

Strategic Improvement Plan 2022-2026

Richmond High School 8178



School vision and context

School vision statement

Richmond High School is committed to the development of the Richmond Agricultural College and the provision of partnered curriculum with the Centre of Excellence in Agricultural Education.

Richmond High school provides educational opportunities for all students to excel through the provision of a future focused, differentiated curriculum that caters for all students. Students are provided with opportunities where they are challenged to learn and improve every year to have the capability to be successful life-long learners.

School context

Richmond High has a proud history being the first High School in the Hawkesbury region of Western Sydney. Richmond High School - Richmond Agricultural College has an enrolment area that consists of a combination of semi-rural and suburban environments. In 2021 the school will commence a transformation to become a constituent of the Richmond Agricultural College, comprising Richmond High School and The Centre of Excellence in Agricultural Education. Under this collegiate model, Richmond High School will have four enrolment pathways: Local Enrolment, Support Placement, Agricultural STEM Specialist and Agriculture STEM Selective Streams.

Richmond High School students will access the Centre of Excellence located at Western Sydney University Hawkesbury Campus. There will be a focus on Transdisciplinary and STEM curriculum for the Specialist and Selective streams.

Richmond High school is a member of the Richmond Learning Community of schools that collaborate to provide effective transition programs to high school for its local enrolments.

Core values are promoted through the Positive Behaviour for Learning program which focuses on producing safe, respectful learners. Student leadership and extensive community partnerships underpin these values. Wellbeing and social support programs promote harmony in a safe learning environment.

The Situational Analysis was conducted at the end of 2021 and was informed through the evaluation of the previous Strategic Improvement Plan, external data relating to student performance and internal data collated by the teams that operate across the school which led to the development of the 2022-2025 Strategic Improvement Plan. The analysis of this data was done in consultation with students, staff, parents, the local AECG through our Aboriginal Education Team. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

The school is committed to continuous professional learning that will lead to innovative future focused classroom practice to engage students and improve learning outcomes for all students. Literacy and numeracy is a focus of this learning to ensure students are able to demonstrate improved outcomes through internal and external testing. Staff are also committed to improved data analysis that will inform individualised and differentiated learning.

The school will introduce Transdisciplinary Learning, Critical and Creative Thinking in order to improve student engagement in Stages 4 and 5. Both programs will be supported through further development of using technology to redefine learning to incorporate higher order thinking. Research shows that these effective classroom practices will lead to enhanced learning outcomes.

The school is committed to the introduction of the High Performing and Gifted Education Policy through professional learning for staff to develop teaching and learning programs that are responsive to student needs. Along with this will be the implementation of teaching strategies that students can demonstrate what they are capable of creating and achieving.

School vision and context

School vision statement

School context

There will also be a focus on Higher School Certificate performance, including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base and skills of their students.

Student Wellbeing programs will underpin engagement in learning. The Wellbeing team and the Learning Support Team will partner in establishing a learning hub called "The HIVE". This initiative will provide the framework for employing the most effective resources to improve and sustain student wellbeing for engagement in learning.

Strategic Direction 1: Student growth and attainment

Purpose

To monitor, evaluate and support student growth to ensure every student improves every year.

Improvement measures

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the amount of Aboriginal Students attaining the HSC in 2023, while maintaining their cultural identity.

Reading growth

Achieve by year: 2023

Increase the mean of the current Year 8 cohort's Reading Check-In assessment data by 3%.

Numeracy growth

Achieve by year: 2023

Increase the mean of the current Year 8 cohort's Numeracy Check-In assessment data by 3%.

HSC Attainment

Achieve by year: 2026

Increase the number of students attaining the HSC from Years 10 to Year 12 by 15%.

HSC achievement - top 3 bands

Achieve by year: 2023

The percentage of students achieving top 3 bands in the HSC uplifts at least 3.4% from baseline data by 2023.

HSC achievement - top 2 bands

Achieve by year: 2023

The percentage of students achieving top 2 bands in the HSC uplifts at least 3.4% from baseline data by 2023.

Initiatives

Personal Growth

To guide and develop all students through learning experiences that support their personal growth, individual needs and learning pathways. Projects and activities:

- student background data informs the configuration of learning environments and experiences to engage students in their educational goals
- student and family perspectives drive feedback cycles to expand opportunity for a diverse cultural community
- implementation of research-based strategies support student growth in Reading
- implementation of research-based strategies support student growth in Numeracy.

