Strategic Improvement Plan 2021-2024

Yass High School 8334

School vision and context

School vision statement

At Yass High School we are committed to educating our young people to achieve personalised success pathways within an environment of inclusion. Every student is known as a learner, valued as a person and cared for to be a happy, contributing member of the school and wider community. Every student and every teacher is challenged to extend their knowledge and skills each year within a culture of high expectations.

An unrelenting focus on academic excellence will drive our belief in each student's ability to place learning at the core of their life both at and beyond school to become successful and healthy citizens.

School context

Yass High School is situated 50 km from the ACT in one of the fastest growing rural areas in NSW, leading to greater diversity in our community. There have been significant upgrades and infrastructure projects including a Trade Skills Centre, state of the art STEM building and a multi-purpose Hall. The current total enrolment is approximately 550, with significant growth in Year 7-10 and Support classes. A Pathways Class was established in 2021 to offer an alternative educational program for Stage 5 boys who identify employment or a trade as a post-school goal. The percentage of enrolled students who identify as ATSI is increasing (currently 9%), with improving retention into and successful completion of Year 12. There are a small number of EALD students (less than 1%) and this is also increasing as new families move into the area.

Preparing our diverse range of students through the provision of a broad curriculum with pathways towards higher education and skill-based employment careers is an expectation of our community. They value the strong partnerships between the school and local business groups to promote community engagement, civic pride and personal values.

The rural setting of the school gives a significant focus on Agriculture and Primary Industries. Students participate in a range of sports at local, regional and state competitions. Creative and Performing Arts, Gifted and Talented programs and VET(Vocational and Educational) courses provide opportunities for students to achieve personalised goals. Our community partners support students to develop civic values and positive community behaviours.

Our significant school improvement focus is on Student Growth and Attainment, High Expectations Culture and Educational Leadership. The strategic improvement plan will be supported by a range of equity funding, including Aboriginal background, socio-economic background and low-level adjustment for disability.

Yass High School celebrates diversity in our learners and our focus on equal opportunities is an important aspect of our overall commitment to being a fully inclusive school.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic and pathways success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

Improvement measures

Target year: 2022

Increase the percentage of Year 9 students achieving in the top two bands in NAPLAN reading to a minimum of 18.1% (lower bound system negotiated target).

Increase the percentage of Year 9 students achieving in the top two bands in NAPLAN numeracy to a minimum of 21.6% (lower bound system negotiated target).

Target year: 2022

Increase the percentage of Year 12 students achieving in the top three bands in the HSC to a minimum of 48.9% (lower bound system negotiated target).

Target year: 2023

Increase the percentage of Year 9 students achieving expected growth in NAPLAN reading to a minimum of 60.5% (lower bound system negotiated target).

Increase the percentage of Year 9 students achieving expected growth in NAPLAN numeracy to a minimum of 60.6% (lower bound system negotiated target).

Initiatives

Effective Classroom Practice

Ensure reflection on evidence-based strategies are used for responsive curriculum delivery.

- Embed and use professional learning models for best-practice pedagogy
- Feedback from students on their learning is elicited by teachers and informs further teaching.
- Student formative assessment data is consistently used to provide differentiated and responsive learning.
- PL on evidence-based effective teaching strategies so that all students can engage in productive learning.
- PL on strategies for teaching unconstrained reading skills in all classrooms.

Data Skills and Use

Ensure effective processes for data analysis are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching and planning to analyse and address gaps in student learning.
- Expertly use student formative and summative assessment data to reflect on teacher effectiveness and student growth.
- PL on the use of literacy and numeracy progressions to embed a culture that ensures every child is known as a learner to achieve their learning goals.

Individual Learning Needs

- Inclusive Education
- Pathways Class
- Aboriginal Education

Success criteria for this strategic direction

- Data and feedback inform teaching practice and direct learners and learning.
- Effective teaching methods are identified, promoted and modelled with students' learning improvement monitored, demonstrating growth.
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Evaluation plan for this strategic direction

Q (Question): What has been the impact on teacher effectiveness and student outcomes of delivering differentiated and responsive learning?

D (Data): NAPLAN, Best Start Year 7 and Check-in assessments and internal student performance measures (Literacy and Numeracy Progressions).

A (Analysis): Analyse the 'What Works Best Toolkit' data to determine the extent to which effective feedback, use of data to inform practice and assessment have improved effective classroom practice.
I (Implications): Where do we go from here? Future directions and next steps.

Strategic Direction 2: High expectations culture

Purpose

To build a culture within the whole school community of high expectations of learning progress and achievement for all students, with a commitment to the pursuit of excellence.

Improvement measures

Target year: 2023

Increase the percentage of students in the top 3 Bands HSC to at least 48.9% (lower bound system negotiated target).

