

# Strategic Improvement Plan 2021-2024

## Barrenjoey High School 8454



# School vision and context

## School vision statement

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Barrenjoey High Schools' vision is to consistently deliver quality education within a safe and nurturing environment where we foster opportunities for students to excel in their individual areas of interest.

Through community collaboration and partnership, Barrenjoey High School aims to develop respectful future citizens, leaders and lifelong learners with self-awareness, pride, confidence and resilience. We aim to provide an individually tailored school experience that is created from consistent processes, innovative strategies that are enriched with dynamic teaching practices. Barrenjoey High School supports the wellbeing of all students while consistently rewarding student effort, setting high expectations and promoting academic rigour. Barrenjoey High School is a comprehensive centre for academic and creative excellence.

Barrenjoey High School continues to promote our vision of providing a school experience where *Respect, Effort and Challenge* is highly valued. Students *respect* the subjects they study, the content, teachers, environment and themselves, where *effort* is expected, valued, recognised and celebrated and where students see the worth in *challenging* themselves to 'be the best they can be'.

## School context

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Barrenjoey High School is a proud, comprehensive high school with strong links to its local and wider learning communities.

Barrenjoey High School is an integral part of a cohesive, artistic and creative community. As a progressive high school, we have developed a unique balance between creative excellence, academic achievement and social awareness. Barrenjoey is a school that recognises and celebrates excellence. Success is experienced in many pursuits and we are proud of the variety of opportunities provided for all students. Programs are developed that genuinely strengthen the partnerships between students, parents, staff, local schools and the wider community. The parents, citizens and carers of Barrenjoey High School are highly involved with the school, forming an important link between all members of the Barrenjoey High School community, underpinning the value 'relationships' hold in an area with such a strong sense of identity.

A proportion of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. The school is committed to continually improving effective classroom practices with high impact staff professional learning being the key to ensuring this. Staff professional learning will ensure that both literacy and numeracy skills can be enhanced through improved data collection, analysis and use. This underpins our belief in individualised and differentiated learning.

There will also be a focus on NAPLAN and Higher School Certificate performance, including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the student knowledge.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure individual student growth and attainment is achieved through the delivery of data informed, evidence-based and collaborative teaching strategies. This will be achieved through consistent implementation of educational pedagogical modes, high impact teaching strategies and the seamless integration of the literacy, numeracy and learning support strategies.

## Improvement measures

### Target year: 2022

**Reading:** 7% increase in the number of students achieving in the top two NAPLAN bands to be equal to the school's system-negotiated target in reading of 31.5%.

### Target year: 2022

**Numeracy:** 7.6% increase in the number of students achieving in the top two NAPLAN bands to be equal to the school's system-negotiated target in numeracy of 38%.

### Target year: 2022

**HSC Achievement** 4.1% increase in the number of students achieving in the top two bands in HSC courses to be equal to the school's system-negotiated target of 54.7%.

### Target year: 2023

**Reading:** 4% increase in the percentage of students achieving expected reading growth to be equal to the school's system-negotiated target of 68.6%.

### Target year: 2023

**Numeracy:** 3.9% increase in the percentage of students achieving expected numeracy growth to be equal to the school's system-negotiated target of 72.3%.

## Initiatives

### Literacy and Numeracy

#### Literacy and Numeracy

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.

Literacy and numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning. Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the School Excellence Framework.

### HSC Achievement

Students are supported in the process of selecting Stage 6 subjects, through interviews, faculty-based programs and interviews with external providers.

Ongoing PL development supporting Stage 6 students around the process of HSC marking in line with NESA requirements.

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

Support students in maximising learning opportunities in the Senior Study across all Key Learning Areas..

## Success criteria for this strategic direction

### Schools Excellence Framework:

#### Learning | Student Performance Measures | Value-add

The school's value-add trend is positive.

#### Learning | Student Performance Measures | NAPLAN

Increased percentage of students achieving in the top two bands for NAPLAN reading, writing and numeracy.

#### Learning | Student Performance Measures | Student Growth

Students are aware of - and most are showing - expected growth on internal school progress and achievement data.

#### Learning | Student Performance Measures | Internal and External measures

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

#### Teaching | Professional Standards | Literacy and Numeracy Focus

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

## Evaluation plan for this strategic direction

### Question(s):

- Are evidence-based literacy and numeracy teaching strategies known by all staff and consistently applied according to respective KLA syllabus content and skills required?
- Do teachers feel more confident in their literacy and numeracy expertise as a result of the literacy and numeracy high impact professional learning?
- Have faculties embedded literacy and numeracy into their programs?

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- What has been the impact of using consistent, explicit literacy and numeracy protocols, on student performance?

**Data:** Literacy and numeracy internal and external data (not limited to)

- Teacher observation and focus groups
- Best Start
- Check in Assessment
- NAPLAN
- Formal Assessment
- Surveys

# Strategic Direction 2: Data driven practice

## Purpose

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Our purpose is to enhance the school culture in which student assessment data is routinely and consistently used by classroom teachers to inform their teaching, and by students to improve their learning. Assessment practices will be evaluated and enhanced throughout the school, in particular 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. Whole school and subject-specific professional learning will build upon teacher knowledge of regular data use, in order to effectively modify teaching practice accordingly.