Innovation Towards Attainment

Will focus on supporting students to achieve academic milestones through innovative research-based strategies and mentoring structures. Projects and activities:

- teachers develop their curriculum for HSC courses by implementing and evaluating professional development in teaching and learning best practice.
- pedagogies for reading, writing, numeracy and the general capabilities are implemented by learning communities and teams then integrated into teaching and learning programs and activities 7-12.
- initiating and implementing a senior study space "Walanga Ngiyiningai Murugu" to support, mentor and guide students towards academic success by completing the HSC and/or an equivalent post-school pathway.

Success criteria for this strategic direction

The Data Dashboard expands teacher knowledge of student abilities, goals and needs.

HSC teachers participate in, implement and evaluate course-specific professional development

Strategies for reading, organisation and collaboration are trialled, refined and embedded within faculty programming.

Learning environments are configured to meet student needs for hands-on and social-emotional learning.

Innovative whole-school approaches to writing and numeracy are informed by communities of practice.

School improvement is driven by student voice and authentic community feedback.

Multicultural perspectives inform our school vision and aspirations for success.

Evaluation plan for this strategic direction

Personal growth

Students write and know their own academic goals for growth in each subject.

Program evaluations reflect student feedback and performance.

Parent participation in curriculum and school events is increasing.

Innovation in attainment

RAP analysis shows increases in band performance for ATAR subjects of the HSC.

HSC retention and graduation rates are increasing.

Staff are confident in applying best practices for teaching,

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

reading, writing and numeracy.

Staff share and observe colleagues teaching contemporary pedagogies for reading and the general capabilities.

Employment of an Academic Mentor, Head Teacher Secondary Studies and Transition Advisor to work with students and staff in the senior study space, "Walanga Ngiyiningai Murugu".

Strategic Direction 2: Student Wellbeing

Purpose

To improve student engagement and wellbeing by empowering students, teachers and the community to support each other in all areas of schooling including learning, leadership, mental health, behaviour regulation, attendance and future pathways, with a key focus being the creation of a student culture, incorporating a growth mindset, where students identify with and value schooling outcomes, thus enabling a positive flow on effect to critical domains such as attendance, behaviour and relationships with peers.

Improvement measures

Attendance >90%
Achieve by year: 2023

Increase in the percentage of students attending 90% of the time by 5%.

Wellbeing
Achieve by year: 2023

Based on the Tell Them From Me student survey students will report that they have improved their participation through:

- increasing participation in class time by reducing those report that they regularly truant in the TTFM data.

Wellbeing
Achieve by year: 2023

Students who do not require an IEP to have a Student Success Profile (SSP) developed through meetings with a mentor, outlining their interests, learning styles, and goals.

Wellbeing
Achieve by year: 2023

Based on the Tell Them From Me student survey students will report that the school has an inclusive culture through:

Initiatives

Wellbeing for Engagement

Staff will be developed in strategies that work to create a safe and supportive learning environment that empowers students with skills to connect, succeed and thrive. Projects and activities include:

- Create Student Success Profile (SSP) for all students years 7-12 who are not identified as requiring a comprehensive IEP. IEPs and SSP's will be reviewed and updated, then used cohesively with students' semester report reflections.
- Professional learning for staff to ensure they understand and utilise the SSP's to differentiate and provide individualised support.
- Refining and evaluating existing support structures across the whole school to enhance the engagement of student learning and wellbeing.
- Professional learning for all staff in trauma-informed and restorative practices.

Attendance Matters

To improve and enhance, attendance strategies and processes, that promote authentic partnerships with students, parents and the wider school community. Projects and activities include:

- The school attendance team to collect, analyse and respond to data (internal and external).
- Identify students that fall within the attendance ranges between 60%-89% and establish strategies for improvement along with monitoring and recognition of improvement.
- Enhance the promotion and recognition of high levels of student attendance to create a culture of excellent school attendance.
- Opportunities for community engagement and education in regards to Attendance Matters.

Success criteria for this strategic direction

All staff engaging in professional learning targeted towards improving student connection and engagement.

Student Success Profiles (SSP's) developed and established.

Students have a stronger sense of inclusion and are individually valued, known and cared for, reflected in the percentage of students indicating they have a positive sense of belonging.

