

Strategic Improvement Plan 2021-2024

Francis Greenway High School 8439



School vision and context

School vision statement

At Francis Greenway High School we are committed to partnering with our diverse community, to nurture responsible and successful learners focused on personal growth and academic excellence. Students will exit school having experienced learning that is personalised, captures their individual interests and talents and illustrates growth in their learning with the completion of the HSC, accessing of further education or full time employment.

Francis Greenway High School is committed to the building of leadership across all areas. The provision of staff who are expert in their roles and who have a growth mindset around their own professional development will ensure our school is staffed with a workforce that is at the forefront of educational reform. Our core values of respect, responsibility, cooperation and commitment will drive our strategic improvement plan to achieve the identified targets and create a high expectation culture, where students are known, valued and cared for.

School context

Francis Greenway High School, located in the Hunter Valley, is an inclusive comprehensive secondary school with a Support Unit. The student population continues to grow with a current enrolment of 751 students. 7% of students have a background where English is an additional language or dialect (EAL/D) and 15% identify as having an Aboriginal or Torres Strait Islander background.

The school's staffing entitlement in 2020 is 46 teaching staff and 12 non-teaching staff. The school also employs a Business Manager, Community Liaison Officer, Technology Support Officer, Student Support Officer, Stage 6 Deputy Principal, Deputy Principal Innovation, additional classroom teachers, and a Defence Force Mentor.

The school is proud to have an Aboriginal Elder as a member of staff in addition to an Aboriginal student Learning Support Officer, an Aboriginal Education Officer and two Aboriginal teachers. The school works in collaboration with the Maitland Aboriginal Education Consultative Group in the provision of learning and cultural opportunities for our students. The Pathways Awards are a highly valued celebration of success across our area. The school has a strong connection with Murrook Cultural Centre where the Write it Right program uses cultural experiences to improve writing. The Junior AECG will play a pivotal role in Turning Policy into Action as part of their authentic student voice. They will also provide direction of the partnering with community, business and industry to create education and employment opportunities for young Aboriginal people.

The school values the support of its community. We have fostered strong partnerships with universities, cultural institutions, business and community groups. We aim to deepen the engagement of our community as partners in learning and school decision making. Our Parent and Citizens body is a highly supportive group involved in the decision-making process and the operation of our school canteen. The development of a Memorandum of Understanding with business partners will provide our students with real life learning opportunities.

Students participate in a wide range of learning experiences focusing on reflective learning and feedback in the pursuit of academic improvement and excellence. All students in Stages 4 and 5 engage in the Authentic Assessment program and from Year 8 are able to make elective choices in line with their personal interests and career path. In Stage 4 staff from across all Key Learning Areas meet regularly in teams to discuss student learning progress, map growth in literacy and develop rich tasks. The development of a digital learning portfolio will contribute to each student leaving school with a Graduate Portfolio.

Francis Greenway is a Bring Your Own Device (BYOD) school. The provision of a Promethean board in every classroom and collaborative working spaces enhance the blended learning that occurs across all subjects. Staff are highly trained in the utilisation of technology as a learning tool and embrace new and emerging technology applications to continually improve learning outcomes for students.

Students engage in a variety of extracurricular activities in sport, science, culture, the arts, drama, music and leadership. The student body are represented in decision making

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School context

processes across the school through both the Student Voice Team and the Junior Aboriginal Consultative Group. A focus will be the implementation of the High Potential and Gifted Education policy. The four domains will have a team of staff who work with students to provide extra curricular opportunities and support them in reaching their full potential.

The school is committed to the provision of opportunities for student personal growth and academic excellence. Our school has strong Wellbeing programs including a designated Learning and Wellbeing period for Years 7-10, Breakfast Club and Community Hub. Explicit and collaborative professional learning ensure all staff are leaders of learning as reflected in effective classroom practice that results in enhanced learning outcomes for students.

Our Career and Transition Team includes a designated Stage 6 Deputy Principal and a HSC Hub teacher who work as part of the HSC Hub to provides HSC support and transition from school support. The Vocational Education Pathway is strengthened through the curriculum and the connection to business and TAFE. Many students complete school with partial qualifications as a result of their participation in a School based traineeship or apprenticeship.

There will be a focus on HSC attainment and performance with specific targets identified for Aboriginal students. The employment of a Stage 6 deputy principal and HSC Learning Hub teacher together with a specifically designed HSC Learning Hub provides our students with both a space and individual teacher support during the senior school years.

