

# Strategic Improvement Plan 2022-2026

## Engadine High School 8432



# School vision and context

## School vision statement

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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

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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 2021 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 centered 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

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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

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### NAPLAN top 2 bands - Numeracy

#### Achieve by year: 2022

Increase the proportion of students in the top 2 bands (or above) in NAPLAN numeracy from 25.8% towards our lower bound target 31.5%.

### NAPLAN expected growth - Numeracy

#### Achieve by year: 2023

Increase the percentage of students achieving the expected growth in NAPLAN Numeracy to at or above our lower bound target of 71.3%, which is an uplift of 4.2%

### NAPLAN expected growth - Reading

#### Achieve by year: 2023

Increase the percentage of students achieving the expected growth in NAPLAN Reading from 64.3% to be at or above the lower bound target of 68.4%.

### HSC achievement - top 2 bands

#### Achieve by year: 2023

Increase the percentage of HSC Course results in the Top 2 Bands HSC to meet our lower bound target of 44.1%.

### NAPLAN top 2 bands - Reading

## Initiatives

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### Student Performance Measures

#### Literacy

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

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

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.

#### Numeracy

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

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

#### HPGE

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

#### Data

#### Data use in planning & teaching

## Success criteria for this strategic direction

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### Student Performance Measures

#### Literacy and Numeracy

The school achieves value added results, which are above the value added by the SSSG and / or state.

All teachers understand and explicitly teach Reading and Numeracy. This will occur in all subject areas with success that can be measured by improved student progress and achievement data.

Progress and achievement of equity groups within the school are equivalent to the progress and achievement of all students in the school.

#### HPGE

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school

Growth in students achieving in the Top two bands in Reading and Numeracy. levels.

#### Data

Student assessment data is used school wide to identify student achievement and progress. Teachers analyse, interpret and extrapolate data and collectively use this to inform planning, identify interventions and modify teaching practice

#### Learning Culture in Physical Activity and Performing Arts

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement

#### Reporting

To complete a robust review of current practices to ensure parents are presented with clear information on what and how well their children are learning.

## Evaluation plan for this strategic direction

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### **Achieve by year: 2022**

Increase the percentage of students achieving NAPLAN top 2 bands in Reading to meet the lower bound system-negotiated target of 29.8%

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### **Development of High Potential and Gifted Education in the Physical, Creative and Social Emotional domains**

#### **Achieve by year: 2026**

To have effective physical, social emotional, and creative high potential programs in place that support the development of our students. These programs will be tailored to meet the unique needs of each participant, focusing on their development areas and strengths, and will provide opportunities for targeted training, coaching and exposure to different areas of the expertise. Individual learning plans and effective mentoring programs will be initiated to ensure that participants are progressing towards their goals.

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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.

Develop systems and professional capacity for analysis of NAPLAN and HSC data to identify and monitor improvement measures that target areas as needed

This will include regular engagement and use of:

- External testing - NAPLAN, Best Start, Check in, HSC Minimum standards, AGAT, PAT
  - HSC data analysis
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### **Learning Culture in Physical Activity and Performing Arts**

#### **High Expectations**

To improve staff capacity to lead school improvement through evidence-based inquiry and action

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students within Sport and Creative and Performing Arts.

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### **Educational Leadership**

#### **Instructional leadership**

Professional learning in the school emphasises developing effective instructional leadership, in the areas of Literacy and Numeracy, to facilitate whole school improvement and build a strong pipeline of leaders.

Activities include

Work in partnership with colleagues to achieve shared collaboration goals in the domains of Literacy and Numeracy.

Resource creation and sharing through Google Classroom

Model best practices in the areas of Literacy and Numeracy

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

#### **Performance management and development**

Question: To what extent are we adding value to our student's Reading and Numeracy acquisition? To what extent are we supporting our Gifted student to reach their potential?

Data: Best Start (7), NAPLAN, PAT, Check-in, Staff and Student Focus Groups and HSC RAP Data

Analysis: Data will be gathered on a Termly basis to ensure the strategies implemented are effective and informative.

Impact: This will inform future school planning and ensure continuous development and improved student learning outcomes.

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Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

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## **Reporting**

### **Whole School**

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

### **Student Report**

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

### **Parent Engagement**

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

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# Strategic Direction 2: Quality learning environment

## Purpose

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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

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### 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.

### Data Use and Skills

#### Achieve by year: 2026

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.

### Curriculum

#### Achieve by year: 2026

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. Programs are dynamic, show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

## Initiatives

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### Assessment

#### 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.

Activities include:

The successful implementation and reflection of the School Assessment Policy.

