

# Strategic Improvement Plan 2022-2026

## Richmond High School 8178



# School vision and context

## School vision statement

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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

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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.

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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

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

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in 9 for 2024 compared with Year 8 data in 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy for Year 9 for 2024 compared with 8 data in 2023.

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top three achievement bands in 2027 compared to 2022 data of 48.95%.

## Initiatives

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### Personal Growth

To guide and develop all students through learning experiences that support their personal growth, individuals 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 to support student growth in Reading and literacy through AVID and WiS.
- implementation of research-based strategies to support student growth in Numeracy through SSS strategy and Building, Thinking Classrooms.

### 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

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The Data sources 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

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### 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

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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

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 82.96% in 2023 to 84.2% by 2027.

## Initiatives

### Wellbeing for Engagement

Staff and students 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:

- Implementing the Resilience project through a designated student lessons.
- Training staff and giving opportunities for our parent and carers community to be implement the RIOT (resilience in our teens) program.
- Refining and evaluating existing support structures across the whole school to enhance the engagement of student learning and wellbeing.

### 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).
- Monitoring and recognition of students who have goal set to improve their attendance or lessons and whole days.
- Enhance the promotion and recognition of high levels of student attendance to create a culture of excellent school attendance.

## 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 across a range of contexts.
- other surveys

### Attendance Matters

## Strategic Direction 2: Student Wellbeing

### Evaluation plan for this strategic direction

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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

## Purpose

To sustain and deliver excellence in collaboration between teachers and school partners to foster student engagement in learning and vocational pathways.

## Improvement measures

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

## Initiatives

### Collaborative teaching practices

To facilitate a culture of mentoring, feedback and continuous improvement in teaching practice by:

- Executive participation in the Hawkesbury network Instructional Rounds professional learning
- Development of an internal scaffold to facilitate supportive cross-faculty observations of teaching
- Internal professional development for all staff in applying the scaffold in cross-faculty observations
- Staff collaboration time to facilitate feedback and next steps in improving practice
- Staff collaboration time to celebrate successes and evaluate the process
- Collection of completed observation scaffolds and staff feedback to inform future directions for 2025.

### Future pathways

To engage students in personalised education and training pathways through connections with school partners. by:

- Careers period allocation for Year 9 students to support future-focused learning and training
- Hawkesbury Careers Market renewed for a second annual event to connect local schools with reputable partners providing employment opportunities
- Additional careers and transitions support for Aboriginal students
- SHED (Hands On Learning), Creating Chances and Ruff Track engaged to provide innovative delivery mechanisms for curriculum
- Exploration of school-based internships and initiatives with work experiences, such as Rural Fire Service, soccer coaching and agricultural employment

## Success criteria for this strategic direction

Our aspiration is to be working towards Excelling in Collaborative Practices and Curriculum and Learning:

- teachers are collaborating within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- our school has embedded and explicit systems for collaboration and classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing schoolwide improvement in teaching practices and student outcomes.
- schoolwide and inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff
- the school establishes active partnerships and works collaboratively to ensure continuity of learning for students.
- curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

## Evaluation plan for this strategic direction

### Collaborative teaching practices

Evidence of a 'problem of practice' identified and explored by interschool partners in our context.

Timetable of support given to staff to implement this project.

Staff feedback on schoolwide scaffold for classroom observations.

A range of completed observation scaffolds recorded to



## Evaluation plan for this strategic direction

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show ongoing development of all staff.

Staff surveyed to identify successes of the initiative. and next steps for 2025.

### Future pathways

Course materials collected showing student engagement with Careers class

Interschool engagement data captured from participation in Hawkesbury Careers Market

Feedback from Aboriginal families evaluating support given to students for pathways

Attendance and student voice data for SHED, Creating Chances and Ruff Track programs

Evidence of preliminary planning with larger corporations and non-government organisations to facilitate long-term pipeline for key industries.