Processes, systems and role statements developed to maximise the use of the HIVE as a learning space.

External & internal school attendance data indicate an increase in the percentage of students attending at or above 90%.

Truancy trend decreasing by 5%, year-on-year.

Evaluation plan for this strategic direction

Wellbeing for Engagement

Data will inform and drive a change of practice, to indicate value-add measures. It will be collected and analysed to identify and track trends and patterns, providing evidence that students are engaged in learning, allowing students to connect, succeed and thrive.

- TTFM survey
- SSP's learning strengths survey & interviews
- Sentral, Scout and Data Dashboard
- Focus groups
- Evidence of trauma-informed and restorative practices being implemented by staff in classrooms 7-12.
- other surveys

Attendance Matters

Strategic Direction 2: Student Wellbeing

Improvement measures

- The percentage of students indicating that they have a Positive Sense of Belonging will increase by 10%.
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Evaluation plan for this strategic direction

Targeted strategies for students attending between 80 - 89% to positively impact partial attendance patterns.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their participation, resilience and inclusion. The analysis of the data will lead to interventions and recognition of improvement. The internal data analysis and triangulation is ongoing. Daily attendance will be analysed every two weeks. The cumulative data will be analysed each term.

Strategic Direction 3: Future Focused Learning Culture

Purpose

To prepare students with the capabilities that they will require at school and beyond to be successful.

Improvement measures

Achieve by year: 2023

100% of Richmond High School staff will have engaged in High Potential and Gifted Education and High Impact Teaching Strategies professional learning.

Achieve by year: 2023

Student responses in the Tell Them From Me survey will indicate:

- That the Relevance of School baseline percentile by 5%.
- Students that Value Schooling Outcomes increase by 5%.

Achieve by year: 2026

All teachers will demonstrate evidence-based practices for increasing engagement through observe-and-share processes

Initiatives

Engagement and High Impact Teaching Strategies and Student Engagement

To implement and develop High Impact Teaching Strategies that improve student engagement and learning outcomes.

- Deliver professional learning to staff that supports their understanding of and implementation of the strategies in the '*What Works Best in practice*' document.
 - Develop staff skills, understanding and use of AVID High Impact Teaching Strategies (7-12).
 - Introduce Instructional Rounds to be implemented in its first stage through observe-and-share processes.
 - Continue to develop staff in and implement SAMR model for technology (7-12).
 - Continue to develop staff in and implement Critical and Creative thinking strategies.
 - Continue to develop staff in High Potential and Gifted Education strategies.
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Success criteria for this strategic direction

Staff will engage in research-based professional learning that further develops their understanding about High Impact Teaching Strategies through AVID, the use of the SAMR model, Critical and Creative thinking strategies, the introduction of Instructional Rounds and the '*What Works Best in practice*' document to enhance and improve student engagement (7-12).

By developing High-Impact Teaching Strategies staff will be able to evaluate and refine teaching and learning practices including the delivery of lessons, feedback and assessment (7-12).

Staff to engage in professional learning school-wide on the '*What Works Best in practice*' document. Faculties will then begin implementing strategies targeted to improve engagement within the classroom.

Whole-school professional learning will be delivered to develop teacher skills in AVID strategies. This will support students to master content through inquiry and collaboration with a student-centred problem-solving focus.

Students in Local, Support, AgSTEM Specialty and AgSTEM Selective classes are engaged, challenged and provided opportunities to achieve excellence through staff applying the DET HPGE Policy.

Evaluation plan for this strategic direction

Engagement and High-Impact Teaching Strategies

Survey teaching staff on the integration of the SAMR model being taught in teaching, learning and assessments.

Identified staff to attend Instructional Round observations at a variety of local high schools. Then begin the planning phase for implementing Instructional Rounds at Richmond High School.

Teaching and learning programs audited to evaluate the inclusion of components of Critical and Creative thinking

Evaluation plan for this strategic direction

strategies.

Staff school-wide have completed professional learning in '*What Works Best in practice*'. Faculties have identified areas of strength and potential growth.

All staff attend professional learning in AVID strategies. Faculties have identified areas of strength and potential growth. Evidence of these strategies are witnessed in observe-and-share Instructional Rounds.

Student evaluations provide evidence of student engagement with tasks that are challenging and achievable.