

Strategic Improvement Plan 2021-2024

Camden Haven High School 8280



School vision and context

School vision statement

We are an innovative learning community delivering excellence through diverse learning, where all members are actively engaged in achieving their personal best in a safe, respectful and supportive environment.

We will continue to build on and strengthen our school culture by focusing on high expectations for learning, educational aspiration and ongoing performance improvement for all members of our learning community.

The school will provide a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction. Our students are all known, valued and cared for and we will strive to have our parents, teachers and community members actively involved with our student's learning. We will provide educational and leadership opportunities, foster personal growth and devote time to supporting all to enhance personal wellbeing within a caring and safe school environment.

We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child in our care.

School context

Camden Haven High School is a diverse, inclusive, flexible and safe learning environment catering for students from Years 7 to 12 in face to face and distance learning; 720 students attend onsite, and 326 fulltime and 720 single course students who study by distance. Of this, there are 78 Aboriginal and Torres Strait Islander students attending face to face, 72 attending by distance and 8 studying a single course subject. The school has 141 teaching staff consisting of early, mid-career and experienced teachers, with 39 support and administrative staff. While the majority of staff are employed onsite, some staff are employed throughout our distance education enrolment area to support distance learners and supervisors at Learning Hubs each week. They provide an Outreach service and assist students in transitioning back to their home school, other educational institutions, further training or employment.

A broad academic curriculum with strong vocational options, highly experienced teaching staff, varied curriculum options in all stages, high quality creative and performing arts, debating and public speaking, leadership and sporting opportunities are a feature of the school. This is further supported by effective student wellbeing programs, transition programs for entry to and exit from school, and broad individualised career choices are refined to meet the needs of our students. A wide range of co-curricular programs, including concert band, robotics, dance, Show Team, Duke of Edinburgh, public speaking and debating and many sporting opportunities are just some of the options available for students. Parent and community support for the school is strong and the school has been recognised for its achievements and its work in quality teaching and leadership.

In 2020 our HSC student cohort achieved outstanding results with our highest ATAR of 97.70, the best ever result for the school. The Learning Edge program which has been running in the school for six years, provides intensive support to senior students in preparation for the HSC and/or transition from school. The OASIS Wellbeing Centre provides support for small groups and individual students with special and/or additional learning needs. A range of teams operate across the school to develop and implement strategies to engage students and encourage them to participate actively to enhance their learning. Student opportunities are further enhanced by our strong partnerships with the wider community, our community of schools and all schools with distance learners across the state. Locally our students participate in community events such as Australia Day, Reconciliation Week, Anzac Day, Remembrance Day, Iron Man, International Women's Day, NAIDOC Week. Many are also members of community groups and service clubs, scouts, guides, surf life saving, SES and RFS.

Targeted professional learning, across faculty cooperation and our links to the distance education learning communities across the state support our staff and enable close collaboration to ensure quality teaching and learning is delivered to all students. Engagement in learning is ensured through the provision of rich learning experiences which are relevant, significant and planned around the capabilities of individual students and encompass universal, targeted and intensive student needs. The school values of Respect, Responsibility and Doing Your Best, are embedded in all programs, practices and relationships.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Teachers will evaluate their effectiveness and adapt their daily teaching practice through quality targeted professional learning and the effective analysis of student data to inform teaching and improve student growth and attainment.

Improvement measures

Target year: 2022

Improvement in the percentage of HSC course results in top 3 bands by 3.3% above the lower bound target.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound system-negotiated target in reading of 14.2%.

Target year: 2023

Improvement in the percentage of HSC course results in the top two bands above the lower-bound target by 3.6%.

Target year: 2023

Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound system-negotiated target in numeracy of 18.5%.

Target year: 2024

Increase the percentage of students achieving expected growth in numeracy is at or above the upper upper bound target of 74.9%.

Target year: 2024

Increase the percentage of students achieving expected growth in reading is at or above the upper upper bound target of 66.8%.

Target year: 2024

Initiatives

Highly effective teaching practices

- Literacy, specifically, reading and writing and numeracy is informed by research such as *What Works Best*, leading to the development of high impact teaching strategies across the school.
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the SEF.
- Whole school use of Literacy and Numeracy progressions.
- Develop deep understanding and effective implementation of strategies to encourage High Potential and Gifted Education.

Monitoring and improving progress

- Embed the use of formative data collection, feedback and reflection on the impact of teaching strategies used and uplift gained by students.
- Explore, develop, implement and embed assessment tools and strategies that accurately identify and provide targeted intensive literacy and numeracy support.
- Meaningful, timely, consistent feedback ensures students have a clear understanding of how to improve.
- Develop systems and professional capacity for the analysis of NAPLAN, HSC and minimum standards data to identify and monitor improvement measures and target areas for development.

Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other relevant information about student progress and achievement which meet the learning needs of students.
- Assessments are developed across the whole school for consistent and comparable judgement of student learning progress to identify gaps for improvement and areas for development and extension.
- The school identifies expected growth for each student. Students are achieving higher or expected growth on internal school progress and achievement data.
- Students achievement data demonstrates that students progress and achievement is greater than students at statistically similar schools on external data and is consistent with internal data measures.
- Progress and achievement of equity groups is equal to or greater than the progress and achievement of all students in the school.
- Teams across the school (LST, AR, LN and TT) are collaborative, build the capacity of all staff through well developed processes and agreed practice and targeted PL and are integral to the whole school approach to language, literacy and numeracy.
- Teachers demonstrate high quality skills in explicit teaching and using appropriate adjustments and accommodations to meet the identified learning needs of individual students.