Strategic Direction 1: Student growth and attainment

Purpose

All students will demonstrate growth in their learning as a result of evidence informed explicit teaching practices. Formative assessment and effective feedback strategies are integrated into all learning environments. There is a sustained focus on supporting students to achieve their academic potential.

Improvement measures

Target year: 2024

90% of Stage 4 students achieve or exceed their individual learning goals based on the Learning Progressions.

Target year: 2023

Increase the percentage of students achieving expected growth in Numeracy (from 60.3% to 66.3%) and Reading (from 60.7% to 65.7%).

Target year: 2022

Increase the percentage of students achieving Top 2 Bands in Numeracy (from 5.4% to 11.7%) and Reading (from 5.7% to 11.8%).

Target year: 2022

Increase the percentage of students achieving results in the Top 2 HSC Bands (from 7.1% to 13.9%) and Top 3 HSC Bands (33.9% to 40.8%).

Target year: 2023

Increase in the number of aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.

Target year: 2022

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target.

Initiatives

Individualised Learning

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

- **Explicit teaching and pedagogical change** - Whole school program to explicitly teach literacy and numeracy, and setting of individualised learning goals. Change and adjust practice using the Progressions, explicit individual student goals and formative feedback to plot students and differentiate teaching.
- **Tracking students through analysis of data** - Tracking of students from the Gateway Learning Community from Year K-12 for early intervention and extension by analysing NAPLAN, HSC, Best Start, Check-in Assessments, VALID and Minimum Standard data.

Evidence Informed Teaching

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- **Staff capacity building and pedagogical change** - Staff undertake 'What Works Best' professional learning in the themes of: Explicit Teaching, Assessment, and Use of data to inform practice. Deeper understanding of these themes, Progressions, and formative data collection drive data informed evidenced-based changes to classroom practice.
- **Collaborative practice** - Establish a collaborative support structure for teacher performance development, cross-faculty collaborations and evidence-based programming and lesson delivery.

Success criteria for this strategic direction

Individualised Learning

- All students have learning and futures plans
- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.
- All members of the school demonstrate aspirational expectations of learning progress and achievement
- All students achieve or exceed their individual learning goals based on the Learning Progressions
- Planning for learning is informed by sound holistic information about each student's learning and wellbeing needs
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

Evidence Informed Teaching

- 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.
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modeled, and students' learning improvement is monitored, demonstrating growth.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The school will use the following data sources to regularly review and analyse the effectiveness of initiatives and guide future directions:

- NAPLAN
- SCOUT data
- Internal school based assessments eg. PAT assessments
- PLAN 2 literacy and numeracy
- Progressions
- Minimum Standard data
- TTFM Survey data

Ongoing reflective and collaborative practice twice per term by the strategic direction team will inform future directions and will involve:

- review of data sources
- structured professional discussions
- redevelopment of individual teaching programs
- staff and student evaluation of specific programs and strategies eg. Team Time

Strategic Direction 2: Effective Partnerships

Purpose

Through effective partnerships we will build a community that takes collective responsibility for nurturing independent, confident and aspirational students who enter society as active and informed citizens.

Improvement measures

Target year: 2024

Student exit data will show that 90% of Senior students (Year 10, 11 and 12) students leave into further education and employment with a Graduate Portfolio.

Target year: 2022

Increase the percentage of students who attend school > 90% of the time by 16% or greater.

Target year: 2023

SEF assessment indicates improvement from sustaining and growing to excelling in the following elements of the Learning Domains: Learning Culture and Wellbeing

Target year: 2024

Authentic partnerships are embedded across cultural, academic, and industrial communities that support the future growth of students from FGHS.

Initiatives

Co-Constructed Education - Future Pathways

There is a strategic and planned approach of whole school processes that support the wellbeing of all students so they can connect, succeed and thrive.

Staff Capacity Building - Build capacity of staff through What Works Best professional learning modules (Wellbeing and Collaboration) to strengthen the create collective efficacy for student learning and success.

Pathways for the Future - Transformation of the curriculum and timetable structure for the provision of mentoring opportunities around individualised learning pathways and career planning. Parents and students partner with school personnel to achieve individual learning goals and post school outcomes through a Learning and Futures Plan and a Graduate Portfolio

Co-Constructed Education - Partnerships

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

Attendance - Develop and implement a Student Attendance Action Plan that encompasses an explicit five tier intervention framework with key accountability for all stakeholders.

