



Strategic Improvement Plan 2021-2024

Sylvania High School 8463



School vision and context

School vision statement

Sylvania High School is an aspirational learning community with shared values of respect, responsibility, inclusivity and equity forging the framework for excellence in learning and teaching. Our staff are committed to leading an evidence-informed learning agenda that holds students at the centre of what we do, and is driven by meaningful data that leads to improvements in student outcomes.

We continue to sustain a strong focus on student wellbeing through personal, measurable and scalable initiatives that result in our students being known valued and cared for every day, in every classroom. Of pivotal importance is the need to amplify student agency, belonging, advocacy and buoyancy both within and beyond curriculum by promoting student voice, opportunity for all and collective efficacy.

School context

Sylvania High School is a comprehensive high school located in the Sutherland Shire and residing on Dharawal country. The student population is approximately 740 drawn from our local community and beyond with diverse cultures and language backgrounds represented including students identifying as having an Aboriginal background. Our multicultural school brings rich diversity of backgrounds and experiences that are celebrated and acknowledged to ensure our students are known, valued and cared for.

The school has an active parent community who are committed to ensuring all students are afforded quality learning experiences through the provision of resources and opportunities that enhance their capabilities. Staff are focused on preparing students to be future-facing thinkers through their commitment to innovation, change and improvement. Our community is proudly collaborative and consultative in its approach to identifying areas for growth and development across the school.

The school has highly successful leadership, wellbeing and activism programs that enable students to develop their skills and capabilities to be well prepared for the world beyond school. Our wellbeing system is renowned for its targeted support measures and mentoring programs that empower students to lead flourishing lives.

The school's core values of respect and responsibility resonate across learning and wellbeing programs that engage students through connections to the real world. The curriculum encourages students to develop essential skills for now and into the future to ensure they are prepared for the world beyond school, promoting both personal and interpersonal dispositions for learning.

Through our situational analysis, we have identified a need to strengthen our learning culture through high expectations, student agency, teacher growth and student wellbeing.

Underpinning our breadth of curriculum is the belief that we are ensuring students are active citizens of high moral character who are well prepared for the world beyond school with a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible lifelong learners amidst our complex and changing global landscape.

In 2021, the school will be preparing for an incoming Support Unit with two Autism (AU) classes, and one Intellectually Moderate (I/O) class, to be operational by 2022. The school already proudly advocates for equal access and opportunity for all students in inclusive and innovative learning environments.

Strategic Direction 1: Student growth and attainment

Purpose

To enable students to be lifelong learners, we will drive a balanced focus on key skills, capabilities and attributes that are critical to their successful transition to the world beyond school.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading in Year 9 to meet the uplift target of 7%

Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy in Year 9 to meet the uplift target of 5%

Target year: 2022

Increase the percentage of students achieving expected growth in NAPLAN Reading in Year 9 to meet the uplift target of 5%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Year 9 to meet the uplift target of 2.8%.

Target year: 2022

Increase the percentage of students achieving in the top 2 bands in the Higher School Certificate (HSC) to meet the system negotiated uplift target of 7.2%

Target year: 2022

Increase the percentage of students achieving in the top 3 HSC bands.

Initiatives

Breaking Bands

- **HSC Monitoring process:** Using data to inform practice through structured data conversations that unpack achievement of students across HSC subjects and inform changes to teaching and learning programs.
- **HSC in Action:** Building capacity of teachers to lift HSC achievement through collaborative sharing of high impact effective classroom practice, as well as feedback strategies to drive improvement.

Explicit Teaching: Reading and Numeracy

- **Reading and Numeracy in Context:** External and internal literacy and numeracy professionals to work with teachers to evaluate and refine explicit teaching (including direct instruction) of numeracy and reading strategies across teaching and learning programs.
- **COVID Intensive Learning Support Program.** A paraprofessional and teachers work with small groups of students through a 10-week program to support literacy and numeracy growth.
- **EAL/D targeted support:** Students are engaged in a targeted program where progressions inform teaching strategies that address their needs.
- **HSC Minimum Standards program:** Learning and Support Teachers provide individual and group direct instruction to support students achieve minimum standards in Writing, Reading and Numeracy.

Success criteria for this strategic direction

The school achieves excellent value-added results, significantly above the value added by the SSSG and/or state.

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

All teachers understand and explicitly teach reading 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.

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

To increase the percentage of targeted EAL/D students meeting their individual learning goals so that equity gaps are closing.

Evaluation plan for this strategic direction

Q: What question(s) do we need to ask?

To what extent are we adding value to students' reading and numeracy acquisition? To what extent is there a sustained upward trend and value-added growth of students in Years 9-12?

D: What data and methods are needed to answer the question(s)

External assessment data (Best Start, NAPLAN, HSC) and internal assessment data (qualitative HSC monitoring process etc)

A: Report on the analysis and findings - just the facts

Analysis of HSC data leading into HSC Monitoring process in the following year. Analysis of NAPLAN data

I: What implications and recommendations need to be considered? What insights can be drawn from the analysis data that has been reported?

Strategic Direction 2: Strengthening teaching and leading

Purpose

To improve student outcomes, we will design, deliver and develop high impact professional learning for teachers, leaders and aspiring leaders that is evidence-informed, responsive, relevant and meaningful.

