

Strategic Improvement Plan 2022-2026

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 1004 students, including 36 (3.5%) 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 2023 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 high impact approach to 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

Pathways

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

Achieve by year: 2027

HSC Course results in the Top 2 Bands HSC to exceed 40%

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 8 and 9 for 2024 compared with 58% in Year 7 and 8 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 8 and 9 for 2024 compared with 60% in Year 7 and 8 in 2023.

Initiatives

Reading Attainment

Reading Initiatives

To elevate our students' reading capabilities, we will implement a series of strategic initiatives:

1. Appointment of a Dedicated Literacy Coordinator: A specialist will oversee high-impact professional learning, collaborating with two faculties per semester to enhance literacy instruction.
2. Targeted Literacy Classes for Year 7: These classes, integrated into the timetable and supported by Learning Support Teachers (LST), will provide foundational literacy skills to all students, ensuring early intervention and consistent support.
3. Dedicated Team Teaching and Observations: This model promotes best teaching practices through peer observations, facilitating a shared approach to effective literacy instruction.
4. Development of Unified School-Wide Literacy Resources: Utilising the Engadine Reading Hives framework, we will create common language and resources across all subjects to support coherent and aligned literacy development.
5. Comprehensive Data Analysis: Regular analysis of formative and summative assessments will pinpoint areas for literacy improvement, allowing for targeted instructional enhancements.

Numeracy Attainment

Numeracy Initiatives

Parallel to our literacy strategy, our numeracy program will also be robustly supported through:

1. Numeracy Leadership and Focused Professional Learning: A numeracy coordinator will lead targeted professional development, working sequentially with different faculties to embed numeracy across the curriculum.

Success criteria for this strategic direction

Reading

1. **Professional Development in Literacy Instruction:** Teachers will engage in continuous professional development focusing on evidence-based literacy strategies and differentiated instruction. Success will be assessed through improvements in instructional practices, evidenced by teacher self-reflections, classroom observations, and enhanced student reading performance.
2. **Evidence-Based Differentiation in Literacy:** Teachers will implement differentiated literacy instruction across all subjects, focusing on active reading and comprehension testing. Success will be measured by student assessments aligned with curriculum standards, showing consistent improvement in reading achievement.
3. **Enhanced Reading Comprehension:** Integration of the Engadine Reading Hives framework to boost vocabulary, text structure understanding, and critical analysis skills. Success will be evaluated by regular assessments tracking students' comprehension improvements and overall performance in complex texts.

Numeracy

1. **Integrative Numeracy Professional Learning:** Enhancing the school's capacity to integrate numeracy skills across the curriculum through targeted professional learning, aimed at fostering student growth and attainment. Progress will be evaluated by enhancements in teaching practices and student numeracy outcomes.
2. **Data-Driven Improvements in Numeracy:** Using data analysis within the mathematics faculty to target areas for growth, with a focus on data skills. This will involve regular reviews of student data to refine numeracy teaching strategies.
3. **Transition Numeracy Support Programs:** Development and implementation of a numeracy class to aid students entering Stage 4 mathematics. Success will be measured by the capability of staff to deliver these programs and the observed student

Strategic Direction 1: Student growth and attainment

Initiatives

2. **Specialised Numeracy Support Classes:** Focused classes in Year 7, led by experienced numeracy teachers, will address specific numeracy skills, reinforcing foundational mathematics and supporting transition to higher-level concepts.
3. **Peer Observation and Collaborative Teaching Models:** This initiative will use a team teaching approach to spread best practices in numeracy instruction among faculty.
4. **Unified Numeracy Resources Across the School:** Development of resources based on numeracy continuums will ensure consistency in teaching methods and student understanding across different subjects.
5. **Targeted Data Utilisation for Numeracy Enhancement:** Analysis of student performance data will guide the continuous refinement of numeracy teaching strategies, focusing on identified needs.

HSC Attainment

HSC Attainment Initiatives

To support robust HSC outcomes, we will focus on data-driven and teacher-supportive measures:

1. **Detailed Analysis of HSC RAP Data:** Subject-by-subject analysis will identify specific areas for instructional improvement and targeted interventions.
2. **Support for New HSC Teachers:** Tailored support programs for teachers new to the HSC will ensure they are well-prepared to deliver the curriculum effectively.
3. **Enhanced Study Skills Program for Senior Students:** This program will provide systematic support to improve study habits and examination techniques, crucial for HSC success.
4. **Ongoing Subject-Specific Professional Learning:** High-impact professional learning tailored to specific HSC subjects will keep teaching strategies sharp and relevant.

