

Strategic Improvement Plan 2021-2024

Peel High School 8525



School vision and context

School vision statement

At Peel High School we are committed to educating a regional community, within an environment of inclusion, to become responsible and successful learners focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year.

To achieve academic growth and prepare students for higher education, training and work we use high engagement learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge underpinned by a confidence in each student's ability to learn, adapt and become a responsible and productive citizen.

School context

Peel High School is situated in Tamworth and is one of four Public High Schools in the city. Our current student enrolments are 808 students, including 38% Aboriginal students. The school is supported by significant Resource Allocation Funding (RAM). Our school is part of the NSW Selective School System and has a Selective Stream in each year of the junior school. The school is recognised for its success with its partnerships and transition programs. We also have a seven class Special Education facility which provides educational access to our students with special needs. Peel High School also has strong links with UNE as we partner with them as a Professional Experience Hub for Pre-Service Teachers.

The school has a strong emphasis on innovative teaching and learning, winning the Secretary's Award for 'Most Outstanding School Initiative' for our 'Schools of the Future' program in 2019. The NAPLAN results in numeracy have shown a strong value added growth from Yr.7 to 9, especially with Aboriginal students. Our school is recognised as a 'Feature School for Agriculture', Aboriginal Languages and our magnificent Yarning Circle. With the advent of our Aboriginal Learning and Engagement Centre, a strong focus will be established to support and improve the learning outcome of all Aboriginal students and we will continue our strong links with the local AECG.

As a result of our situational analysis we will build teacher capacity to use data in teaching and planning, combined with professional learning and continued focus on explicit teaching, effective feedback, formative assessment, student engagement and differentiation will drive improvements in results. More consistent use of and familiarity with the practices detailed in 'What Works Best' will support our staff to ensure their improvement efforts in these areas are system- and research-aligned. Building teacher capacity is central to our Strategic Improvement Plan moving forward. Additionally, attendance and engagement data reveal an area for further development. These areas are significant as they underpin all other initiatives and a suite of initiatives have been developed to address this area.

Peel High School has a strong focus on professional development for all staff. Student outcomes show a commitment to improving learning outcomes for all students, resulting in significant and measurable growth within a positive learning environment. Community partnerships are integral to the growth and success of the school in the new planning cycle.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students learning outcomes improve through reflective collaborative teacher practice.

Improvement measures

Target year: 2022

HSC Attainment

- Improvement in the percentage of HSC course results in the top two bands from a baseline of 17.9% to 22.0%
- Improvement in the percentage of HSC course results in the top three bands from a baseline of 44.5% to 48.3%
- Professional learning will be provided and some evidence based strategies are implemented

Target year: 2022

NAPLAN Top 2 or 3 Bands

- Improvement in the percentage of students in the Top 2 Bands Numeracy from a baseline of 7.7% to 13.1%
- Improvement in the percentage of students in the Top 2 Bands Reading from a baseline of 11% to 15.7%
- Staff are developing a working knowledge of reading and numeracy student data
- Student progress is mapped on the progressions
- Ongoing professional learning is delivered to deepen understanding on progressions.

Target year: 2024

Data Use

- Teaching and learning practices are underpinned by the collection, use and evaluation of effective data.

Initiatives

Highly Effective Teaching Practices

Improve classroom teaching practice through a focus on explicit teaching informed by data.

- Develop resources and staff capacity to deliver ALARM across the KLA's
- Establish and implement evidence-based strategies to improve student outcomes utilising the What Works Best framework.
- Analyse NAPLAN, HSC and minimum standard data to identify target areas
- Review and improve the use of data sources, monitoring and reflecting on teaching effectiveness
- Provide professional development on the effective use of progressions data

Literacy Focus

- An analysis of reading and writing data on the NAPLAN and Best Start data to inform areas to target.
- Collaborative meeting time for teachers, twice per term, to discuss strategies and progress for targeted groups of students.
- Communicate areas of focus and provide strategic and consistent capacity building and professional learning in reading and writing for staff.

Numeracy Focus

- An analysis of numeracy data on the NAPLAN and Best Start data to inform areas to target.
- Collaborative meeting time for teachers, twice per term, to discuss strategies and progress for targeted groups of students.
- Communicate areas of focus and provide strategic and consistent capacity building and professional learning in numeracy for staff.

