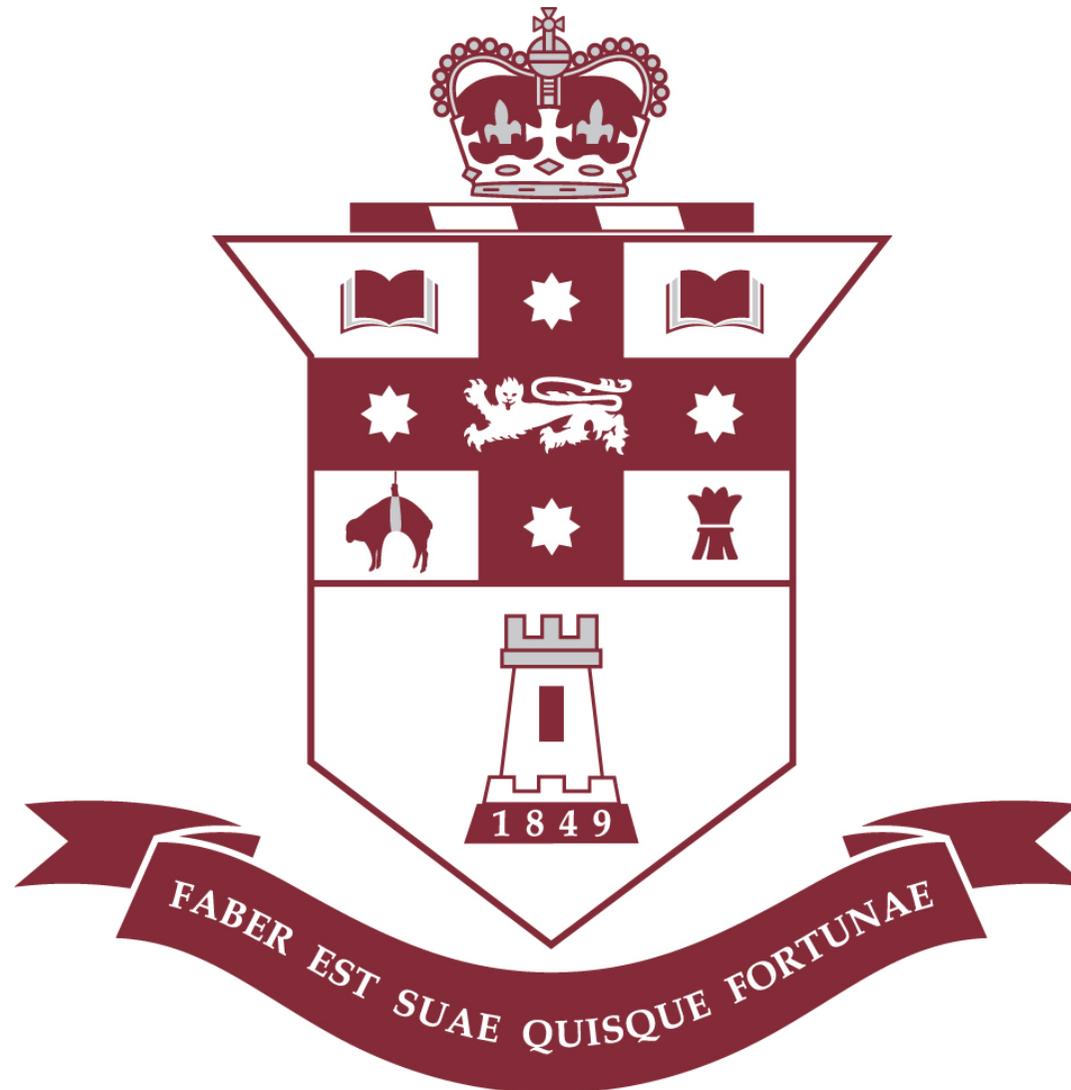


Strategic Improvement Plan 2021-2024

Fort Street High School 8504



School vision and context

School vision statement

Since 1849, Fortians have been encouraged to be the makers of their own destiny, supported by our motto, *faber est suae quisque fortunae*. This motto underpins the values and expectations of the school. The school exit profile articulates the vision for student achievement. Successful Fortians will:

- achieve academic excellence and develop creative and critical reflection skills
- develop skills and talents across a broad range of areas
- become independent learners responsible for their own growth
- develop emotional resilience and the ability to collaborate and communicate effectively
- develop a commitment to social justice and a responsibility to the wider community in order to lead and solve the complex problems facing our world today

The Fort Street community believes that every student and teacher should be challenged to learn and continually improve in a respectful, inclusive, engaging and high expectation environment.

