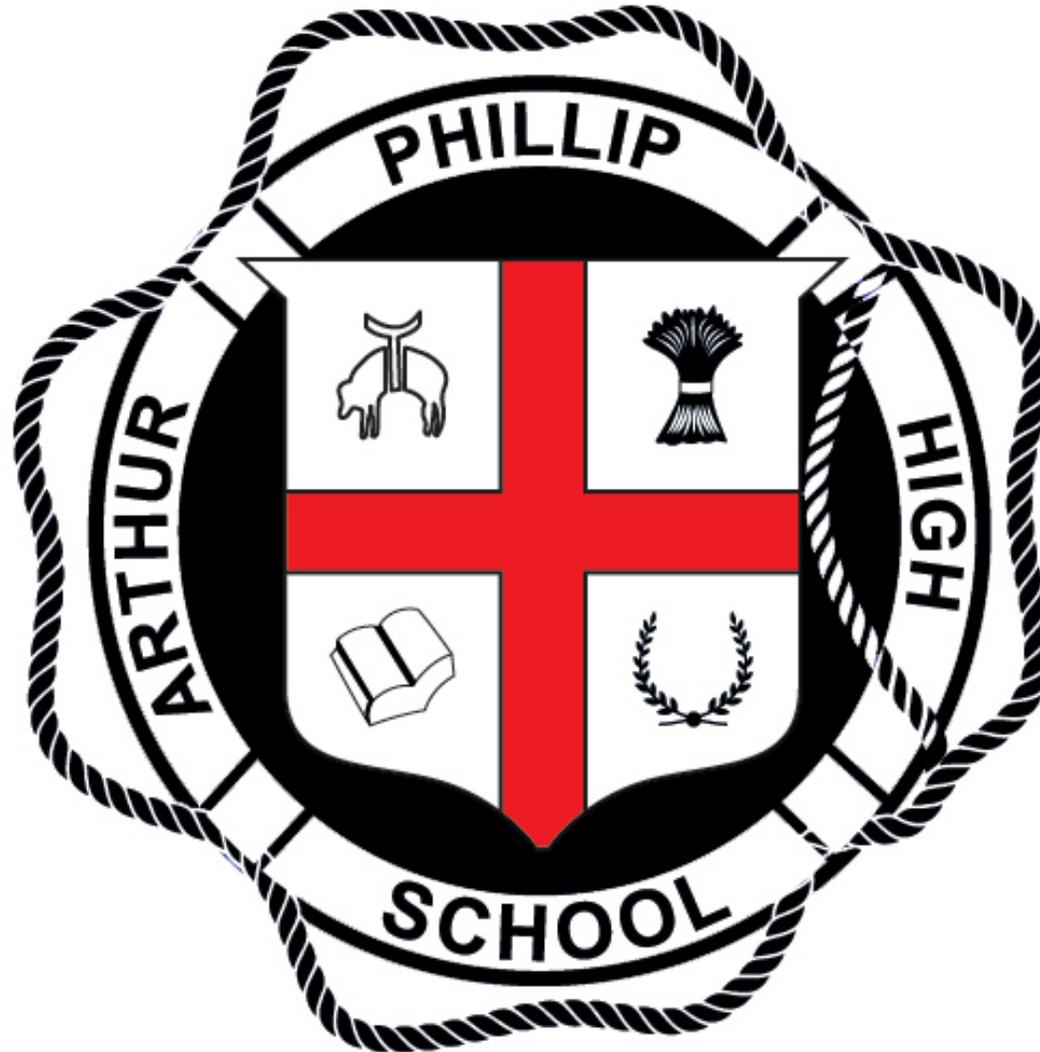


Strategic Improvement Plan 2021-2024

Arthur Phillip High School 8892



School vision and context

School vision statement

At Arthur Phillip High School our students are committed to working collaboratively and making their own choices about their learning. They are proud of their achievements and are confident learners who trust themselves and their peers, celebrating different ways of thinking and learning. The learning journey extends well beyond the school boundaries and they realise the important role they play in the future. They believe their school is a place that values them, supports them, encourages them and listens to them.

At Arthur Phillip High School our teachers are committed to being flexible and able to adapt learning spaces to respond to and meet the needs of all members of our learning community. They are expert users of technology who model best practice, facilitating an agile digital curriculum for our students, working collaboratively and inspiring student engagement. They implement innovative work practices to improve skills and understanding, give effective feedback, provide alternative strategies and share ideas.

