Strategic Improvement Plan 2021-2025

Gundagai High School 8442

School vision and context

School vision statement

Our shared vision is to empower each student to reach their potential by providing high quality educational and cultural experiences through a culture of high expectations. Achieving this through a consistent effort to build teacher capacity in teaching, learning and wellbeing.

School context

Gundagai High School is a small comprehensive rural secondary school with 181 students with 15% ATSI students. School staffing entitlement is 23.8 teachers.

The school has a FOIE of 133 which attracts significant funding for low socio-economic background. As a result the school provides high levels of access to technology across the school. The school utilises the location allowance subsidy to lease a 22 seater bus to provide greater access for educational experiences and activities that strengthen community connections for students.

Learning and Support is an important aspect of the school teaching and learning programs. We offer extensive support to students to reach HSC minimum standard, achieve in general school assessments and cope with the rigors of mandatory courses. Students with additional needs are catered for through a multi-categorical class with an inclusive focus across the school.

Based on our situational analysis, we determined that the school needed to improve literacy and numeracy across all KLAs, provide greater emphasis on building teacher capacity and strengthen the school community's sense of belonging.

The school is committed to continually improving effective classroom practices with staff professional learning being a key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improving teacher excellence, early data collection, analysis and action.

Student Wellbeing is focused on recognising student participation, commitment and community connections in line with the school values of Respect, Responsibility and Integrity. The wellbeing team strives to provide quality initiatives that inform the students about living life well and support networks available to them, allowing them to connect, succeed and thrive in school and society. Students are encouraged to participate in a range of sporting and cultural opportunities, including learning about local Aboriginal culture.

School to work is a strength with a strong careers focused curriculum in place to support Stages 5 & 6 students. We offer extension and vocational education and training (VET) courses. Students have access to a broad range of post-school options within industry and tertiary education providers.

The school strives to continually strengthen a culture of collaborative practice through regularly engaging with P&C, AECG, staff and students to share school decision making and resource allocation. Regularly reviewing and gaining feedback on school policy and practice.

Strategic Direction 1: Student growth and attainment

Purpose

To embed quality teaching, curriculum planning and delivery, using consistent whole school assessment practices which maximise student learning.

Improvement measures

Aboriginal student HSC attainment

Achieve by year: 2023

Uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

HSC achievement - top 3 bands

Achieve by year: 2023

Uplift in the percentage of HSC course results in top three bands by 8.5% or more.

Achieve by year: 2025

Excelling in theme of explicit teaching within the element of 'Effective Classroom Practice. (Learning Domain).

Reading growth

Achieve by year: 2023

Increase in the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase in the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Improving Literacy outcomes for all students.

Teachers develop whole school and subject specific strategies to support the growth of Literacy skills in all students.

This is achieved by:

- Develop and implement school wide explicit literacy teaching strategies which meet the needs of individual students in their stage and/or subject.
- Build capacity of staff to use data to improve individual and collective teaching practice by modifying teaching programs and implementing effective literacy strategies as part of an ongoing improvement cycle.
- Monitor and reflect on the progress of every student to identify strengths and gaps in learning.
- Review and build effective practices to ensure data from formative and summative assessment tasks to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.
- High impact professional learning in the use of the literacy progressions to map student progress to inform teacher planning.

Improving outcomes for all students

Develop and sustain curriculum structure to support all levels of learning.

This is achieved by:

- Utilise internal and external data to construct streamed class structures in Stage 4 & 5.
- Working with a supporting colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.
- Monitor and reflect on the progress of every student to identify strengths and gaps in learning.

Success criteria for this strategic direction

- The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- HSC minimum standard - 100% of eligible students sitting the HSC
- Lessons are planned and delivered to systematically build on student understanding as they progress towards mastery.

Evaluation plan for this strategic direction

The school accesses the following 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:

- Year 7 Best Start
- NAPLAN
- VALID
- Assessment Check in
- HSC minimum standard tests
- HSC final results
- Scout value added data.
- Student reading groups
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs

- Use a range of data from different types of assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.
- High impact professional learning in the use of the literacy and numeracy progressions to map student progress to inform teacher planning.

The evaluation plan will involve:

- Executive staff to review data every 5 weeks to track activity progress.
- Term by term review of these data sources including quantitative and qualitative, internal and external data to corroborate conclusions. This will provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the SEF elements and themes including Executive team and whole staff reflective sessions.
- DoE staff resources Learning and wellbeing advisor and Assistant Principal Learning.

Strategic Direction 2: Teaching Excellence

Purpose

Teachers are collaborative and progressively improving practice and expertise in teaching.