Target year: 2022

Increase the percentage of students attending 90% of the time to at least 68.4% (lower bound system negotiated target).

Target year: 2023

Increase the percentage of students with positive wellbeing to at least 60.0% (lower bound system negotiated target).

Initiatives

Learning Culture

Ensure effective partnerships in learning mean students are motivated to deliver their best and continually improve.

- Implement evidence-based change to teaching and learning practices to enhance engagement to support learning.
- A high expectations culture is supported by effective curriculum provision, learning alliances and evidence-based teaching practices.
- Strong collaborations between parents, students and the community inform and support continuity of learning for all students at transition points.

Wellbeing

Ensure consistent and systematic processes to improve attendance rates for all students.

- Attendance data is regularly analysed to inform planning.
- A range of whole school and personalised attendance approaches support a collective responsibility for student success.
- Implement evidence-based change to whole school wellbeing practices to enhance attendance and engagement to support learning.

Success criteria for this strategic direction

- Consistent, systematic practices and personalised attendance approaches ensure improved attendance rates for all students.
- Whole-school wellbeing is enhanced through embedded school processes and practices.
- Increased retention of ATSI students results from targeted support with attendance, wellbeing and learning.
- Students are engaged in their learning and can describe what they are learning, how they are doing, how they know, how they can improve and where they can go for help.
- All teachers have expert contemporary content knowledge and deploy effective teaching strategies.

Evaluation plan for this strategic direction

Q (Question): What has been the impact on a high expectations culture of systematic practices in improving attendance, increasing the visibility of learning and enhancing the ability of teachers to implement the most effective strategies to improve teaching and learning?

D (Data): Attendance data, 'Tell Them From Me' survey responses, Learning Walk observations and Quality Teaching Round coding..

A (Analysis): Analyse the 'What Works Best' toolkit to determine the extent to which explicit teaching, classroom management and wellbeing have improved a high expectations culture.
I (Implications): What systems and processes can be used to support continued student growth?

Strategic Direction 3: Educational leadership

Purpose

To embed a focus on instructional leadership to sustain a culture of effective, evidence-informed teaching so that every student makes measurable learning progress across all transition points and gaps in student achievement decrease.

Improvement measures

Target year: 2024

The school will move from **commencing** practice to **expert** practice in the key practices for **instructional collaboration.**

Target year: 2024

High impact professional learning will move from **elementary** to **excelling** descriptors and deliver embedded, ongoing school improvement in **teaching practice** and **student results** aligned to the SIP.

Target year: 2024

Increase the percentage of staff engaged in Quality Teaching Rounds to least 75%, enhancing modelling and sharing of evidence-based strategies, promoting student engagement and optimising learning progress for all students.

Target year: 2024

The school will move from Level 1 to level 5 in the **Middle Years Transition** Matrix key practices.

Initiatives

Collaborative practice

There are explicit systems for professional learning, collaboration and feedback to build capacity and sustain quality teaching practice.

- QTR is embedded to facilitate professional dialogue, classroom observation, modelling of effective practice and provision of feedback between teachers.
- Effective evidence-based PL is built into everyday practice to focus 'narrow and deep' through high value strategies for continuity of learning.
- Structures and processes are in place to support collaboration, planning, implementation and evaluation across faculties, community of schools and networks for school improvement.

Middle Years Strategy

Shared systems and practices within the Binit Binit Learning Community of schools to target transition processes to increase student success in Years 7-9.

- Parent partnerships in learning are strengthened to address adolescent wellbeing, learning needs, effective pedagogy and transition strategies.
- Targeted PL to embed consistent middle schooling pedagogy to enable ongoing high levels of student engagement and attainment.
- Collaboratively developed integrated curriculum is implemented across the middle years.
- Strong, mutually accountable relationships between teachers/students and teachers/parents support needs in creating and sustaining higher standards and learning achievements.

Management Practices and Processes

- Business Manager
- Technology

Success criteria for this strategic direction

- Research-informed professional practice underpins teaching, learning and curriculum planning to improve student learning outcomes.
- Teachers are confident in observation of peer practice to give feedback and self-reflect for improvement.
- Teachers collaborate across educational settings to support continuity of learning for students at all transition points.

Evaluation plan for this strategic direction

Q (Question): What has been the impact of distributed instructional leadership on student progress in achieving learning outcomes and in closing the gaps in equity groups?

D (Data): QTR participation and coding data; SEF S-aS; PL requests; budget expenditure.

A (Analysis): Key Practices for Instructional Collaboration matrix evaluation; HIPL matrix evaluation; Middle Years Transition Matrix evaluation.
I
(Implications): How can the educational leadership in the school be used to enhance impact on student learning both within and beyond the school?

Strategic Direction 3: Educational leadership

Initiatives

- Deputy Principal