Success criteria for this strategic direction

growth in numeracy skills.

Senior Pathways and HSC Attainment

1. **Strategic Use of HSC Data:** Robust analysis of HSC data to inform strategic changes that enhance HSC outcomes. Success criteria include effective strategy implementation leading to improved HSC results.
2. **Professional Development for HSC Teachers:** Supporting HSC teachers with targeted professional development, focusing on high-leverage learning for key HSC courses to enhance teaching effectiveness and student results.
3. **Engagement in Senior Study Skills Programs:** Increasing student participation in the senior study skills program, measured by improved student performance in HSC subjects and readiness for exams.

Evaluation plan for this strategic direction

Question:

To what extent are our strategies enhancing Reading, Numeracy, and HSC attainment for our students?

Data:

Using data sources, including early assessment tools such as Best Start, alongside NAPLAN results, PAT assessments, Check-in tests, and formative tracking sheets. We will also incorporate SCOUT reports, literacy and numeracy continuums, and data from HSC RAP, as well as insights from Staff and Student Focus Groups to ensure a holistic view of student progress.

Analysis:

Data collection will occur on a termly basis, enabling timely adjustments to our teaching strategies. This frequent analysis allows for the identification of trends and

Strategic Direction 1: Student growth and attainment

Initiatives

5. Leveraging Teacher Expertise through Mentoring: Experienced teachers will mentor peers, sharing best practices and observations to uplift teaching quality across HSC subjects.
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Evaluation plan for this strategic direction

shifts in student performance across Reading, Numeracy, and HSC attainment metrics. We will evaluate the impact of our strategies by comparing current data with historical performance, to assess the rate and consistency of improvement. We will also examine the effectiveness of specific interventions, distinguishing those that yield substantial gains in student outcomes. This thorough analysis will help pinpoint which practices are most effective and which may require reevaluation or enhancement.

Implications:

The insights gained from our data analysis will directly inform our future school planning. This includes refining our educational approaches and resource allocation to better support areas needing improvement. We will develop targeted interventions based on specific needs identified through our analysis, ensuring that our responses are precise and backed by evidence.

Strategic Direction 2: Quality learning environment

Purpose

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

Improvement measures

Effective Assessment

Achieve by year: 2026

Formative assessment is consistently used flexibly and responsively and is an integral part of daily classroom instruction. Formative assessment is consistently practiced expertly by teachers.

National Curriculum implementation

Achieve by year: 2026

The strategic target for effective implementation of the national curriculum is to sustain the high-quality implementation achieved in previous years, strengthening pedagogical practices, promoting interdisciplinary connections, and leveraging technology to enhance student learning outcomes, ensuring the curriculum's full potential is realised for every student.

High Potential and Gifted Education

Achieve by year: 2026

To establish effective intellectual, physical, social emotional, and creative high potential programs that support the development of our students. These programs will be customised to meet the unique needs of each participant, focusing on their individual development areas and strengths, and will provide opportunities for targeted training, coaching, and exposure to different areas of expertise.

Initiatives

Assessment

To enhance student learning outcomes and embed continuous assessment practices, we are launching several initiatives focused on the effective integration of formative assessment across Stage 4 and 5 teaching and learning programs:

1. **School Assessment Policy Implementation and Review:** We will ensure the successful implementation of the School Assessment Policy launched in 2020, integrating formative assessment practices as a standard part of everyday teaching. This will include regular reflection and review cycles to adapt and refine assessment strategies effectively.
2. **Professional Learning on Formative Assessment Techniques:** Dedicated professional development sessions will be provided, focusing on high-impact formative assessment strategies. These training sessions will cover critical aspects such as using the common grade scale, applying peer and self-assessment techniques, and mastering the delivery of effective feedback to students.
3. **Whole School Monitoring of Student Learning:** Utilising the Formative Assessment Tracking sheet, teachers will be encouraged to continuously reflect on and improve their teaching methods and assessment processes. This tool will help maintain a consistent approach to monitoring and adapting classroom practices based on ongoing assessment data.
4. **Scheduled Professional Development for Data Analysis:** Throughout the academic year, scheduled periods will be dedicated to professional development focused on the comprehensive analysis of student data. This initiative aims to provide teachers with deeper insights into student progress, achievement, and wellbeing, facilitating targeted instructional adjustments.

