

Strategic Improvement Plan 2021-2024

Coonabarabran High School 8347



School vision and context

School vision statement

Coonabarabran High School is a dynamic, educational community, which aspires to excellence in an inclusive environment where every student is valued, and which is committed to continuous improvement.

School context

Coonabarabran High School is a comprehensive high school which includes a Support Unit with three classes, situated in North West New South Wales. It has an enrolment of 360 students. Approximately 23% of students identify as Aboriginal or Torres Strait Islanders. The school enjoys a long and proud tradition of excellent student outcomes in academic, sporting and cultural fields of endeavour. The school provides students with diverse and rich educational opportunities; both within and beyond the classroom. The students are positively encouraged and guided to extend themselves in a variety of fields, embracing the school motto 'Forever Dare'.

The school currently employs 42 teachers and 21 administration and support staff. School funds have supported a number of teaching positions to ensure a breadth of curriculum in Years 11 and 12, and targeted support for students with additional learning needs in Years 7 - 10.

Coonabarabran High School is a respected and integral part of the local community. It receives valuable input from the Aboriginal community and has forged strong partnerships with Warrumbungle Shire Council, Siding Spring Observatory and business and service clubs. Such community support is a significant feature of the school and further enhances the school's capacity to provide quality, inclusive education to its students.

The school is characterised by its strong focus on quality teaching and as such has a genuine commitment to the professional development of staff to support continual improvement and growth in student learning outcomes.

The 2021-2024 Strategic Improvement Plan has been informed by a thorough situational analysis. This process confirmed the need to continue with explicit instruction and to deploy school funds to initiatives which grow student learning power through enhanced engagement, differentiation and staff collaboration.

The school aims to strengthen its high expectations culture by growing the opportunities for student voice both with respect to their learning and the school community more broadly, and by bringing a planned approach to student well-being to enable students to connect, succeed and thrive.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student demonstrates growth in their learning through explicit, evidence-based instruction and differentiated teaching practice.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands Reading

Improvement in the percentage of students achieving in the top 2 Year 9 NAPLAN bands to be above the school's lower bound system-negotiated target in Reading of 18.5%.

Target year: 2022

NAPLAN Expected Growth Reading

Improvement in the percentage of students achieving in the top 2 Year 9 NAPLAN bands achieving expected growth to be above the school's lower bound system-negotiated target in Reading of 60.4%.

Target year: 2022

HSC Top 3 Bands

Improvement in the percentage of HSC course results in top three bands to the lower bound target 62.7% or above.

Target year: 2022

NAPLAN Top 2 Bands Numeracy

Improvement in the percentage of students achieving in the top 2 Year 9 NAPLAN bands to be above the school's lower bound system-negotiated target in Numeracy of 19.8%.

Target year: 2022

NAPLAN Expected Growth Numeracy

Initiatives

Explicit teaching, informed by evidence-based practice.

Improve effective classroom practice through a focus on evidence-based explicit teaching.

- Continue collaborative support for teacher professional development via cross-faculty collaborations informed by evidence-based practice.
- Analyse NAPLAN, HSC and minimum standard data to identify target areas.
- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.

Professional learning to support classroom delivery and differentiation

Improve effective classroom practice through a focus on greater differentiation of teaching instruction.

- Develop quality differentiation professional learning and implementation
- Observe teaching and learning programs and assessment for evidence of differentiated instruction and adjustment in teaching practice
- Analyse student work samples and assessment tasks

Success criteria for this strategic direction

1. School identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.
2. Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engaged students.
3. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
4. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

(Effective Classroom Practice) All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

(Effective Classroom Practice) 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.

(Effective Classroom Practice) 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.

(Effective Classroom Practice) All classrooms and other

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement in the percentage of students achieving in the top 2 Year 9 NAPLAN bands achieving expected growth to be above the school's lower bound system-negotiated target in Numeracy of 67.1%.

Target year: 2023

HSC Attainment

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system negotiated lower bound target of 52% or higher.

Success criteria for this strategic direction

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.

(Data Skills and Use) All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

(Data Skills and Use) 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.

(Data Skills and Use) 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.

(Data Skills and Use) School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

(Curriculum Provision) The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

Evaluation plan for this strategic direction

Question: What has been the impact on student performance of using consistent explicit teaching practice?

What has been the impact on student performance of growing teacher capacity to differentiate classroom practice?