School context

Fort Street High School, the oldest government high school in Australia, is a progressive, academically selective co-educational high school with a long tradition of providing education for gifted and high potential students. The school is located on Gadigal and Wangal land in Petersham and has an enrolment of 920 students. Our school community is culturally and linguistically diverse and 73% of students have a non-English speaking background.

At the Fort, students are prepared to excel and lead in a vast number of career paths and to become contributors to society with a highly developed social conscience. The school is known for developing leadership across an extensive range of areas and endeavours and prides itself in providing a wide range of extra-curricular programs in Sport, Science, Technology and Creative and Performing Arts which enhance the learning of our students. Over one third of all Fortians participate in the prestigious Instrumental Music Program; Fort Street also facilitates the largest Duke of Edinburgh program in all NSW state schools

Established as the Fort Street Model School in 1849, the school's unique place in NSW epitomises and embraces academic excellence, a liberal tradition in educational philosophy, individuality, diversity and school traditions. Fort Street is proudly supported by a diverse and engaged parent community and alumni.

Fort Street is committed to continually improving student engagement and effective classroom practices through a targeted approach to staff professional learning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student shows strong growth in their learning supported by explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice informed by high impact professional learning. Teachers will use student assessment data to inform teaching and to respond to the learning needs of individual students.

Improvement measures

Target year: 2022

Top 2 Bands NAPLAN

Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN to exceed the school's lower-bound system-negotiated target in **Reading** of 89.8%.

Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN in **Writing**.

Target year: 2023

Expected Growth

Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN to exceed the school's lower-bound system-negotiated target in **Numeracy** of 62.1%

Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN to exceed the school's lower-bound system-negotiated target in **Reading** of 64.6%

Target year: 2022

HSC Top 2 Bands

Increase in the percentage of HSC course results in the top 2 bands to be above the school's lower-bound system-negotiated target of 90.7%

Target year: 2024

Data and evidence sets indicate the school is moving towards Excelling in the School Excellence Framework SEF in the elements 'Effective Classroom Practice' and 'Data skills and Use

Initiatives

Initiative 1.1: Whole school literacy, numeracy and EAL/D strategies

Across all subject areas develop programs and teaching practices that focus on growth in reading, writing, speaking, listening and numeracy. Build skills and understanding in the area of teaching students from an EAL/D background.

Actions:

1.1.1 Development and implementation of a whole-school literacy strategy which includes emphasis on reading logs and collection of student writing samples.

1.1.2 Development and implementation of a cross KLA numeracy program 7-10

1.1.3 Development and implementation of an effective evidence-based model for EAL/D student support driven by data.

Initiative 1.2: Data driven practices

Ensure data collection is used to sustain focus on student growth, to differentiate curriculum, inform teaching and provide feedback to students.

Actions:

1.2.1 Develop systems and professional capacity for analysis of data to monitor student growth and progress.

1.2.2 Systematic analysis of literacy and numeracy data to personalise learning and differentiate teaching for all students.

1.2.3. Embed the use of formative data collection and feedback to reflect on teaching effectiveness.

Success criteria for this strategic direction

- The school identifies students with negative expected growth in literacy and numeracy and provides targeted support to these students.
- The school identifies expected growth for each student in literacy and numeracy. Students are achieving higher than expected growth on internal school progress and achievement data.
- Teaching and learning programs demonstrate the whole school focus on improving student literacy and numeracy at all levels, in all subject areas.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels, in all subject areas.
- All staff collaborate to develop plans to support growth for EAL/D students and those needing Learning Support.
- Students articulate, understand and achieve their HSC learning goals.
- Teachers collaborate to share curriculum knowledge and information about student progress to better meet the learning needs of all students.
- A variety of data (including formative assessment) is regularly collected, monitored and analysed to inform classroom teaching and to reflect on teaching effectiveness.
- Teaching and learning programs and assessment tasks across the school show evidence of the adjustments meeting the needs of students requiring individualised Learning Support.