At Arthur Phillip High School our new multi-story high school has many active and vibrant learning environments as well as highly specialised learning spaces. Our open and virtual spaces create a hybrid of teaching and learning where quality work can be achieved. The flexible environment allows for regular movement between spaces, activities and roles of the learner and the teacher. The very architectural configuration of our building facilitates the teachers and students to see, acknowledge and embrace different perspectives in support of their future as active, informed global citizens..

School context

Arthur Phillip High School is situated in the progressive and rapidly expanding CBD city of Parramatta, bringing an exciting and dynamic energy to the school. The school is culturally diverse and has a student population of 1200 with 91% having English as an additional language or dialect (representing over 40 different cultures).

The new school boasts facilities that incorporate future-focused, flexible teaching spaces with adaptable/moveable furniture and room configurations. The learning spaces are technology-rich to serve multiple learning contexts from large class groups to small clusters, providing better opportunities for innovation, collaboration, personalised and individualised learning. Arthur Phillip High School incorporates science, technology, engineering, the arts and mathematics (STEAM) areas, fitness labs for physical education classes, and wet and dry studios for music instruction and practice. Within this environment the school is committed to continually improving classroom practice through an unrelenting focus on building an understanding of how to utilise the open, innovative learning spaces.

The majority of the school's equity and professional learning funding will be used to support the key initiatives framed in our 2021-2024 SIP. The school has completed a situational analysis with the input of all sectors of the school community. The analysis has provided the school with three areas of focus for the Strategic Improvement Plan.

Strategic Direction 1: Student Growth and Attainment

A whole school approach to embed effective and explicit literacy and numeracy instruction and student personalised learning to improve growth and attainment.

Strategic Direction 2: Best Classroom Practice

A whole school approach to explicit, effective classroom practice facilitated by professional dialogue, classroom observation and specific, timely feedback.

Strategic Direction 3: Data Informed Practice

The school embeds data informed practice with all teaching and learning programs showing evidence of differentiation and all student personalised learning goals address individual student needs.

Strategic Direction 1: Student growth and attainment

Purpose

A whole school approach to embed effective and explicit literacy and numeracy instruction and student personalised learning to improve growth and attainment.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands

Achievement of 2022 system- negotiated targets:

- Top 2 bands NAPLAN reading increase (uplift) of 5.3%.

Target year: 2022

NAPLAN Top 2 Bands

Achievement of 2022 system- negotiated targets:

- Top 2 bands NAPLAN numeracy increase (uplift) of 8.9%.

Target year: 2022

HSC Attainment

Achievement of 2022 system- negotiated targets:

- Top 2 bands in the Higher School Certificate increase (uplift) by 9.2%.

Target year: 2023

NAPLAN

Achievement of 2023 system- negotiated targets:

- Increase (uplift) percentage of students achieving expected growth in NAPLAN reading by 5.5%.

Target year: 2023

Initiatives

Effective and Explicit Literacy and Numeracy Instruction

Embedded instructional leadership will support the improvement of teacher efficacy and understanding of the most effective literacy and numeracy classroom instruction. Through a whole school implementation of the Literacy and Numeracy Progressions teachers will build confidence and expertise in data analysis and consequently identify, design and implement the most effective teaching methods to address literacy and numeracy needs within their classroom.

Mentoring of Senior Students

A targeted and systematic process will enhance and prepare students for all Stage 6 coursework and the impact of how to become a successful senior student. There will be a rigorous mentoring program to support all senior students on their journey towards attainment through a focus on extended writing skills, pathways beyond school and aspirational leadership programs.

Success criteria for this strategic direction

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. **SEF - Explicit Teaching**

School data demonstrates that student progress and growth is achieved compared with statistically similar schools and this progress and achievement is consistent with school's internal data measurement. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. **SEF - Student Performance Measures**

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. **SEF - Coaching and Mentoring**

Evaluation plan for this strategic direction

Effective and Explicit Literacy and Numeracy Instruction:

Question: What is the impact of teachers in embedding explicit evidence-based teaching strategies to address literacy and numeracy the impact of mentoring senior students?

Data: Teaching & Learning programs embed explicit opportunities for skill development and reference literacy and numeracy progressions.

Teacher surveys and lesson observations.

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN

Achievement of 2023 system- negotiated targets:

- Increase the (uplift) percentage of students achieving expected growth in NAPLAN numeracy by 5%.

Evaluation plan for this strategic direction

Student work samples and achievement data (NAPLAN, Check In, Best Start, HSC) show clear improvement and growth for all students.