Improvement measures

Target year: 2024

Observational rounds is an embedded and sustained professional learning model across the school.

Target year: 2023

An increase in school leaders sustaining whole school programs and/or moving into promotional positions.

Target year: 2024

Sustained and evidence informed high impact professional learning model relevant to staff needs.

Target year: 2024

All staff confident and capable to successfully differentiate learning, teaching and assessment for the full range of learners.

Initiatives

Collaborative professional culture

- **Building teacher capacity in differentiation** for improved student learning outcomes and success, with teachers working collaboratively to achieve a common goal and sharing of evidence-informed practices.
- **High Potential and Gifted Education:** Teachers differentiate their practices to ensure that high potential leads to high performance, and students across the four domains (intellectual, physical, creative and socio-emotional) are known and challenged.
- **Building Professional Learning Communities** that are framed by evidence-informed observational rounds where teachers work together in professional learning communities, providing effective feedback to improve student learning outcomes.
- **Embedding a Professional Learning Agenda** that is driven by high impact professional learning opportunities that are needs-based, collaborative, and differentiated to ensure relevancy.
- **Educational Teacher Exchange** with Anzac Park PS and Wilcannia CS to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers across diverse contexts.

Leadership growth

- **School Leadership program:** Initiating a *Leadership4Learning* inquiry model that promotes quality leadership and enhances the individual and collective growth of aspirational leaders and executive leaders.
- **Strategic Improvement Plan:** Aspirational leaders are identified and supported to lead the design, development and ongoing evaluation of an initiative or whole school activity identified in the Strategic Improvement Plan.

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, schoolwide improvement in teaching practice and student results.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

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 identify, promote and model evidence-based effective teaching strategies.

Increase in teachers leading whole school teaching and learning initiatives.

Evaluation plan for this strategic direction

Q: How well are we providing quality opportunities for aspirational leaders to grow? What sustainable practices are enhancing the capabilities of our teachers?

D: Qualitative responses from teachers, feedback gathered from observation/feedback cycle, teaching and learning activities for High Potential Gifted Education students.

A: Report on the analysis and findings - just the facts

I: What implications and recommendations need to be considered? What insights can be drawn from the analysis data that has been reported?

- **Preparing for Promotion:** Ongoing professional learning opportunities in writing applications for leadership positions including Expressions of Interest for internal positions, temporary external secondments and promotional positions.
-

Strategic Direction 3: Thriving Culture

Purpose

To drive a positive, thriving learning culture. we will enhance our students' sense of belonging, high expectations in learning, whole school inclusivity and the celebration of achievement.

Improvement measures

Target year: 2023

Increase in students indicating a strong sense of advocacy and belonging to the school (Tell Them From Me).

Target year: 2022

Embedded vernacular about learning that is used by staff, students and parents to build a positive and inclusive culture of high expectations.

Target year: 2022

Increase the proportion of students attending greater than 90% of the time by 11.7%.

Target year: 2022

Increase in students' sense of global awareness and commitment to inclusivity across the school.

Target year: 2023

Proportionally contribute to the Sutherland Principal Network target uplift of Aboriginal students attaining the Higher School Certificate in 2023, while maintaining their cultural identity

Initiatives

High Expectations

- **Our Beliefs About Learning:** Staff design, refine and reflect on a collective set of beliefs about learning that underpin the language, culture and commitments to student growth and achievement across and beyond curriculum.
- **High Expectations:** Teachers promote high expectations of students by differentiating instruction, providing individualised feedback, and maintaining classroom management to enhance learning and wellbeing.

Inclusivity and Wellbeing

- **Embedding a Wellbeing Curriculum:** Through the development of a strategic improvement plan focused on student wellbeing, our practices and programs will ensure we promote the social, emotional, behavioural growth of all students.
- **Our commitment to inclusivity:** Implementation of the principles of inclusivity by recognising local, national and international events that reject prejudice, exclusivity and discrimination in all its forms.
- **Driving a social justice agenda:** Increasing opportunities for students to lead and/or be involved in social justice and volunteering activities that enhance their sense of humanity, their empathy and their understanding civility and dignity.
- **Treading Lightly:** Working with Aboriginal students to create learning and wellbeing spaces around the school that acknowledge and celebrate the ongoing connection between Aboriginal people to the land and waterways.

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.

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 wellbeing and engagement, to improve learning.

The school's curriculum provision supports high expectations for student learning.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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.

Wellbeing practices and programs are all evidence-informed and targeted to student wellbeing needs.

Evaluation plan for this strategic direction

Q: Has there been an improvement in attendance and uniform? Has there been a reduction in negative well being entries in Sentral? Has there been an improvement in Tell Them From Me Data from Semester 1 and Semester 2 with regards to sense of belonging and engagement in the classroom? Has there been an increased uptake in volunteering and volunteering opportunities. In what ways is the *Wellbeing Curriculum* supporting student expectations and aspirations?

D: Use of Sentral (Admin Reports-Notes &/or Uniform); Data gathered Term by Term; well being data for negative entries.; volunteering coordinator data; Tell Them From Me social engagement data.

A: Report on the analysis and findings - just the facts

I: What implications and recommendations need to be considered? What insights can be drawn from the analysis data that has been reported?
