

# Strategic Improvement Plan 2021-2024

## Colo High School 8526



# School vision and context

## School vision statement

Colo High School Learning Community comprises students, staff, parents and community members, working together in a collaborative environment. As a school community we value:

- a safe and secure learning environment where every student is known, valued and cared for
- aspiration, excellence and equity
- cooperative authentic learning and feedback
- wellbeing, resilience and growth mindset
- leadership and citizenship
- personal responsibility for learning
- respect for self and others
- lifelong learning

## School context

Colo High School is a proud, comprehensive high school with an outstanding record of achievement in academic, sporting and cultural pursuits. The school serves communities situated in the semi-rural Hawkesbury area and was established in 1978.

In 2021, there will be approximately 920 students including 34 students who identify as Aboriginal.

The school's staffing entitlement in 2020 was 62.1 fulltime teaching staff and 12 non-teaching staff. The school also employs a part time (0.6) Business Manager and Head Teacher Teaching and Learning from school funds.

Our staff has been historically stable, with the majority being here for more than five years. However, the past 2 years has seen an increasing number of staff reach retirement age. In 2021, 20% of our staff are in their first three years as teachers. There is an increasing turnover of staff each year, which is expected to

The School Plan reflects Colo High School's willingness to embrace the future in developing a cooperative partnership with its school community, as well as a culture of excellence and lifelong learning within a happy and safe learning environment.

The school receives funding to support students with additional needs including integration funding for students (\$124,996), students requiring learning support for literacy/numeracy (\$246,000), students from socio-economic disadvantaged background (159,272), Aboriginal students (\$28,272), small group tutoring (\$112,117).

Students have the opportunity to study a wide variety of core and elective subjects. The school facilitates numerous student interest-based lunch 'clubs' and provides opportunity for participation in extracurricular and sporting activities including, state knockouts, carnival sports, gala days, representative sport, Duke of Edinburgh Award Scheme, Rural Fire Service Cadets and educational and cultural exchanges and tours.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this..

The school undertook a comprehensive situation analysis, in consultation with staff, students, the community, local AECG and identified the following strategic areas for improvement. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan where we will place significant school improvement focus on:

- Student growth and attainment
- Technology to support effective future focused teaching and learning
- An agile learning culture, wellbeing and community.

# Strategic Direction 1: Student growth and attainment

## Purpose

At Colo High School our purpose is to ensure every student grows in their learning at or above the expected rate. We will achieve this through explicit, consistent and research-informed teaching.

We will:

- Develop and embed a school wide approach to reading so that more than 70% of students are achieving at or over the expected growth in reading is by 2023.
- Implement support programs to explicitly focus on improving numeracy so that more than 71% of students are achieving at or over the expected growth in numeracy by 2023.
- Support senior students with targeted programs to ensure that more than 35% of all student HSC results will be in the top 2 performance bands and more than 68% of all student HSC results will be in the top 3 performance bands by 2023.
- Develop and embed a common language of instruction and correction that incorporates contemporary pedagogy including learning intentions, success criteria and the Uppley methodology

## Improvement measures

**Target year: 2022**

### Improving HSC performance

- the percentage of students achieving top 2 bands in the HSC uplifts at least 3.7% from baseline data by 2022.
- the percentage of students achieving top 3 bands in the HSC uplifts at least 3.4% from baseline data by 2022.

**Target year: 2023**

### Attaining expected NAPLAN growth in Reading and

## Initiatives

### Data informed practice

- Develop and provide explicit professional learning promoting and demonstrating data concepts, analysis and use of internal and external student assessment data.
- Strengthen effective use of data by teachers to evaluate student understanding of lesson content.
- Develop systems and professional capacity for analysis of NAPLAN, Check-in, HSC and minimum standard data to identify and monitor improvement measures and target areas for development.
- Develop processes and the capacity of staff to utilise data to create assessments and learning programs that promote consistent and comparable judgement of student learning to monitor and identify gaps.

### Strengthening Collaborative Practice

- Develop a schoolwide Literacy and Numeracy Plan driven by the schools Literacy and Numeracy Team and communicated to all staff in the Colo Literacy and Numeracy Strategy (CLANS)
- Implement processes to ensure school leaders regularly analyse student progress and achievement data for insights into student learning and discuss results with the whole staff.
- Strengthen collaboration across faculties and teams to share curriculum knowledge, data, student information and feedback to inform the development of evidence-based programs and lessons, which meet the needs of all students.
- Embed the use of negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

## Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data sources (eg: SCOUT). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- 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, schoolwide improvement in teaching practice and student results.
- The school identifies expected growth for each student. Students are achieving higher than expected growth on internal and external progress and achievement data.
- Teachers provide timely and effective feedback to facilitate improvement in learning underpinned by the What Works Best research. Teachers demonstrate High Expectations of student performance.
- Teachers clearly understand, develop and apply a full range of assessment strategies - 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.
- School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.
- Aboriginal students show progress in their learning at a rate equal to or above that of their non-Aboriginal peers. The same applies to their pattern of attendance.
- SEF-aS demonstrates progression in the elements 'Data skills and use' and 'Effective classroom practice' from Sustaining and Growing to Excelling.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Numeracy

- the percentage of students achieving expected growth in NAPLAN - Reading uplifts at least 3.72% from baseline data by 2023.
- the percentage of students achieving expected growth in NAPLAN - Numeracy uplifts at least 4.31% from baseline data by 2023.

