

Strategic Improvement Plan 2021-2024

Engadine High School 8432



School vision and context

School vision statement

At Engadine High School we are committed to providing a safe and nurturing environment that allows students to feel confident to pursue individual goals through the creation of connectedness to school and peers, recognising that all students are valued for their uniqueness.

We aim to create socially aware young people who have the drive to make a difference and are empowered with the skills necessary to bring about the change they want to see in the world.

Our learning culture and explicit teaching equips and enables all students to achieve their personal best, by providing them with opportunities to expand their knowledge and develop a thirst for continued learning. This desire to grow is valued highly by students and all staff within Engadine High School and is supported by quality teaching and professional development..

School context

Engadine High School is a large and vibrant comprehensive high school with a culture of achievement and educational excellence, fostered by a supportive learning environment. We are proud to hold aspirational expectations of learning, progress and achievement for all students and are committed to the pursuit of excellence, believing that learning flourishes when it is an interactive process involving students, parents and teachers. Our curriculum is dynamic in delivering engaging and challenging programs that lead to improved learning outcomes for all students.

Our enrolment numbers are 1062 students, including 35 (3%) of Aboriginal and Torres Strait Islander background. We have a commitment to whole school programs that aim to enrich student learning beyond the classroom, including cross-curricular project-based learning, social justice and an award winning Linkages program. The school embraces quality teaching and assessment for learning principles, with best practice policies on assessment and learning, and differentiation and has embraced technology to complement and enhance learning. The school is proud of its comprehensive nature through a strong learning support team using MultiLit approaches to literacy, embedded numeracy strategies in all KLA programs with withdrawal processes and a growing High Potential and Gifted Education program..

We have a responsive and influential Support Unit that caters for students in 2 IM classes, 1 IO class and 2 Autism classes. Our students consistently achieve excellent results in NAPLAN and the HSC, with equity groups being on-par with the rest of the school cohort. Excellent HSC results from 2020 indicate that our work in this area is making a critical difference, however, our intention is to continue this emphasis on Stage 6, developing learning skills in Stage 4 and 5 to increase engagement and improved learning outcomes in Stage 6. Staff professional learning remains a major focus, particularly centred on teacher collaboration and a narrow but deep approach to learning. Professional learning centres on promoting the implementation of the most effective strategies to improve teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy by developing and sustaining whole school processes for collecting and analysing data to inform evidence-based teaching practices.

Improvement measures

Target year: 2022

Increase the percentage of students achieving the top 2 bands NAPLAN Reading from 2019 to at or above our lower bound target.

Uplift= 3%

Target year: 2022

Increase the percentage of students achieving the top 2 bands NAPLAN Numeracy from 2019 to at or above our lower bound target.

Uplift= 11%

Target year: 2023

Increase the percentage of students achieving the expected growth NAPLAN Numeracy from 2019 to at or above our lower bound target.

Uplift= 30%

Target year: 2023

Increase the percentage of students achieving the expected growth NAPLAN Reading from 2019 to at or above our lower bound target.

Uplift= 8%

Target year: 2022

Increase the percentage of students in the Top 2 Bands HSC from 2020 to our lower bound target.

Initiatives

Reading and Numeracy

We will improve reading and numeracy through:

Collaboration:

Seeking professional learning opportunities to share and gain expertise in evidence based teaching practices

Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning

Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs

Work in partnership with colleagues to achieve shared collaboration goals

Curriculum:

Building expertise in teaching reading and numeracy across all faculties through enhancing pedagogy as well as increasing understanding of Reading and Numeracy requirements

Differentiation:

Using data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

Feedback

Reflect and communicate about the construction and completion of learning task with students, providing students with detailed and specific feedback about what they need to do to achieve growth as a learner. Encourage students to self-assess, reflect and monitor their work.

Success criteria for this strategic direction

Curriculum- Differentiation:

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Learning and Development-Collaborative practice and feedback:

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

Effective classroom practice-Feedback:

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Student performance measures - internal student growth

The school has identified what growth is expected for identified students and students are achieving higher than expected growth on internal school progress and achievement data.