Curriculum

Success criteria for this strategic direction

Assessment

1. **Integration of Reliable Assessment Practices:** Teachers engage in consistent formative and summative assessment practices, seamlessly integrating it into daily classroom instruction. Data derived from these assessments is utilised to track student progress, identify areas of achievement, and pinpoint learning gaps, thus informing targeted instructional planning for both student groups and individual learners.
2. **Establishment of Evidence-Based Assessment Approaches:** A cohesive whole-school approach is established to ensure that assessment practices are grounded in evidence and lead to measurable enhancements in both student achievement and engagement levels.

Curriculum

1. **Embracing the New National Curriculum:** Ensuring all teachers have received comprehensive training and professional development to effectively navigate the challenges posed by the new national curriculum. Alignment of learning objectives and content with educational standards and objectives outlined by NESA.
2. **Creating an Inclusive Environment:** Fostering an inclusive environment within the school community that promotes acceptance, understanding, and support for students with Autism and diverse learning needs. Implementing monitoring mechanisms to track student progress, ensuring equal access to educational opportunities and achievement of mainstream outcomes.

HPGE

1. **Cultivating Aspirational Learning Expectations:** Fostering a culture within the entire school community that embraces aspirational expectations of learning and achievement, demonstrating a steadfast commitment to the pursuit of excellence.
2. **Targeted Professional Development for Teachers:** Providing quarterly professional

Strategic Direction 2: Quality learning environment

Initiatives

To ensure robust integration and effective delivery of the National Curriculum, we are implementing several key initiatives:

1. **Curriculum Alignment and Updates:** Update our teaching programs to ensure full alignment with the National Curriculum standards. This will involve a continuous process of curriculum mapping and refinement to integrate the latest educational directives and learning outcomes.
2. **Professional Development in Curriculum Delivery:** Provide ongoing professional development sessions for teachers that focus on innovative teaching methods and effective curriculum implementation strategies. These sessions will equip educators with the skills necessary to deliver the National Curriculum in a way that maximises student engagement and learning.
3. **Resource Enhancement for Curriculum Support:** Develop and distribute enhanced teaching materials and resources that support the National Curriculum. These resources will be tailored to meet the diverse learning needs of our students, ensuring that all have access to high-quality educational content via clear differentiation strategies.
4. **Assessment Alignment with Curriculum Objectives:** Align all assessment tools with the National Curriculum objectives to ensure that student evaluations accurately reflect their understanding and mastery of the required standards.
5. **Stakeholder Engagement for Curriculum Feedback:** Establish a feedback loop with key stakeholders, including teachers, parents, and students, to gather insights on curriculum effectiveness and areas for improvement. This feedback will be instrumental in ongoing curriculum development efforts.

Initiatives to enable Support Unit students with ASD to achieve mainstream outcomes

Success criteria for this strategic direction

development sessions for teachers, tailored to address evidence-based instructional strategies that cater to the diverse needs of high-potential and gifted students.

3. **Monitoring of Students in HPGE Programs:** Implementing a monitoring system to track student progress within the Physical and Creative High Potential and Gifted Education (HPGE) program, ensuring the delivery of targeted activities and assessments to support student growth and development.

Evaluation plan for this strategic direction

Questions:

- To what extent are staff processes and school systems aligned for collecting, analysing, and reporting on both local and external data?
- How effective has the planning process been for faculties in preparing for the implementation of the national curriculum?
- To what extent has the new curriculum addressed the diverse learning needs and educational objectives of our students.
- How effective have the four HPGE programs been at supporting our students?