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### Target year: 2023

### Increasing the % of students in the Top Bands in NAPLAN

- the % of students achieving the Top Bands in NAPLAN - Reading uplifts at least 5.12% from baseline data by 2023.
- the % of students achieving the Top Bands in NAPLAN - Numeracy uplifts at least 6.27% from baseline data by 2023.

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### Target year: 2024

School Excellence Framework self assessment of the elements 'Data skills and use' and 'Effective classroom practice' indicates improvement from Sustaining and Growing to Excelling.

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### Target year: 2022

### Aboriginal Education

- the % of students achieving the Top 3 Bands in NAPLAN - Reading uplifts from baseline data by 2022.
- the % of students achieving the Top 3 Bands in NAPLAN - Numeracy uplifts from baseline data by 2022.

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### Target year: 2023

### Aboriginal Education

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of developing data informed practices on student performance? Do teachers collaborate more effectively to support student learning?

**Data:** Data will be collected from a variety of internal and external sources. We will use SCOUT, RAP, Best Start, attendance, Uppley Reflections, Check-in Assessment, TTFM, NAPLAN, VALID, Sentral reports, internal student assessment, progress reports, lesson observations and School Excellence Framework assessments.

**Analysis:** Teachers, teams, faculties and leaders will analyse data regularly to ascertain the effectiveness of initiatives and strategies used to meet improvement measures identified in the plan.

**Implications:** The outcome of data analysis will determine the impact of initiatives and will inform ongoing implementation, sustained improvement and guide future school planning through an evidence-based approach.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- the % of Aboriginal students attaining the HSC uplifts from baseline data by 2023.

# Strategic Direction 2: Effective future focused teaching and learning

## Purpose

At Colo High School we will continue to implement and explore ways to effectively integrate innovative and future-focused skills into teaching practice to support student learning:

We will:

- Complete rollout of a school wide Bring Your Own Device (BYOD) program and provide contemporary hardware and software to support learning
- Provide extensive support for both students and staff to be able to effectively utilise current and emerging technologies in teaching and learning
- Implement a program of strategic and explicit professional learning for staff at different levels of capacity to improve their ability to embed technology into teaching programs
- Provide flexible learning spaces that facilitate the development of future focused skills.

## Improvement measures

### Target year: 2024

Increase the percentage of students who have access to a suitable device for learning every day to 100% by 2024.

### Target year: 2024

The % of attaining higher levels of accreditation increases by 15% by 2024.

The % of staff gaining internal and external promotion increases by 10% by 2024.

### Target year: 2024

100% of all learning programs and registrations are digitally based.

100% of all learning programs, assessments, mark books and school administrative platforms readily accessible to staff within and beyond the school network.

## Initiatives

### Expertise, innovation and engagement

- Develop systems to provide opportunities for staff identified as having expertise to contribute to the professional learning community
- School leaders embed support networks to facilitate and encourage teachers to trial innovative or evidence-based, future focused practices. eg: effective use of innovative technologies to enhance learning and service delivery.
- Implement improved monitoring and evaluation of curriculum provision to meet the changing requirements of students.
- Refine school-wide systems to approach effective and positive classroom management using evidence-based strategies such as PBL.
- Develop deep staff understanding of different forms of assessment and success criteria to drive student engagement.
- Implement physical learning spaces that are used flexibly to meet a broad range of student learning interests and needs.

### High impact professional learning and educational leadership

- Develop and implement a rigorous, targeted, high impact professional learning scope and sequence to build staff capacity to improve student performance.
- Embed professional learning opportunities that emphasise developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.
- Implement a whole school approach to monitoring the accreditation of all staff and strongly encourages the pursuit of higher levels of accreditation.
- School leaders strengthen Professional Development Plan processes to ensure a co-ordinated approach to developing professional

## Success criteria for this strategic direction

- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- 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.
- 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.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.
- Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.
- Every student, every lesson has access to a device to support learning in the classroom.
- Every teacher is confident in using their device and technology to facilitate and support teaching and learning. Teachers are also confident in using technology to support them in their administration duties.
- HSC monitoring and the collection of evidence data is collected and stored digitally and access is provisioned schoolwide, including the DEL.