Increase number of students in top 2 NAPLAN bands who are meeting or exceeded expected growth

Evaluation plan for this strategic direction

Question: What has been the impact of our initiative in

Strategic Direction 1: Student growth and attainment

Improvement measures

Uplift: 11%

Target year: 2024

To increase the percentage of targeted students with additional needs, (equity, ATSI, EALD) achieving their individual learning goals/stage benchmarks, so that equity gaps are closing.

Target year: 2024

To move towards Excelling in Collaborative Practice and Feedback

Target year: 2024

To move towards Excelling in Curriculum- Differentiation

Initiatives

Activities include:

The use of 'Numeracy Champions' to guide the collaboration in embedding numeracy within all teaching and learning programs beyond Mathematics. This is coupled with withdrawal of students identified as needing further attention to reach their potential.

A whole-school approach to improving literacy outcomes through the embedding of some of the 14 reading and comprehension strategies in Stage 4 and 5 from those strategies suggested by our NAPLAN data. This is supported by a Literacy team and the use of resources including 'The EHS Reading Hives' and 'Reading Circles.' Student withdrawal for students identified as needing further attention to reach their potential enhances the approach to meeting our Literacy targets.

HSC- COVID Withdrawal programs

COVID intensive learning support program will provide small group tuition for students from Year 7 to Year 12 based on the performance across KLAs and NAPLAN results. The sessions will use texts that extend on work undertaken across the curriculum and will focus on students from all ability levels who have displayed deficits due to the interruption to learning from COVID-19. The program is implemented in a bid to challenge and support all students to fulfill their academic potential.

Evaluation plan for this strategic direction

Reading and Numeracy?

Data: Best Start (7), NAPLAN, PAT, Check in

Question: What has been the impact of teachers using differentiation, feedback and individual learning goals?

Data: Walk throughs, formal observations, PDP, programs

Analysis: How are we going and how do we know?

Implication: Where to next?

Strategic Direction 2: Quality learning environment through effective assessment

Purpose

Know students, know student learning needs and be better informed of students progress and position. Enhances quality of assessment practices. Advocacy for their own learning.

Improvement measures

Target year: 2024

To move towards Excelling in Assessment- Formative Assessment

Target year: 2024

To move towards Excelling in Data Use and Skills

Target year: 2024

To move towards Excelling in Effective Classroom Practice- Feedback.

Target year: 2024

Increase the percentage of High Potential students who achieved top two bands in NAPLAN, who meet or exceed expected growth in the NAPLAN or HSC. or PAT effect size 0.4 plus.

Target year: 2024

Increase the percentage of identified High Potential students who access and are successful in an increased number of a talent development programs, in the domains of creative, physical, social emotional and intellectual domains.

Target year: 2024

Increase the percentage of High Potential students expressing a stronger sense of belonging, advocacy at school and expectations for success as measure through student voice focus groups.

Initiatives

Quality Learning Environment for Assessment

We will achieve this through:

Formative assessment

Making student assessment a part of everyday practice will allow teachers to provide students with continuous learning opportunities, through the embedding of Formative Assessment into all Teaching and Learning programs - initial focus Stage 4.

Feedback

Reflecting and communicating about learning tasks will provide students with detailed and specific feedback about what they need to do to achieve growth as a learner. By ensuring students self-assess, reflect and monitor their work, students will develop the ability to consistently act on feedback they receive.

Data

By regularly dedicating time to the effective use of data, teachers will be provided with the tools to inform practice, through the collection of meaningful data that allows teachers to drive student learning and monitor the progress of all students.

High Potential

High Expectations

We will achieve this through:

Teachers promoting high expectations of their students by differentiating instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

Teachers ensure programs include high expectations and provide effective, explicit, evidence-based teaching strategies that create optimal learning environments

Success criteria for this strategic direction

Learning Culture - High Expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Data use and Skills

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Effective Classroom Practice- Feedback

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies .

Evaluation plan for this strategic direction

Question: What has been the impact of teachers using assessment and data?

Data: Student growth data (internal assessment data), Faculty programs

Question: What has been the impact of quality feedback practices?

Data: Student voice re: feedback, Student Self Assessment

Analysis: Where are we now and how do we know?

Strategic Direction 2: Quality learning environment through effective assessment

Initiatives

where all students are challenged, engaged and encouraged to achieve their educational potential. This commitment includes supporting the talent development of all high potential and gifted students.