Data:

- AGAT, PAT, and Best start test results, professional dialogue with parents and students, information from whole school formative assessment tracking sheet (7-10), Learning Support meetings, PDHPE and Performing Arts Faculty meeting discussion, ILP's Reviewed, Professional Learning meetings

Analysis:

- A variety of data will be gathered and integrated on a regular basis to ensure the strategies implemented are effective and informative

Strategic Direction 2: Quality learning environment

Initiatives

To better support mainstream students with autism, we will focus on tailored initiatives that enhance their educational experience and outcomes:

1. **Specialised Training for Educators:** Provide specialised training for teachers on autism spectrum disorders, focusing on understanding the needs of autistic students and implementing effective strategies to support their learning in a mainstream setting.
2. **Enhanced Classroom Resources:** Introduce enhanced classroom resources and tools designed specifically for supporting autistic students. This includes sensory aids, visual supports, and technology that facilitates learning.
3. **Creation of resources and programs:** The creation of flexible programs, resources and assessments that allow teachers across faculty areas to effectively deliver content.

HPGE

The entire school community is committed to fostering high aspirations for the learning progress and achievement of all students within the domains of Physical, creative, Social emotional and intellectual. We aim to employ high-impact strategies and deliverables to maximise educational outcomes for high-potential and gifted learners, categorised into four distinct areas:

HPGE Intellectual

1. **Collaborative Professional Learning:** We will enhance teacher capabilities through professional development that standardises pedagogical language and creates bespoke resources, thus directly boosting student outcomes. This includes leveraging insights from high-impact professional learning for Stage 4 teachers to refine instructional practices.
2. **Cross-Curricular HPGE Program:** Deliver and evaluate our strategic cross-curricular program for

Evaluation plan for this strategic direction

Implications:

- The findings of the analysis will inform future actions and milestones
- Annual reporting on school progress measures will be published at the end of Term 1 2024

Strategic Direction 2: Quality learning environment

Initiatives

identified highly gifted students across various key learning areas and year groups. This encompasses extracurricular activities, Individual Learning Plans (ILPs), Maths and Science competitions and curriculum content aimed at developing critical and creative thinking skills.

HPGE Physical

1. Physical HPGE Program Delivery and Monitoring: Deliver and monitor a dedicated program for students with potential in physical disciplines. This initiative focuses on precise identification and optimal development of physical talents through structured training and performance opportunities.

HPGE Creative

1. Creative HPGE Program Implementation: Effectively deliver and monitor a robust program for students with potential in visual and performing arts. This will involve detailed identification processes and cultivation strategies to enhance artistic talents and capabilities.

HPGE Social and Emotional Wellbeing

1. Empowerment through Student Groups: Create dedicated groups to empower students to become active community leaders. These will include the Social Justice Action Learning Group, Student Voice, Duke of Edinburgh Scheme, and the Student Prefect Team. Each group is designed to utilise and develop the social and emotional skills of our students, fostering a supportive and proactive school environment.
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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

Attendance

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

Achieve by year: 2027

Increase our attendance rate by 0.7% from 89.4 to 90.1%

Transition to High School

Achieve by year: 2026

By 2026, the school aims to establish strong collaborative networks among students, parents, and the community, fostering a holistic support system that enhances the continuity of learning for all transitioning students, including those who are highly mobile or have atypical enrollments, thereby setting all students on a path to excel from day one.

Initiatives

Attendance

To support and improve school attendance, we are implementing a series of targeted initiatives designed to streamline and enhance our attendance monitoring and intervention processes:

1. **Refinement of the School Attendance Policy:** We will update the school attendance policy to more effectively reduce casual absenteeism and ensure that both parental and teacher responsibilities regarding attendance are clearly defined and met. This revised policy will serve as the backbone for our attendance strategy, ensuring a uniform approach across all year groups.
2. **Enhanced Attendance Monitoring Process:** Employing a blend of pastoral interventions and streamlined monitoring techniques, this process will involve close communication with parents/carers and utilise differentiated strategies tailored to the needs of students at risk of frequent absenteeism. The focus will be on collaborative consultations to promote an inclusive, supportive approach to improving attendance.
3. **Development of a Comprehensive Attendance Framework:** Through joint research and collaboration, we will establish a framework that aligns with the expectations of the Department. This initiative aims to rejuvenate our approach to managing attendance, cultivating a culture of engagement and academic commitment within our school.
4. **Clear Allocation of Resources to Attendance and Wellbeing:** Recognising the critical link between attendance and student success, resources will be strategically reallocated to clarify and enhance the distinction between attendance and wellbeing issues. This will include redefining roles to ensure dedicated personnel are focused on advancing our attendance strategies.