Success criteria for this strategic direction

- Students across all years will utilise ALARM to scaffold their writing and thinking in long responses.
- Literacy and Numeracy skills will improve and successfully underpin the curriculum learning across KLA's.
- Data collected reflects student growth in identified targeted curriculum areas.
- Staff have knowledge of and use data to improve student outcomes.
- Teachers monitor student learning progress and identify skill gaps and use data to inform their explicit practice.
- A clear published plan of PD that is executed based on the identified needs in reading, writing and numeracy across the school.
- All staff are using specific data sets in NAPLAN and Best Start to inform their programs and teaching of individuals and cohorts of students.
- All faculties are aware of the specific areas of need in reading, writing and numeracy and have built their capacity in delivering strategies that target student improvement in these areas.
- All HSC teachers and instructional leaders are actively engaged in RAP analysis and there is evidence this is being used to inform teaching strategies
- Collaboration between HSC teachers is evident in internal and external networks.
- More students are engaged in HSC study skill sessions and after school study sessions.

Evaluation plan for this strategic direction

Question

What has been the effect of the collection, use and evaluation of effective data?

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

NAPLAN Expected growth

- Improvement in the percentage of students achieving expected growth to be at or above the school's lower bound system target in Reading 60.6% and Numeracy 62.1%.
- Implementation of numeracy programs to address identified numeracy needs.

Target year: 2024

ALARM

- Resources are developed and all staff demonstrate the use of ALARM as an embedded practice where appropriate.

Initiatives

Improvement in HSC student outcomes

- Engage all HSC teachers and instructional leaders in RAP analysis annually to identify both strengths and areas for growth.
- Use targeted and explicit teaching strategies across identified disciplines.
- Provide all HSC students with an opportunity to engage in study skills sessions and after school study sessions.

Evaluation plan for this strategic direction

Do teachers collaborate to evaluate, reflect on and adapt practice?

Data

External student performance measures (NAPLAN, HSC), Internal student performance measures (Progressions, Quicksmart), Teaching programs, classroom observations, faculty review data.

Analysis

Analyse the data to determine the extent to which the purpose has been achieved?

Implications

Where do we go from here? Future directions and next steps.

Strategic Direction 2: SD 2 - Enabling Quality Teaching and Learning through Leading, Learning and Teaching

Purpose

The situational analysis revealed a need for continued focus on honing collaborative teacher practice to support improved student outcomes. Our purpose is to facilitate improved teacher practice. Research will inform improvement strategies and utilise CESE's What Works Best framework.

Improvement measures

Target year: 2024

Teachers demonstrate their use of improved skills across each of the 8 domains in the What Works Best framework.

Target year: 2024

The Faculty Review process has enabled effective teacher practice and compliance.

Target year: 2024

Staff collaboration structures and practices improve teaching and learning.

Target year: 2024

Explicit teaching of content is evident across all KLA's.

Initiatives

What Works Best (WWB) framework

Implementing the What Works Best (WWB) framework for reflection and professional learning to refine teacher practice using evidence based research to inform effective strategies.

Targeted PL on the WWB framework and themes of WWB and evaluate assessment strategies and establish effective feedback focusing on improvement.

Teacher Collaborative Practice

Establish collaborative support for teacher performance development including cross faculty collaborations and the PexHub program.

Faculty Review

Implementation of the Faculty Review process across all KLA's which focuses on effective teacher practice and compliance

Feedback and Data Analysis

Use the appropriate strategies as outlined in SD 1

Leading Targeted Programs

Acquisition of staff to support specific teaching and learning programs to address the needs of the equity groups across the 21-24 SIP

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data and feedback about student progress and achievement.

Teaching staff demonstrate and share their expertise in explicit teaching strategies.

Evidence informed teaching methods including WWB and ALARM optimise learning progress for students.

A school process for continual evaluation and review is understood, practised and refined by teaching staff.

Student assessment strategies are identified by the evaluation of evidence.

Course programs reflect the initiative, with the registration clearly showing analysis and future directions.

Evidence of formative assessment, including student samples with feedback.

Lesson plans which incorporate these areas.

Evaluation plan for this strategic direction

Question

Has the introduction of WWB contributed to improvement in student outcomes?

Has the review process impacted faculty reflection on improvement?

What collaborative structures and practices are utilised across the school?

Is explicit teaching evident?