HSC Data; Year 12 Exit Ticket Data; Data around University Entrance Offers;

Analysis: Analysis will be embedded within the initiative through the progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future directions and annual reporting on the school progress measures and published in the Annual Report.

Strategic Direction 2: Best Classroom Practice

Purpose

A whole school approach to explicit, effective classroom practice facilitated by professional dialogue, classroom observation and specific, timely feedback.

Improvement measures

Target year: 2024

100% of teachers use explicit systems that facilitate professional dialogue, collaboration, classroom observation and explicit feedback.

Target year: 2023

75% of teachers are committed to identifying, understanding and implementing the most effective explicit teaching strategies aligned to evidence-based data.

Target year: 2022

10% improvement in the area of teacher collaboration as indicated in the Tell Them From Me survey by the numbers of teachers taking up the opportunity to CoTeach compared to 2021 data. .

Initiatives

Explicit Classroom Practice

Embedded formal coaching and mentoring structures to support the design and implementation of explicit teaching strategies. Staff embrace creative and collaborative practice is an integral part of the school's teaching and learning practices, prioritising CoTeaching and innovative learning spaces. Customised and tailored professional learning to build leadership capacity across the school.

Explicit Feedback & Effective Observation of Pedagogy

All staff will engage in effective and meaningful feedback through classroom observation and Co-Teaching to ensure improvement in explicit teaching and instruction and consistent classroom structures in innovative learning spaces.

Success criteria for this strategic direction

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. **SEF - Collaborative Proactive and Feedback.**

All teachers are engaged in collaboration through the PDP process, facilitating professional dialogue, classroom observations and the modelling of best practice. 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. **SEF - Professional Standards**

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. **SEF - Feedback**

Evaluation plan for this strategic direction

Q: What has been the impact of explicit teaching, effective feedback and consistent classroom management structures across the whole school on student performance? Have teaching programs been successfully delivered, observed and evaluated? Are all teachers able to work collaboratively, effectively and creatively in innovative learning spaces?

Data: PDP half-yearly and yearly reflections, staff surveys, videos of practice. Analysis of cohort data - NAPLAN, Check in assessments, Best Start and HSC.

Analysis: Analysis will be embedded within the initiative through the progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Strategic Direction 2: Best Classroom Practice

Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform future directions and annual reporting on the school progress measures and published in the Annual Report.

Strategic Direction 3: Data Informed Practice

Purpose

The school embeds data informed practice with all teaching and learning programs showing evidence of differentiation and all student personalised learning goals address individual student needs.

Improvement measures

Target year: 2023

75% of teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Target year: 2024

100% staff use data informed practice to identify student achievements and progress.

Target year: 2022

100% of students have identified where they are on the Literacy and Numeracy Progressions and published a Literacy and Numeracy Goal.

Target year: 2022

Increase (uplift) the number of students attending more than 80% of the time by 8.8%

Initiatives

Differentiation and Catering for our Students with English as an Additional Language or Dialect

Effective use of a range of data to inform teaching practice, leading to pertinent differentiated teaching and learning programs supported by regular assessment will ensure improvement in literacy and numeracy outcomes. Quality targeted English as an Additional Language or Dialect Professional Learning will support a range of students through to the Higher School Certificate.

Student Learning Goals

Through the coordination of Stage 4 and 5 Personal Learning Goals and student evaluation and feedback, every student will have a literacy and numeracy goal to track their own growth. Staff will review student goals to ensure the impact of personal literacy and numeracy achievement in demonstrating an understanding of "knowing their students and how they learn".

Targeted Attendance Monitoring

Teachers, parents and the community will work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Intervention, data analysis, rewards and incentives will improve student attendance and student achievement.

Success criteria for this strategic direction

All programs are regularly reviewed and updated to include evidence driven strategies for identified EAL/D students and students with specific learning needs. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. **SEF - Curriculum / Differentiation**

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. Reporting on school performance is based on valid and reliable data and analysis. **SEF - Data Analysis**

Students consistently attend school more than 80% of the time with an increasing trajectory towards full attendance. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **SEF - Learning Culture / Attendance**

Evaluation plan for this strategic direction

Question: To what extent have we achieved differentiation and student personalised learning goals through data informed practices and improved student attendance?

Data: Collation of teaching and learning programs and registers, observation records, teacher surveys, student feedback, achievement data.

Staff meeting minutes demonstrating an analysis of the data.

Analysis: Analysis will be embedded within the initiative through the progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform future directions and annual reporting on the school progress measures and published in the Annual Report.