Effective Partnerships - Partnerships will be established with / through:

- Learning Ecosystems for Improved Student Outcomes Professional Learning
- Business and industry
- The University of Newcastle
- Community agencies - Speech Pathology
- Specific partnerships will be formed to support our Aboriginal students.

Success criteria for this strategic direction

Co-Constructed Education - Future Pathways

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 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

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Co-Constructed Education - Partnerships

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

Teachers, parents and the community work together to ensure consistently high student attendance.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly review and analyse the effectiveness of initiatives and guide future directions:

- Sentral data
- Attendance data
- Tell Them From Me Survey
- Students with NDIS plans
- Use of NDIS Hub at FGHS
- Student exit data
- External Partnership agreements
- Graduate Portfolio

Evaluation plan for this strategic direction

Ongoing reflective and collaborative practice will inform future directions and will involve:

- review of data sources twice per term by the strategic direction team.
- structured professional discussions business and industry partners
- redevelopment of teaching programs, curriculum and timetable structures
- evaluation of specific programs and strategies, Eg: Senior Mentor Program, Find My Way Program
- qualitative feedback from students, staff, community and business/industry.

Strategic Direction 3: Champions of Learning

Purpose

Through explicit systems of strategic collaboration, innovation and leadership, our expertise and shared passion for learning will drive individual improvement and collective efficacy in teaching and learning.

Improvement measures

Target year: 2024

The Tell Them from Me student survey demonstrates increases in: Positive teacher-student relations from a baseline of 57% to 75%, and Positive learning climate from a baseline of 55% to 70%

Target year: 2024

The Tell Them From Me teacher survey will demonstrate increases in: Collaboration from a baseline of 79% to 85% and Learning Culture from a baseline of 80% to 85%

Target year: 2023

Our School's Excellence Self-assessment Survey will show an improvement in the elements of: Effective classroom practice from a baseline of Sustaining and Growing to Excelling, and Learning and development from a baseline of Sustaining and Growing to Excelling

Target year: 2022

In the Tell them from Me Survey, the proportion of students reporting Advocacy at school improves from a baseline of 46.45 to 51.85%, Expectations for Success improves from a baseline of 69.4% to 74.79%, and Sense of Belonging improves from a baseline of 46.31% to 51.71%.

Target year: 2024

In the Tell Them From Me Student Survey the proportion of Aboriginal students responding that they agree or strongly agree to the 'Teachers Understand Culture' will increase from a baseline of 30% to 60%.

Target year: 2024

Initiatives

Connected & Active Learners

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- **Inclusive and Collaborative Learning Environments** - Explore and develop consistent and effective teaching and learning practices across the school. Internal validation and executive observation will identify expert teaching practice and facilitate the sharing of this practice across the school.
- **Student Centered Learning** - Explore and develop a wide variety of learning experiences, instructional approaches and academic-support strategies that are intended to address the distinct learning needs, aspirations and cultural backgrounds of individual students and groups of students.

High Impact Educators

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

- **Capacity Building** - A professional learning culture is focused on individual and team improvement through engagement in holistic and contextual staff learning experiences, coaching and mentoring that builds on our values, experiences and knowledge of intra and inter school collaborative learning environments
- **Culturally Confident and Competent Teachers** - Through partnerships and participation in a variety of learning pathways, staff build confidence to create and deliver learning experiences that are culturally appropriate and relevant.

Success criteria for this strategic direction

Connected & Active Learners

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

High Impact Educators

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Evaluation plan for this strategic direction

The school will use the following evidence sources to regularly review and analyse the effectiveness of

Strategic Direction 3: Champions of Learning

Improvement measures

As a result of a focus on building teacher capacity, the Tell Them From Me Staff Survey will indicate growth from a baseline of 72% to 85% in the Leadership Section.

Evaluation plan for this strategic direction

initiatives and guide future directions:

- Tell Them From Me student survey (conducted twice annually)
- Tell Them From Me staff survey (conducted annually)
- School Excellence Framework Self-assessment Survey (conducted annually)
- School Excellence Framework - External Validation (conducted in 2022)
- Internal school professional learning evaluation surveys (conducted annually)
- Targeted student, parent and community surveys and interviews to evaluate specific activities

Ongoing reflective and collaborative practice will inform future directions and will involve:

- Collaborative review of data sources twice per term by the strategic direction team
- Structured professional discussions at colleague and supervisor levels
- Teacher and Executive Performance and Development Plan discussions
- Internal Program Validation (conducted twice annually)