Data

Teaching programs, lesson observations, faculty review documentation, school meeting minutes, PL applications, faculty handbooks

Strategic Direction 2: SD 2 - Enabling Quality Teaching and Learning through Leading, Learning and Teaching

Evaluation plan for this strategic direction

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

Where do we go from here? Future directions and next steps?

Strategic Direction 3: SD 3 - Student Attendance, Engagement and Retention

Purpose

Strong attendance patterns underpin successful student outcomes and meaningful engagement in learning. The situational analysis highlighted these areas as opportunities for growth, in particular amongst Aboriginal students. A strategy to address this issue is the implementation and development of the Aboriginal Learning and Engagement Centre with supporting programs.

Improvement measures

Target year: 2022

Improvement in the percentage of the attendance rate of > 90% toward the lower bound target of 55.3% .

Target year: 2023

Increased number of students completing the HSC including the Premier's Priority target of 50% of the 2020 year 9 ATSI cohort (34 students).

Improvement in Aboriginal student attendance as part of the ALEC strategy.

Target year: 2022

Improvement in the Wellbeing indicator from a baseline of 57.8% to 63.2%

Evaluate and develop engagement and cultural teaching strategies to identify effective practice.

Increase understanding of data tools and deliver PD as appropriate

Initiatives

Aboriginal Learning and Engagement Centre (ALEC)

The implementation of differentiated learning programs that meet identified student needs improves engagement, attendance and outcomes for students.

- An Aboriginal Learning and Engagement Centre (ALEC) will develop stronger community links and will provide learning that meets the individual needs of students, with an enhanced focus on the YR 12 graduating cohort of 2023.
- A key priority of the ALEC is to improve attendance and retention to the completion of the HSC.
- Fully implement the 8 ways Aboriginal pedagogies across all KLAs to make learning relevant and culturally appropriate and to enhance the outcomes of all students.

Alternate learning programs

Refine the delivery of established alternate learning programs to ensure they continue to engage students to maximise outcomes. These refinements will be evidenced based. These alternate programs are:

School of the Future

Stage 4 boys program

Stage 5 boys program

High Potential and Gifted program

Attendance initiatives

- Evaluate and refine current attendance initiatives and/or establish evidence based strategies to improve student attendance.
- Build partnerships between key stakeholders to enhance the effectiveness of attendance programs.

Improvement in student engagement

Success criteria for this strategic direction

- The Peel High School community are engaged and support the continuous improvement of teaching and learning.
- School attendance is valued and completion of Yr 12 is integral to the school culture.
- Students are engaged in appropriately targeted learning programs
- 8 ways pedagogies is imbedded in programs across all KLAs.
- School Wellbeing procedures integrates both wellbeing and discipline practices..
- Students, staff and community members are explicitly aware of the support structures and who to contact.
- An increase in positive behaviour and a decrease in negative behaviour-both of which are easily tracked by data.
- Students will choose appropriate pathways and/or subjects based on informed decision making.
- Visibly greater involvement of local organisations and students completing learning opportunities outside of the school setting.
- On all levels, it is clear that Peel High school caters for individuals, but is sensitive and supportive of all people, irrespective of culture, race, gender, religious affiliation etc.

Evaluation plan for this strategic direction

Question

Has the ALEC effectively improved attendance, engagement and achievement for students for the Premier's priority group?

Have attendance programs been effective?

Strategic Direction 3: SD 3 - Student Attendance, Engagement and Retention

Initiatives

Every lesson begins with a discussion of learning goals and success criteria. This is linked to prior learning.

Instructional leadership of clear strategies for use of technology as a tool to support student growth

Collaborate with students, parents, and the community

Continue and enhance the school transition points at Stage 5 and 6.

Work with businesses and community groups to achieve mutually beneficial results for students.

Employ Aboriginal SLSOs as direct student support and as role models.

Support for Aboriginal students

Expenditure of these funds relates to direct support for students in mainstream classes, welfare and cultural needs and tailored student outcome improvement strategies.

Evaluation plan for this strategic direction

How effective are the specific targeted alternate learning structures in meeting the needs of identified students?

Data

SCOUT data, lesson observations, PLP data, Staff and student surveys, attendance and wellbeing records, TTFM data, faculty review data including student focus group responses.

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

Where do we go from here? Future directions and next steps?