# Strategic Direction 2: Effective future focused teaching and learning

## Improvement measures

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100% of staff implement online learning platforms for each of their classes.

### Target year: 2024

Increase the number of schoolwide professional learning hours by 20% from 2020 baseline data by 2024.

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## Initiatives

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practice with an emphasis on building capacity and identifying expertise to improve student learning outcomes.

- Senior leaders establish a culture of high expectations through the establishment of a professional learning community focused on continuous improvement of teaching and learning.
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## Evaluation plan for this strategic direction

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**Question:** Has there been an increase in the identification of staff expertise and has it improved teaching and learning practice? Have innovative practices improved student engagement and learning? Has explicit PL opportunities and the school leadership team built staff capacity and sustainability? Can the impact be seen in student results?

**Data:** Professional learning expenditure and participation, staff accreditation information, surveys, professional learning feedback surveys, Professional Development Plan data etc.

**Analysis:** Teachers, teams, faculties and leaders will analyse data regularly to ascertain the effectiveness of initiatives and strategies used to meet improvement measures identified in the plan.

**Implications:** The outcome of data analysis will determine the impact of initiatives and will inform ongoing implementation, sustained improvement and guide future school planning through an evidence-based approach.

# Strategic Direction 3: Agile learning culture, wellbeing and community

## Purpose

At Colo High School, effective wellbeing initiatives and our connection with the local community remain a significant factor in our success.

We will:

- Collectively engage with available student data, including ongoing professional learning in accessing and analysing data from Scout, DoE, Tell Them From Me, internal school and other data.
- Integrate, streamline and expand student support services into a cohesive 'learning hub' so that all students' needs are met in a timely and coordinated manner.
- Continue to build authentic partnerships with our partner primary schools, parents, local businesses and community.
- Strengthen partnerships with vocational providers such as TAFE and Western Sydney University.
- Focus on developing a culture of Growth Mindset to create a positive learning culture.

## Improvement measures

### Target year: 2024

Increase the number of Stage 6 students with teacher mentors from 60% to 80% by 2024.

### Target year: 2022

Student Tell Them From Me (TTFM) data uplifts 8.61% from baseline data by 2022 in the area of positive wellbeing.

### Target year: 2024

Increase the number of Learning Support interventions, including small group tutoring from an average of 2.81 (baseline) interventions per enrolled student to 8 by 2024.

### Target year: 2024

## Initiatives

### Personalised Learning and Wellbeing

- Whole school adoption of improved attendance monitoring systems and processes to ensure that data is analysed regularly and is used to inform planning including planning to improve regular attendance rates for all students, including those at risk.
- Improve the school's mentoring/PLP process to ensure that every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- Develop and utilise evidence-based approaches, programs and assessment processes to identify, monitor and review individual student learning needs.
- Strengthen a demonstrated commitment within the school community that all students make learning progress.

### Community Engagement and Strategic Partnerships

- Strengthen partnerships with parents and students to support clear improvement aims and planning for learning.
- Develop systems to ensure collaboration between the school and parents of students whose continuity of learning is at risk.
- Improve transition systems to inform and support students successful transition to high school.
- Implement processes to collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Strengthen strategic partnerships with external organisations and community group to support student growth, development and academic attainment.

## Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- 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 whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- SEF assessment of the element 'Wellbeing' remains as Excelling and 'Learning Culture' moves from Sustaining and Growing to Excelling.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of strengthening our personalised learning and support structures on student performance? Do students self-refer for learning support? Are our parents and carers actively engaging and supporting the High Expectations and Learning Culture of the school?

# Strategic Direction 3: Agile learning culture, wellbeing and community

## Improvement measures

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Student Tell Them From Me (TTFM) data in the school identified area of High Expectations and Learning Culture increases 10% by 2024..

### Target year: 2024

SEF assessment of the element 'Learning Culture' indicates improvement from sustaining and growing to excelling.

### Target year: 2024

A 10-15% (range) increase in parent and carer attendance and engagement in school information sessions, PT nights, seminars and survey completion (baseline data to be collected in 2021).

### Target year: 2022

#### Improving Attendance

- the percentage of students attending school 90% of the time or more uplifts at least 4.94% from baseline data by 2022.

## Evaluation plan for this strategic direction

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**Data:** The following data will be collected and analysed by relevant teachers, leaders and teams. Sources of data include TTFM, attendance data, transition data, exit surveys, internal assessment data, observations, Sentral data, report reflections and growth mindset surveys and School Excellence Framework assessments.

**Analysis:** Data is collected regularly and used to measure to what extent the performance improvement measures have been achieved.

**Implications:** In-depth analysis of the data to determine the extent of improvement against the performance measures will guide ongoing improvement as well as future school planning with the intent to improve personal growth and learning outcomes of students.