#### Student Engagement

Reflect and communicate about the construction and completion of learning tasks 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.

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 whole school learning, students will develop the ability to consistently act on feedback they receive.

Activities include:

This will occur through the strategic teams model of professional learning, where staff will focus on peer and self assessment in a collaborative environment.

The staggered implementation of Stage four learning logs.

#### Whole School Monitoring of student learning

The Formative Assessment Tracking sheet allows teachers to consistently reflect on their teaching and learning practices and current assessment processes in the classroom.

### Learning and Development

## Success criteria for this strategic direction

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### Assessment

Reliable formative and summative assessment supports learning across the school to form an integral part of daily classroom instruction. Formative assessment is practised consistently by teachers and data is used to monitor learning progress, inform teaching practice and teacher responses.

A consistent whole school approach to ensure practices are evidence-based and result in measurable improvements in both attainment and engagement.

### Learning and Development

Collaboration is routine and underpinned by high impact professional learning with all teachers engaging in feedback, reviewing, and applying new learning to their teaching practice.

### Curriculum

The school culture is strongly focused on learning, the building of education aspiration and ongoing performance improvement

Teachers implement effective explicit teaching methods with a focus on literacy and numeracy

Teachers are proficient at embedding differentiated teaching strategies to create opportunities to creative and critical thinkers

## Evaluation plan for this strategic direction

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### Term 1 2022

#### Questions:

### **Collaborative practice**

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Activities include

- Beginning Teacher Mentoring
- Senior Executive Professional Learning.

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### **Curriculum**

#### **Teaching and learning programs**

Ensuring all learning programs in stage 4 and 5 include explicit high expectations and provide effective, explicit, evidence-based teaching strategies that create optimal learning environments 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.

High Potential & Gifted Education timetabled group (7-10) which focuses not only on the intellectual but also the social and emotional domain. Teaching and learning programs will show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

#### **Differentiation**

The school will foster a culture of High Expectations and student success. We will achieve this through effective differentiation and a range of impactful activities.

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 the needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

All identified students will have a specific learning plan to meet their learning needs both in and out of the classroom.

- First Nations
- Support Unit

### **Curriculum Provisions**

- What is the best way to monitor the progress of our Stage 4 students and ensure they transitioning into high school? Are our ILSP for inclusivity and diversity monitored and appropriate to ensure student success? Do our Beginning Teachers feel supported? How can we identify students within the Creative, Physical and social and emotional sphere as Highly Gifted?

#### **Data:**

- AGAT, PAT, and Best start test results, Professional dialogue with parents and students, Beginner Teacher Meetings, 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 on a regular basis to ensure the strategies implemented are effective and informative

#### **Implications:**

- External data is used to support our students in achieving the potential
  - HPGE professional learning to be intertwined to support our students
  - Learning Support to be present in all faculties and all classrooms so that every student can access their full potential
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### **COVID ILSP**

Teachers work with small groups of students through a 10-week program to support literacy and numeracy growth.

### **Learning Support & EALD**

The school will fund leaning support above establishment and utilise SLSO's to ensure every student has access to achieving their full potential. The learning support team will meet regularly to ensure students and the community are supported. Our EALD students will be supported and monitored.

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# Strategic Direction 3: Positive Student Wellbeing

## Purpose

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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

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### Wellbeing

#### Achieve by year: 2023

Increase the percentage of students showing a positive sense of Wellbeing from 2022 towards our upper bound target. (uplift of 5%).

#### Attendance >90%

#### Achieve by year: 2023

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

#### Achieve by year: 2023

Evidence of increased student referrals to and engagement with Wellbeing Team programs and supports, including: School Psychologist, Student Support Officer, Wellbeing Nurse, Wellbeing Officer, related in-school programs, and referrals on to external agencies.

## Initiatives

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### Achievement Recognition

The continued implementation and refinement of a new achievement recognition system. This system uses a points-based, ease of use model to reward students for their achievements in diverse areas of their schooling - leadership, effort and success. Dream, Believe, Succeed award points are accrued by students and lead to special recognition on a semester-by-semester basis. This points system remains relatively new at Engadine High School and is designed to increase school-based recognition of student achievement whilst also fostering greater opportunities for digital communication about achievement from school-to-home.

### Attendance Monitoring

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. The monitoring process has a focus on students with below-90% attendance, as per DoE guidelines.