Evaluation plan for this strategic direction

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

Data: Sources will be analysed by teachers, leaders and teams; teaching programs; internal performance measures (Literacy and Numeracy Progressions); external performance measures (NAPLAN); teaching programs; classroom observations; student work

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Evaluation plan for this strategic direction

samples; SEF assessments.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of data to determine impact will guide ongoing implementation and future school planning for continuous improvement to ensure students grow in their learning.

Strategic Direction 2: Supporting every learner

Purpose

To provide equitable opportunity and access to support every learner through innovative curriculum provision and school resourcing. To encourage collegial enquiry and opportunities for all staff to enhance their data use and skills.

Improvement measures

Target year: 2022

All staff will undertake professional learning opportunities in the analysis and interpretation of data to inform, plan, identify intervention and modify teaching practice.

Target year: 2024

School self-assessment of the element *Data Skills and Use* and *Effective Classroom Practice* indicate improvement from Sustaining and Growing to Excelling

Target year: 2023

80% of all staff participate in professional and community networks and forums to achieve and maintain the Australian Professional Standards.

Target year: 2022

Systems implemented to collaboratively review all PLPs and PLASPs annually to provide continuous improvement for all students across the full range of abilities.

Initiatives

Personalised learning

- Explore and embed models of best practice to enhance school processes to identify, address and monitor student learning needs.
- Teachers participate in high impact professional learning structures to build teacher capabilities to personalise learning and develop understanding of student needs.
- Curriculum provisions provide equitable opportunities for all students to access a rigorous and meaningful curriculum with accredited pathways.
- Teachers are committed to equity and high expectations for each student by differentiating teaching and learning practices in order to address the individual needs every students to improve their learning outcomes.

Data driven practices

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Establish processes to embed the consistent and effective use of learning intentions, success criteria and data to inform teaching and learning.
- Change teaching practice to ensure teachers respond to data in programming, planning and lesson delivery and tracking student progress.
- Review and adapt practice to ensure reliable formative and summative assessment is used to analyse student performance, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

- Staff monitor and analyse assessment data to inform teaching and learning that lead to measurable and continuous improvement for every student.
- Valid and reliable assessment data is regularly collected, monitored and analysed against targets.
- All teachers have a sound understanding of assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Teachers design, implement and monitor individual, personal learning plans which result in the expected growth for every student.
- Teams across the school are collaborative, build the capabilities of all teachers to share their expertise and provide the resourcing needed to enable continuous improvement for all students.
- Curriculum provision is enhanced by learning alliances with other schools, higher education institutions and community partnerships so all students attain their identified learning credential.
- Analysis of specific data will guide future school planning and provide ongoing improvement to maximise student learning outcomes.

Evaluation plan for this strategic direction

Question: What has been the impact of high quality professional learning on data use and analysis in teaching? Do regular team meetings respond effectively by designing additional support when individual growth is not evident?

Data: The following data sources will be used to determine success:

- TTFM, NAPLAN, HSC, SCOUT value added
- Assessment in line with course performance descriptors
- PLPs and PLSPs
- Lesson observations

Evaluation plan for this strategic direction

- Student work samples

Analysis: Will be embedded within the initiatives through progress and implementation monitoring. Review of progress will occur annually towards the improvement measures.

Implications: The findings of the analysis will inform:
Future actions* Progress and implementation monitoring*
Annual reporting on school progress measures.

Strategic Direction 3: High expectations and continuous improvement

Purpose

To create high expectations and a continuous improvement culture that promotes achievement, attendance and fosters wellbeing. To provide opportunities for all learners to engage in their own development and enquiry to improve practices.

Improvement measures

Target year: 2022

Decrease the percentage of students attending < 80% of time in distance education.

Target year: 2023

Increase the proportion of the students attending > 90% of the time in the face to face setting.

Target year: 2024

Increase the proportion of students reporting expectations for Success, Advocacy and Sense of Belonging at school.

Target year: 2022

Increase the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity to 50% of the cohort.

Initiatives

Leadership

- Build trusting relationships through communication, presenting ideas, giving and receiving feedback to achieve personal goals for continuous improvement and personal growth.
- Beginning teachers are aligned to a coach/mentor to assist them to engage in their own development and inquiry to improve practice.
- Embed research based professional learning focused on student engagement, attendance and wellbeing with opportunities to learn from others including colleagues and outside experts.
- Use research to select appropriate strategies to solve identified problems of practice.

Belonging and connectedness

- Improve student sense of belonging to school and relationships to peers and teachers.
- Students make good choices, demonstrate social confidence, meet challenges and are resilient and self-responsible.
- Develop and implement systems to promote engagement and attendance.
- A whole school approach to wellbeing for positive teaching and learning outcomes.
- Actively teach coping strategies for students.
- Targeted specialised support for identified students.

Success criteria for this strategic direction

- Attendance meetings with school, parents and students are convened regularly to develop attendance improvement strategies to support students resulting in improved attendance.
- Re-engagement programs may operate outside mainstream school settings to provide tailored education and support students who are disengaged.
- All key stakeholders are professionally developed in the individual factors that maximise their performance and specifically in those areas that influence student absenteeism in relation to student's attitudes and motivations and are able to implement strategies to improve attendance.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and demonstrated the impact of improved wellbeing and leadership skills in both staff and students?

Data:

- TTFM
- SCOUT data
- Transition data
- Attendance data
- Learning Hub and Outreach attendance
- Accreditation and maintenance of accreditation
- PDP goals
- Extra curricula activities
- Millennium data

Analysis: The findings will inform future actions and annual reporting of school progress measures.

Implications: Deep analysis of data will inform future planning, leadership opportunities and wellbeing initiatives for the school.