## Improvement measures

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### Target year: 2024

All teachers have a confident understanding of student assessment and data concepts and are able to use data to inform planning, identify interventions and modify teaching practice.

### Target year: 2024

All teachers incorporate quality assessment to enhance student learning.

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## Initiatives

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### Using data to inform practice

Development of whole school consistent process for analysing and utilising data to inform high impact teaching practice.

Increased utilisation of external data sources, evidence-based educational research and Public Schools best practice data evaluation models.

Whole school professional learning practices to support data inform practice.

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### Quality assessment practices

Support individual student learning growth through the increased use and quality of assessment tasks.

Incorporate student agency processes into assessment practices to enhance meaning and engagement.

Investigate assessment best practice within our school networks and educational research such as What Works Best.

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## Success criteria for this strategic direction

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### Schools Excellence Framework:

#### Learning | Curriculum | Formative Assessment

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

#### Teaching | Effective Classroom Practice | Lesson Planning

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

#### Teaching | Effective Classroom Practice | Feedback

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

#### Teaching | Data skills and Use | Data Literacy

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

#### Teaching | Data skills and Use | Data Use in Teaching

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

## Evaluation plan for this strategic direction

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### Questions:

### Evaluation plan for this strategic direction

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- Do all teachers have a confident understanding of student assessment and data concepts and are able to use data to inform planning, identify interventions and modify teaching practice?
- Are student learning outcomes being measurably improved based on feedback provided?
- Have student agency processes factored into assessment practices enhanced meaning and engagement.?

#### Data:

- Data sources will be collected and analysed by relevant teachers, leaders and teams
- Teaching programs, student work and feedback samples, teacher observations, student/staff surveys, HSC RAP data, internal assessment data, PL evaluations.

# Strategic Direction 3: Engaged learners

## Purpose

A strong sense of belonging is associated with positive outcomes for student's academic achievement and wellbeing. Research suggests that students with a positive sense of belonging are more likely to stay in school longer, have less absenteeism and higher academic outcomes. Students who have a high sense of belonging in school generally put in more effort and are more motivated at school.

To enable students to connect, succeed and thrive in their learning and wellbeing, Barrenjoey High School aims to foster a sense of belonging and support student participation through the development of productive and inclusive learning environments across the school. This includes reviewing inclusive strategies and exploring new approaches to engage and support all students.

To focus on these areas, best practice will be shared collegially across the school in the areas of differentiation, explicit teaching and student choice. This engagement in learning will be supported by a foundation of strong wellbeing, with refined initiatives which will enhance student resilience, self-efficacy and connectedness to, and engagement in, their school community.

## Improvement measures

### Target year: 2022

**Attendance:** 7.4% increase of students attending greater than 90% of the time.

### Target year: 2022

**Wellbeing:** 2.7% increase in the proportion of student reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

### Target year: 2024

**Teaching and Learning:** All teachers demonstrate high quality skills in explicit teaching and differentiation in lesson observations.

## Initiatives

### Enhancing Engagement & Wellbeing

Enhance individual and collective student wellbeing by developing strategies to support wellbeing through connectivity to peers and school community.

Further develop wellbeing opportunities for students that result in higher reported levels of expectations of success, advocacy and sense of belonging at school.

### Quality Differentiation

Engage students in the classroom by further developing the range and quality of differentiation strategies across teaching in the school.

Motivate students to take initiative and challenge themselves through student choice, agency and empowerment.

### Educational leadership

Increase professional growth and development opportunities for staff, including staff aspiring to executive leadership roles or seeking to enhance their leadership impact.

Monitoring and promotion of teaching accreditation standards and support the pursuit of higher levels of accreditation of staff.

## Success criteria for this strategic direction

### Schools Excellence Framework:

#### Learning | 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.

#### Learning | Wellbeing | Caring for Students

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

#### Learning | Curriculum | Curriculum Provision

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

#### Learning | Curriculum | Differentiation

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

#### Learning | Assessment | Student Engagement

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

#### Teaching | Professional Standards | Accreditation

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

#### Teaching | Learning and Development | Coaching and

# Strategic Direction 3: Engaged learners

## Improvement measures

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**Target year: 2024**

**Whole school and/or inter-school relationships:** provide mentoring and coaching support to ensure the ongoing development and improvement of teaching and learning.

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## Success criteria for this strategic direction

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### **Mentoring**

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.

## Evaluation plan for this strategic direction

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### **Questions:**

- Is there an increased proportion of student reporting Expectations for Success, Advocacy, and Sense of Belonging at School?
- Is there an increase of students attending greater than 90% of the time?
- Do teachers feel more confident in their ability to differentiate?
- Are students more engaged in their learning? Do students have agency in their learning?
- Have faculty programs been adjusted to incorporate HPGE strategies including enrichment?

### **Data:**

Data sources will be collected and analysed by relevant teachers, leaders and teams.

- Teaching programs, student work samples, teacher observations, student/staff surveys, HSC RAP data, TTFM data, PL evaluations and Sentral data.