Data:

Data sources may include:

- Learning and Support Teacher and Learning and Support Team to monitor targeted students' achievement in QuickSmart and MultiLit programs.
- External data (i.e. HSC Results Analysis Package (RAP); NAPLAN; and VALID)
- Formative classroom assessment
- Learning and Support Team Meeting minutes
- Teaching and Learning programs
- Student work samples
- Professional learning evaluation

Analysis:

Ongoing analysis of data will identify the extent to which the purpose and improvement measures have been achieved.

Implications: findings from analysis will inform future planning and strategies.

Strategic Direction 2: Well-being

Purpose

To ensure students can connect, succeed and thrive at school by supporting and nurturing their well-being.

Improvement measures

Target year: 2022

Wellbeing

Improvement in the percentage of students reporting positive well-being (based on Tell Them From Me data) to the lower bound system-negotiated target of 56.4% or above.

Target year: 2022

Attendance

Improvement in the percentage of students attending school more than 90% of the time to the lower bound system negotiated target of 57.7% or above.

Initiatives

A Planned Approach to Whole School Well-being

Improve whole school well-being by enabling systems through a planned and strategic approach to decision making.

- Establish, develop and embed a Well-being Team which evaluates current school well-being processes and data
- Develop the role of the Student Support Officer and a range of targeted programs at an individual, small group, year and whole school level
- Support students and staff well-being with targeted professional learning and sourced programs
- Resource the Health Hub and develop its capacity to support well-being

Student Attendance

Improve student engagement through increased rates of attendance at school.

- Continue attendance monitoring procedures, including Phone Intervention Program (PIP).
- Expand Attendance Team strategies to include more explicit roles for Year Advisors.
- Develop Student Support Officer role to include attendance strategies.
- Grow positive measures to promote increased attendance
- Harness technology more effectively to increase communication between school and home regarding attendance

Success criteria for this strategic direction

(Well-being) Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school.

(Well-being) The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to well-being and engagement, to improve learning.

(Well-being) Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

(Well-being) Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

(Attendance) Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question:

How has a whole-school planned approach impact on student well-being?

Has the student attendance initiative improved student attendance?

Have whole-school practices been developed to support student well-being?

Data:

Attendance data (Daily and PXP)

Strategic Direction 2: Well-being

Evaluation plan for this strategic direction

Tell Them From Me

School Excellence Framework assessments

Student surveys

Lesson observations

Suspension data

Well-being Team minutes

Analysis:

Data is analysed and triangulated regularly to determine the extent which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide ongoing implementation as well as future planning to provide continuous improvement, ensuring students' well-being is nurtured and attendance improved.

Strategic Direction 3: Curriculum and Engagement

Purpose

To strengthen student engagement as learners through the provision of a responsive curriculum informed by student voice and collaborative practice.

Improvement measures

Target year: 2024

Student Voice

All teaching and learning programs are reviewed and informed by student voice.

Target year: 2024

Collaborative Practice

All staff participate in high-quality collaborative practice.

Initiatives

Growing and Responding to Student Voice

Provide a responsive curriculum that is considerate of student voice.

- All students have the opportunity to give feedback on curriculum provision .
- Student autonomy as learners is grown through establishing explicit and systematic classroom opportunities for feedback on their learning.

Enhanced teacher collaboration and reflection

Improve classroom practice through collaborative practice and ongoing professional learning.

- Continue high quality collaborative support for teacher professional development via cross-faculty collaborations informed by evidence-based practice.
 - Utilise cross curricula systems and processes to inform planning and program development.
 - Embed effective teaching practices across all Key Learning Area (KLA) programs.
 - Use collective efficacy research strategies to support professional learning activities.
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Success criteria for this strategic direction

(High expectations) Effective partnerships in learning with students means they are motivated to deliver their best and continually improve.

(Curriculum Provision) The school monitors and reviews its curriculum provision to meet changing requirements of the students.

(Teaching and Learning Programs) Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

(Collaborative Practice and Feedback) 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.

Evaluation plan for this strategic direction

Question:

Has teacher collaboration increased?

Has student engagement been strengthened?

Are there more opportunities to grow and respond to student voice?

Has student engagement been lifted due to increased valuing of student voice and enhanced teacher collaboration?

Data:

Student surveys

Minutes and records from regular faculty and cross KLA teaching strategy meetings.

Evaluation plan for this strategic direction

Teaching programs

Classroom programs

Tell Them From Me survey

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 step

Analysis

Implications