Evaluation plan for this strategic direction

Question:

- What has been the impact of embedding literacy and numeracy strategies on student performance?
- Are targeted supports successful in improving literacy and numeracy results for students identified with negative growth?

Evaluation plan for this strategic direction

- How are executive/teacher leaders developing data literacy and use within their teams?
- Have strategies supported educational attainment for EAL/D students?
- Have these initiatives led to improved student outcomes in HSC results?

Data:

The following data will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and evidence uploaded into SPaRO:

- External student performance measures (NAPLAN, HSC, VALID)
- Internal student performance measures (ACER, school assessment, student work samples)
- Student goal setting plans
- Internal school and student staff surveys
- Classroom observations
- Teaching and learning programs
- Meeting minutes
- SEF SaS

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved. Analyse the data to monitor progress on the agreed improvement measures.

Implications:

- What are the strengths, weaknesses, opportunities and threats presented in the data analysis for SD1?
- What aspects of the SD1 purpose and improvement measures been met?
- In what areas was the vision for the SD1 not fulfilled?
- Of these, which areas should be addressed in the next planning cycle?

Strategic Direction 2: Student wellbeing - developing resilient and independent learners

Purpose

Our purpose is to ensure that every student feels challenged, has a sense of purpose and direction for their own learning and growth and feels valued and cared for. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Improvement measures

Target year: 2022

Increase the proportion of students attending >90% of the time to be above the school's lower-bound system-negotiated target of 95.3%.

Target year: 2023

Data and evidence sets indicate the school is moving towards Excelling in the School Excellence Framework (SEF) 'Wellbeing' and 'Assessment' elements.

Target year: 2024

All Year 7-10 students are able to demonstrate growth toward their co-developed learning goals.

Target year: 2024

Positive responses in the teacher *Tell Them From Me* Survey increase in the area of 'Drivers of Student Learning' (in particular 'Learning Culture') and 'Classroom and School Practices' (in particular 'Challenging and Visible Goals').

Target year: 2024

Positive responses in the student *Tell Them From Me* Survey increase in the area of 'social engagement' (in particular - 'students with positive relationships') and in the area of 'intellectual engagement' (in particular 'effort').

Initiatives

Initiative 2.1: A whole school approach to student wellbeing.

Embed a whole-school approach to student wellbeing where there is a collective responsibility for student learning and success.

Actions:

2.1.1 Review and update current processes and align improvement strategies with the Wellbeing Framework Self-Assessment.

2.1.2 Embed the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.

2.1.3 Implement teacher and student mentoring initiatives.

2.1.4 Introduce a whole school merit system aligned to the school exit profile

2.1.5 Expand student leadership opportunities through a re-launched House System

Initiative 2.2: Developing Independent Learners

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals so that they can become independent learners responsible for their own learning and growth:

Actions:

2.2.1 Expert use of Formative Assessment strategies such as Learning Intentions and Success Criteria.

2.2.2 Students articulate their learning goals and take control and direction of their learning and growth through student goal setting plans and learning portfolios.

Success criteria for this strategic direction

- Positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions
- Whole school practices facilitate measurable improvements in student engagement
- Planning for learning is informed by sound holistic data about each student's learning and wellbeing needs
- Teachers, parents and the community work together to support wellbeing, attendance and behaviour processes
- School regularly celebrates student success through a whole school merit system and regular Year Recognition Assemblies
- Progress of Year 7 and new Year 11 students are successfully tracked and communicated to staff
- All students articulate and demonstrate growth toward their learning goals
- students understand and feel purpose in their learning at all stages

Evaluation plan for this strategic direction

Questions:

- To what extent have we created a collective responsibility for student wellbeing beyond the traditional wellbeing team?
- To what extent are teachers regularly rewarding students in all areas of their development?
- To what extent are individual student learning goals and plans monitored by students and the school?

Data:

- Sentral wellbeing data
- Student goal setting plans and learning portfolios

Strategic Direction 2: Student wellbeing - developing resilient and independent learners

Evaluation plan for this strategic direction

- Tell Them From Me student, teacher and parent surveys
- School surveys, interviews and focus groups

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at team meetings and the evidence uploaded to SPaRO.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved. Analyse the data to monitor progress on the agreed improvement measures.