Transitions and continuity of learning

Success criteria for this strategic direction

Learning Culture - Attendance

1. **Attendance Rate Goals:** Achieve and maintain an increase in the overall student attendance rate compared to the previous academic year. This includes a targeted reduction in the number of students experiencing chronic absenteeism, defined as missing 10% or more of school days.
2. **Comprehensive Attendance Policy Development:** Develop and implement a detailed attendance policy that sets clear expectations and outlines procedures for monitoring student attendance. This policy will also include specific interventions aimed at reducing absenteeism.
3. **Clear Attendance Management Flowchart:** Create an accessible flowchart that clearly delineates the steps for recording, monitoring, and addressing student attendance issues. This tool should be straightforward for all key stakeholders to use, ensuring they can effectively navigate the attendance management process.

Learning Culture - Transitions and continuity of learning

1. **Effective Stakeholder Communication:** Demonstrated by robust engagement and positive feedback from primary schools and community stakeholders, showing improved coordination.
2. **Positive Student Experiences on Linkage Days:** High student engagement and favourable feedback from Year 6 participants, indicating successful exposure to secondary school.
3. **Engagement in HPGE Programs:** Active participation and positive responses in High Potential and Gifted Education programs, reflecting their motivational impact on advanced learners.
4. **Peer Support Impact:** Positive feedback from Year 7 students and observed leadership growth in Year 10 mentors, highlighting the benefits of the peer support program.
5. **Successful Orientation Day Outcomes:** Effective Orientation Day execution with surveys showing new

Strategic Direction 3: Positive Student Wellbeing

Initiatives

To facilitate a seamless transition from Year 6 to Year 7, we are implementing a series of targeted initiatives:

1. **Enhanced Communication and Stakeholder Engagement:** Building strong partnerships with local primary schools and the Engadie community to ensure a coordinated transition process.
 2. **Linkage Days and High School Experience:** Hosting days for Year 6 students to participate in high school lessons and activities, helping familiarise them with the new environment and expectations.
 3. **High Potential and Gifted Education (HPGE) Programs:** Offering enrichment experiences in key subjects like English, Mathematics, and Performing Arts to selected students, providing a taste of high school-level challenges.
 4. **Peer Support and Leadership Programs:** Developing a peer support system where Year 10 leaders mentor incoming Year 7 students, fostering leadership skills and easing the transition for newcomers.
 5. **Orientation Day and Introductory Programs:** Conducting an Orientation Day that introduces the high school setting, staff, and student culture to Year 6 students, making their first day less daunting.
 6. **Transition Assessments and Data Analysis:** Implementing transition testing to capture essential data on students' academic standing and learning needs, guiding tailored support and instruction.
 7. **Primary School Outreach by Learning Support:** Extending learning support efforts to visit primary schools, which helps build relationships with incoming students and understand their educational backgrounds better.
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Success criteria for this strategic direction

- students feel welcomed and less anxious.
6. **Data-Driven Instructional Adjustments:** Transition testing data used to tailor educational interventions, meeting academic and social needs of new students.
 7. **Learning Support Integration Success:** Strong feedback from primary schools and students indicating successful relationship building and personalised learning support.

Evaluation plan for this strategic direction

Questions:

- How effective are the current attendance policies and procedures?
- How successful was the development and implementation of the comprehensive attendance policy in addressing attendance issues?
- To what extent are our transition initiatives improving Year 6 students' readiness for Year 7?

Data:

- Sentral and Scout data (SSSG Baseline Comparison and School Attendance Summary)
- feedback from stakeholder engagement surveys, student responses from Linkage Days and Orientation Day, participation rates and feedback from HPGE programs, peer support program evaluations, and outcomes from transition testing.

Analysis:

- A variety of data will be gathered and integrated on a regular basis to ensure the strategies implemented are effective and informative
- Assessing improvements in student readiness and engagement, effectiveness of communication strategies, and the suitability of educational interventions tailored from transition testing data.

Evaluation plan for this strategic direction

Implications:

- The findings of the analysis will inform future actions and milestones
- Annual reporting on school progress measures will be published at the end of Term 1 2024
- The analysis will inform necessary adjustments to enhance the transition process, such as refining orientation activities, improving stakeholder communication, and tailoring learning support.