Activities include:

High Potential & Gifted Education collaborative professional learning, internal and external, which utilises QTR to create common language to lift student outcomes

High Potential & Gifted Education timetabled group (7-10) which focuses not only on the intellectual domain but also the social and emotional domain.

Evaluation plan for this strategic direction

Implication: Where to next?

Strategic Direction 3: Positive Student Wellbeing

Purpose

To draw on a range of evidence-informed strategies to ensure that all students at EHS are "known, valued and cared for" (Mark Scott, 2018). We aim to achieve this at a whole-school level by addressing identified areas of need in relation to student wellbeing. These include improving student advocacy, fostering more resilient and growth-oriented expectations for success in students, and creating a greater sense of belonging between students and school.

Improvement measures

Target year: 2022

Increase the percentage of students showing a positive sense of Wellbeing from 2020 towards our upper bound target. (uplift of 5%).

Target year: 2022

Increase the percentage of students attending greater than 90% of the time from 2019 to our lower bound of 77.1%. (uplift 7%)

Target year: 2024

Move towards excelling in Wellbeing.

Initiatives

Supporting Positive Student Behaviours

We will achieve this through:

Attendance

A whole-school attendance monitoring process is used to promote an increase in school attendance across year groups. This process is based on collaborative consultation principles and employs a balance of pastoral interventions, streamlined attendance monitoring, parent/carer communication, and differentiated strategies for improving the attendance of students identified as concerns.

Achievement Recognition

The design and implementation of a new achievement recognition system. This system uses a points-based model to reward students for their achievements in diverse areas of their schooling - leadership, effort and success.

Behaviour Support

The design and implementation of a new behaviour support system that empowers staff and students to create and maintain safe and focused classroom learning environments.

Embedding Wellbeing-Related Content in Curricula

Teachers will select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation.

The embedding of wellbeing themes and positive mental health approaches in classroom teaching and learning, which will foster resilience in students and in turn benefit their personal capacity and growth as learners. WISE

Explicitly Teaching Wellness & Positive Mental Health Strategies

Success criteria for this strategic direction

Learning Culture - Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Caring for Students

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.

Planned Approach to Wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

Question: What has been the impact of school wellbeing practices on student wellbeing?

DATA: TTFM, focus group, Sport and Physical Activity; School Health Check

Questions: What has been the impact of our engagement practices on increasing student attendance?

Data: Sentral data

Analysis: How are we going how do we know?

Implication: Where to next?

Initiatives

Activities include:

Supporting Positive Student Behaviour Semester 1 through mentoring programs, the introduction of an updated Behaviour Support Policy and the introduction of our new rewards system Dream Believe Succeed.

New student support Program which utilises Peer Mentors creating connectedness for students.

Attendance Monitoring program.

Fostering Students' Belonging to School

Facilitating Positive Relationships Among Students & Teachers

The implementation, maintenance and evaluation of new and existing programs and initiatives that foster positive student wellbeing across the school. These include:

- The continued empowerment of student leadership through the school's SRC
- An improved utilisation of Roll Call time in order to proactively promote wellbeing themes and contribute to the creation of a positive school culture
- The creation of a student-driven Wellbeing Committee that leads the implementation of whole-school wellbeing initiatives for students
- A Year 12 Leadership Team mentoring program, which fosters senior student leadership and provides support to identified junior students

Sport and Physical Activity

Embed a whole-school approach to sport and physical activity as part of a collective responsibility for student wellbeing across the school, comprised of:

- Regular self-evaluation against the Sport and Physical Activity: School Health Check.
- Systems-gathering processes for sport and physical activity based on the Health Check.

Evaluation plan for this strategic direction

Q. How can the school determine that its systems and process for enhancing student wellbeing through a whole-school approach to sport and physical activity have been achieved?

D. Self-assessment against Sport and Physical Activity: School Health Check.

Staff survey/observation data

Student and community voice surveys

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

I. What are the implications for our work? Future directions and next steps.

Initiatives

- Improved teacher confidence and competence in the delivery of sport and physical activity programs.
 - Involvement of the whole school community in sport and physical activity programs.
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