Implications:

- What are the strengths, weaknesses, opportunities and threats presented in the data analysis for SD2?
- What aspects of the SD2 purpose and improvement measures been met?
- In what areas was the vision for the SD2 not fulfilled?
- Of these, which areas should be addressed in the next planning cycle?

Strategic Direction 3: Refined teacher practice and collaboration

Purpose

Our purpose is to ensure a collaborative school culture where staff are invested and supported in their professional growth and where reflection on and improvement in classroom practice drives formal and informal professional learning within and across faculties to positively impact on student engagement.

Improvement measures

Target year: 2024

Stage 4 and 5 teaching programs and classroom observations demonstrate embedded strategies to equip students with communication, collaboration, creative and critical thinking skills.

Target year: 2024

100% of staff are involved in collaborative practice - either QTR, PLC, 4Cs or formal coaching-mentoring relationships.

Target year: 2024

Positive responses in the student *Tell Them From Me* Surveys increase in the area of 'institutional engagement' (in particular 'valuing school outcomes') and 'intellectual engagement' (in particular - 'students who are interested and motivated' and 'effort').

Target year: 2024

Positive responses in the teacher *Tell Them From Me* Surveys increase in the area of 'Drivers of Student Learning' (in particular 'Leadership', 'Collaboration', 'Learning Culture', and 'Classroom and School Practices') and in the areas of 'Classroom and School Practices' (in particular 'Challenging and Visible Learning Goals' and 'Planned Learning Opportunities').

Target year: 2024

Data and evidence sets indicate the school is moving towards Excelling in the School Excellence Framework (SEF) in the elements of 'Effective Classroom Practice' and 'Learning and Development'.

Initiatives

Initiative 3.1: A whole school approach to teaching and learning in Stages 4 and 5

Creation of supportive and innovative learning environments characterised by all students engaging in challenging and meaningful learning, problem solving, and ICT integration in ways that support learning goals.

Actions:

3.1.1 Staff are equipped and empowered to develop deeper, more relevant and creative learning environments.

3.1.2 Teachers collaborate across faculties and teams to embed creative and collaborative learning opportunities into teaching and learning programs and assessment across the school

3.1.3 Teachers equip students with communication and critical reflection skills.

Initiative 3.2: A consistent pedagogical base for whole school teaching and learning

Embed a whole school pedagogical framework, sharing and using successful evidence based instructional and professional practices.

3.2.1 Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored demonstrating growth.

3.2.2 Expert use of explicit teaching and formative assessment strategies such as learning intentions and success criteria.

3.2.3 Explicit systems for teacher collaboration, observation and sustained Quality Teaching practices are developed and implemented

Success criteria for this strategic direction

- There is a high functioning professional learning community across the whole school which is differentiated and focused on continuous improvement of teaching and learning.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Creative and collaborative learning opportunities are embedded into teaching and learning programs and assessment practice.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Staff monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student.
- Students demonstrate an increased standard of work and engagement in junior years.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Evaluation plan for this strategic direction

Questions:

- To what extent have we created a professional learning community that maintains a focus on continuous improvement?
- Do lesson observations and teaching and learning programs show that the 4C's are embedded into teaching practice?
- To what extent have staff engaged in collaborative practice and are they evaluating, reflecting on and adapting their practice?
- What has been the impact on student interest, motivation and sense of challenge?

Strategic Direction 3: Refined teacher practice and collaboration

Evaluation plan for this strategic direction

Data:

- Tell Them From Me Surveys
- School surveys, interviews and focus groups
- Lesson observations, PDP's, instructional rounds
- Document Analysis - teaching programs, student work samples, Professional Development Plans, coaching records, assessment tasks.

These data sources will be collected analysed and discussed regularly by relevant teachers, leaders and teams and uploaded into SPaRO.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved and to monitor progress on the agreed improvement measures.

Implications:

- What are the strengths, weaknesses, opportunities and threats presented in the data analysis for SD3?
- What aspects of the SD3 purpose and improvement measures been met?
- In what areas was the vision for the SD3 not fulfilled?
- Of these, which areas should be addressed in the next planning cycle?