### Attendance Policy

The design and implementation of a new School Attendance Policy to support the school's attendance monitoring process. This policy is designed to reduce student casual absenteeism and to ensure that parent and teacher duty-of-care requirements regarding attendance are being adequately met. The policy will respond in particular to the identified issues of unexplained absences and above-average sick days without medical certificates. This policy will be implemented alongside staff professional learning to ensure consistency and clear communication. An added focus on lateness aims at decreasing the amount of learning time lost to unexplained lateness, emphasising the school's commitment to learning.

## Success criteria for this strategic direction

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### 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 - 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. Students requiring specialised or more intensive wellbeing interventions are supported using a stepped care model.

### Wellbeing- 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, as well as a stepped care model for specialised support for students with special needs.

### Effective Classroom Practice - Classroom Management

The co-development and implementation of policies (Behaviour Support and Mobile Phone Usage policies) has allowed for increased consistency of the application of consequences and clarity and support in the processes in classroom management. All students are treated with procedural fairness, equity and transparency.

### Effective Classroom Practice - Social & Emotional Learning

Working toward the development of a pedagogy for implementing SEL principles and practices in classrooms in order to engage in proactive wellbeing support that positions students to connect with, succeed and thrive at high school.

## Evaluation plan for this strategic direction

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

### **Stepped Care**

Design and implementation of a 'Stepped Care' model of wellbeing support for students who require support beyond pastoral interventions delivered by teaching staff. This Stepped Care model will be utilised by the Wellbeing Team and Senior Executive in order to ensure clear referral pathways to non-teaching Wellbeing Team staff: School Psychologist, Wellbeing Officer, Student Support Officer, and Wellbeing Nurse.

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### **Resilience Project**

Implementation of The Resilience Project program, which is designed and run externally, for Years 8 and 10 in 2022. This program is designed as a social-emotional learning curriculum that students engage with in the classroom. It also encompasses parent engagement, quantitative data collection and analysis, and staff professional learning.

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### **Strategic Direction Team**

The formation of a strategic direction team for SD3 will allow for a planned approach to fostering positive student wellbeing that harnesses collective efficacy. The team consists of most Year Advisors, the Head Teachers of Wellbeing, the Aboriginal Education Coordinator, Careers Advisors, Head Teacher Support, School Psychologist and Student Support Officer. Whole-team professional learning themed around mental health first aid and trauma-informed care will frame team members' approach and practice. A self-directed project-development approach will be used to allow for team members to design and implement differentiated projects or practices that contribute to the aims of SD3.

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### **Student Voice**

DATA: TTFM, focus groups, Student Voice self-report measures, Sentral data, Resilience Project self-report data

Analysis: Does available quantitative and qualitative data reveal an increase in positive student wellbeing?

Implication: How can we refine practices to meet emerging/known wellbeing needs?

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

Data: Sentral and Scout data

Analysis: How can we separate and distinguish attendance data showing casual absenteeism from COVID-related absences?

Implication: The influence of COVID-related absenteeism on attendance data is significant and complex. This will influence how we measure and refine our attendance monitoring and support practices, especially in 2022

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.

Question: Is our model of Stepped Care successful in supporting non-teaching Wellbeing team staff to apply a transparent, interdisciplinary approach to supporting students with more acute wellbeing needs?

Data: Referral and case load data, evaluative data from team meetings, evaluative reviews from HTW, SSO, School Psychologist, Wellbeing Nurse, Wellbeing Officer

From 2022, the school's Student Representative Council will be replaced by two newly established student leadership groups:

- a) Student Voice, a committee of democratically elected students from every year group who prioritise student interests in order to positively contribute to school change processes
- b) Social Justice Action, a group of student leaders who are accepted through an application process and work toward the achievement of social justice within the school and broader community environment

In particular, Student Voice is designed to increase students' sense of belonging and advocacy at school by ensuring that they feel known, valued and heard.

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### **The Provision of Relevant SEL Learning Opportunities for Students**

As part of the planned approach to wellbeing that is adopted at Engadine High School, key stakeholders will work to ensure that all students are provided with relevant learning opportunities - both classroom-based and extra-curricular - that support their social-emotional learning. Engadine High School is focused on devising a relatively stable 'wellbeing scope and sequence' that ensures continuity of these opportunities from one year to the next, and which embodies the Wellbeing Team's proactive approach to fostering positive student wellbeing.

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Analysis: Evaluation of whether the data shows effective referral pathways in the interests of supporting students with acute wellbeing needs

Implication: Potential refinement of Stepped Care model to ensure clear and evidence-based referral pathways

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