Improvement measures

Achieve by year: 2025

100% of teachers are involved in the Quality Teaching Rounds and working collaboratively with colleagues.

Achieve by year: 2025

Staff data in TTFM indicates that collaborative teaching across the school grows to 100%.

Achieve by year: 2025

The school is excelling in 'the theme of 'Data use in teaching' from the element of Data skills and use in the Teaching Domain.

Initiatives

High Impact Professional Learning

All staff are committed to high impact professional learning and it's impact on quality teaching and student learning outcomes.

This will be achieved by;

- Providing high impact professional learning to improve the effective and efficient use of reliable data to drive a deeper understanding of individual learning needs.
- Work with and support colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.
- Work with colleagues to develop and deliver assessment tasks that assess the intended learning outcomes from the syllabus, ensuring that the tasks are accessible to all students.

Teacher collaboration

Collaboration is a priority of the school and valued by the staff

High impact growth will be achieved by:

- Drawing on the collective expertise of teachers within the school through regular discussion and peer review of programs, assessment and interpretation of data, and putting in place processes to share ideas, practices and resources and use them on a regular and ongoing basis.
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- Develop strong professional collaborative networks and learning communities focusing on sharing professional practice and enhancing teacher effectiveness.

Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.
- Teachers are engaged in strong collaborative processes that support teacher growth
- The school uses embedded and explicit systems that facilitate professional collaboration, classroom observations and the modelling of effective teaching practice.
- Teaching staff demonstrate and share expertise within their school and other schools.
- Teachers use student data to determine teaching direction, monitor and assess student progress and achievement and reflect on teaching effectiveness.

Evaluation plan for this strategic direction

The school accesses the following 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:

- Professional Learning activities undertaken
- Professional Learning expenditure
- Staff participation in key activities of collaboration
- Development and use of student data walls
- People matter surveys
- TTFM surveys
- Student improvement data
- School Excellence Framework (SEF)

The evaluation plan will involve:

- Executive staff to review data every 5 weeks to track activity progress.

- Term by term review of these data sources including quantitative and qualitative, internal and external data to corroborate conclusions. This will provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the SEF elements and themes including Executive team and whole staff reflective sessions.

Strategic Direction 3: School Culture

Purpose

The whole school consistently works to build and maintain a positive school culture where all students can connect, succeed and thrive.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Uplift in the percentage of students attending 90% of the time or more by 6.8% or above.

Wellbeing

Achieve by year: 2023

Tell Them From Me student data (advocacy, belonging, expectations) improves to increase by 5.4% or more.

Achieve by year: 2025

Uplift of staff job satisfaction to 85% as indicated through the People Matter survey.

Achieve by year: 2025

Increase in student retention rates from Stage 5 to Stage 6 by 20%.

Initiatives

Targeted Wellbeing and Engagement programs

Implementing targeted wellbeing programs to support student engagement in school.

This will be achieved by ;

- Initiating and maintaining evidence based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning.
- Initiating Resilience Project lessons for ALL stage 4 students
- Initiating targeted wellbeing programs delivered by external providers that implement strategies to develop and enhance student sense of belonging
- Monitor and target student attendance rates, **utilise individual processes to improve**
- Having positive, respectful relationships that are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Design and implement additional support to vulnerable students in class and other school activities assist them in feeling safe and supported at school.

High Expectations

Develop and sustain a culture of high student expectations is all aspects of school life.

This will be acheived by ;

- Working with students to establish and explain classroom rules, routines and expectations for behaviour that fit within the whole school classroom management policies.
- Providing increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.
- Students connect, succeed and thrive in the school environment - Sentral data for attendance, uniform, positive awards, suspension data.

Evaluation plan for this strategic direction

The school accesses the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction.

This analysis will guide the school's future directions:

- Creating safe environments where all students feel comfortable to take risks in learning, make mistakes and asking questions to clarify their thinking.
- Providing clear and specific feedback that identifies the next step and skills needed to improve.
- Collaborate with families, students and local community for decision making regarding school culture.

- Sentral wellbeing data
- Student attendance data
- Student Individual Learning Plans (ILPs) and Personalised Learning Pathways (PLPs)
- Aboriginal student involvement in extra curricular activities
- Student uniform register in Sentral
- TTFM surveys
- People Matter surveys

The evaluation plan will involve:

- Executive staff to review data every 5 weeks to track activity progress.
- Term by term review of these data sources including quantitative and qualitative, internal and external data to corroborate conclusions. This will provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the SEF elements and themes including Executive team and whole staff reflective sessions.