and use of evidence based teaching practices

Initiatives

processes.

- Quality differentiation

High Expectations of student achievement and engagement in learning will improve academic achievement and student engagement in all key learning areas.

Evaluation plan for this strategic direction

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

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN / HSC); Internal student performance measures (reading age assessments), 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 implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 3: Our Wellbeing and engagement.

Purpose

Our school aims to create positive relationships among both students and staff and to create a sense of belonging and engagement with learning. We will strive for every member of the school to develop the skills needed for a healthy and balanced life, maintaining positive relationships and having the resilience and determination to deal with any challenges they may face.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase the percentage of students reporting expectations for success, advocacy and sense of belonging to be above the school's system-negotiated baseline of 57.1%

Attendance >90%

Achieve by year: 2023

Increase the percentage of students attending greater than 90% of the time to be above the system negotiated baseline of 46.0%

Initiatives

Positive Learning Environments.

The creation of positive learning environments will be strengthened by the development of a positive learning environments strategy that drives:

- positive student rewards
- positive school communication
- evaluates and reviews expectations.

Positive environments supported by evidence based teaching practices and differentiated learning to support the engagement and attendance of all students supported by:

- Strengthening the school's resources
- Review of school assessment practices
- Professional Learning on differentiation
- Increased parent engagement.

Wellbeing.

A whole-school approach to enhancing student social and emotional support, student engagement and knowing the wellbeing needs of all students will be initiated using current school programs along with additional activities as required.

The school regularly reviews and evaluates the impact of its student wellbeing programs and practices through data-informed evaluation methods. The school actively seeks and incorporates students' perspectives about safety and wellbeing in order to promote positive learning outcomes.

Staff wellbeing is enhanced and supported through collegial systems and practices.

Aboriginal Education.

Success criteria for this strategic direction

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. (SEF - Learning / Wellbeing)

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. (SEF - Leading / Educational Leadership)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement. (SEF - Teaching / Data Skills and Use)

Teachers directly and regularly engage with parents to improve their understanding of student learning and strengthen student outcomes. (SEF - Learning / Reporting)

Reporting to parents has been enhanced in response to feedback received. (SEF - Learning / Reporting)

The school has implemented an evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Learning / Wellbeing)

Evaluation plan for this strategic direction

Question: What has been the impact of using these initiatives on student and staff wellbeing? To what extent are these initiatives measurable?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: School Excellence Framework assessments, Attendance data, Tell Them From Me data, Sentral data, student surveys.

Analysis: Data is analysed and triangulated regularly to

Strategic Direction 3: Our Wellbeing and engagement.

Initiatives

The school implements an effective Aboriginal Education strategy that enhances the capabilities of all staff to embed Aboriginal learning across all areas of the school.

The school implements evidence-based programs and practices to improve the engagement and wellbeing of Aboriginal and Torres Strait Islander students.

Broken Hill High School is considered a culturally safe learning environment.

Evaluation plan for this strategic direction

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 implementations as well as future school planning to provide continuous improvement, ensuring wellbeing and engagement is increased.