

SIP sample High School

What it is

This resource supports schools when developing their Strategic Improvement Plan (SIP). It is an example only. Each school will create their own unique SIP, to address their specific context and their individual needs.

Target audience

The primary audience for this resource is school principals, executive teams and school staff, as well as Directors, Educational Leadership (DELs) and Principals School Leadership (PSLs). It may also be used by corporate directorates when supporting principals and leaders.

When and how to use

This will be used by schools when developing their SIP as part of the School Excellence cycle. Principals should review this resource with key school staff to discuss how its contents may be useful in their school's context, and consider how it might inform the development of the school's SIP.

Research base

This resource was developed by PSLs, Strategic School Improvement (SSI) and Capability, Implementation and School Excellence (CISE) business units. The research base used was the [School Excellence Framework](#) and [What works best in practice \(nsw.gov.au\)](#).

Contact

Email questions or comments about this resource to sparo@det.nsw.edu.au using subject line 'Re School Excellence resource> < insert name of resource >.

Alignment to system priorities and/or needs: [School Excellence Policy \(nsw.gov.au\)](#), [School Excellence Procedure](#)

Alignment to School Excellence Framework: Educational Leadership & School Planning, Implementation and Reporting elements in the Leadership domain

Consulted with: Capability, Implementation and School Excellence (CISE) Team, Principals, School Leadership (PSLs) and Strategic School Improvement (SSI) Team.

Reviewed by: CISE Director, PSL Director, SSI Director

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Strategic Improvement Plan 2021-2024

2021 SIP Sample A - Large High School (with annotations)



Please use the links in this document to access the annotations on the SEiA website, or go to page 5 for a list of all annotations for this SIP sample.

School vision and context

School vision statement

At High School 1, the whole school community is committed to improving our education of students, in an inclusive environment, to develop responsible, engaged and successful learners, focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year.

To achieve academic excellence and prepare students for higher education, training and work we use enquiry based learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge underpinned by a confidence in each student's ability to learn, adapt and become a responsible citizen ([see annotation 1](#)).

School context

High School 1 is a comprehensive secondary school with a Support Unit which has four classes, located in Sydney's North Western area. The student population of 654 has been stable over the last four years. Our school community is culturally and linguistically diverse. While 78% of students have a non-English speaking background, 20% require some level of EAL/D (English additional language or dialect) support. 6% of students identify as having an Aboriginal background.

Students participate in a wide range of learning experiences focusing on enquiry-based learning in the pursuit of academic improvement and excellence.

The school's staffing entitlement in 2020 was 75 teaching staff and 21 non-teaching staff. The school employs a Business Manager and Head Teacher Secondary Studies from school funds. Our executive staff is stable with the majority being here for more than five years. 20% of our staff are in their early career as teachers. There is a 15% turnover of staff each year.

We have fostered strong partnerships with universities, cultural institutions, businesses and community groups and have established in-house enterprise learning. Students represent the school across the metropolitan area and state in music and dance ensembles and a wide range of sporting activities ([see annotation 2](#)).

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and the Multicultural Communities Group. 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 continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

The school will introduce and refine the Curiosity and Powerful Learning (CPL) and protocols for Project-Based Learning (PBL) programs in order to improve student engagement in Stages 4 and 5. Both programs further develop effective classroom practices that research shows will lead to enhanced learning outcomes.

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 of their students ([see annotation 3](#)).

Strategic Direction 1: Student growth and attainment

(see annotation 4)

Purpose

Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching (see [annotation 5](#)).

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system-negotiated target in reading of 57.7% and numeracy of 61.1%.

Target year: 2022

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated targets.

Target year: 2023

Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading from 55% to be above the school's lower bound system-negotiated target of 61.5%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy of 7% to meet the lower bound system-negotiated target.

Target year: 2022

Improvement in the percentage of HSC course results in top three bands to the lower bound target 48.7% or above.

Initiatives

Highly effective teaching practices

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment, progressions and EAL/D strategies.

- Literacy and numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning.
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the School Excellence Framework.
- Develop high impact professional learning for EAL/D teaching and implementation.
- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2.
- Embed the use of formative data collection and feedback and reflection on teaching effectiveness.
- Develop systems and professional capacity for analysis of NAPLAN, HSC and minimum standard data to identify monitor improvement measures and to target areas as needed.
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education policy (see [annotation 7](#)).

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

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

EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students (see [annotation 8](#)).

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Target year: 2023

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

Target year: 2024

100% of Year 7-10 students achieve or exceed their co-developed learning goals based on the Learning Progressions.

Target year: 2024

SEF assessment of the elements 'Effective Classroom Practice' and 'Data skills and Use' indicates improvement from Sustaining and Growing to Excelling ([see annotation 6](#)).

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments.

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

Implications

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 learning ([see annotation 9](#)).

Annotations – Large High School A

Annotation 1

You will see in the following text: the use of “the whole school community” and later “our” and “we” reflects consultation and the sharing of values and aspirations with all stakeholders. High level aspirations and improvement (“academic excellence”; “learn, adapt and become a responsible citizen”) are evident. Reflects the department’s priorities, referencing values, high expectations, literacy, numeracy, and improvement.

Annotation 2

You will see the following text: includes relevant geographic information (Sydney), educational characteristics (enrolment; staffing; learning programs; curriculum; partnerships) and social characteristics (equity groups; community diversity).

Annotation 3

You will see in the following text: consultation with the whole school community, including the local AECG, is evident. High-level improvement areas are articulated (effective teaching, professional learning, literacy, numeracy, engagement, data use) and indicate both changed practice and intended outcomes. The plan is based on the situational analysis.

Annotation 4

You will see in the sections under this (and any) strategic direction, that all SIP content shows cohesion in its intent, and in the actions relating to the strategic direction across all the SIP sections. This includes across purpose, improvement measures, initiatives, success criteria, and evaluation.

Annotation 5

You will see in the following text: purpose is clear and concise. Reflects the Strategic Direction of “Student growth and attainment” and explains why it is a focus. Aspirational (“every student shows strong growth”) and observable.

Annotation 6

You will see in the following text:

- At least two high impact improvement measures.
- All relevant system-negotiated targets are apparent (though others will be included in other strategic directions).
- All are measurable.
- Every measure reflects the strategic direction of “Student growth and attainment”.
- A manageable number of relevant, measurable, school-determined targets are included. It is likely that schools will have less measures in other strategic directions.

Note: while it is ideal for improvement measures to specify baselines and targets, and/or uplift, the context of the school and cohorts may require a different approach, particularly for system-negotiated targets. In this sample, a variety of improvement measure styles are provided for consideration, however schools might use only one or two styles for consistency and to allow some similar targets to be combined into one.

Some school-determined measures may not have baseline data - in such cases, baseline data may be developed in 2021 for inclusion in annual progress measures in following years. PSLs and DELs can provide further advice as required.

Annotation 7

You will see in the following text: only one initiative on teaching quality and practice provides narrow and deep focus, captured in the opening statement. Clearly related to the purpose of the strategic direction. All components are related to the initiative. The initiative builds teacher and leader capacity. Good reference to research and evidence such as SEF, What works best, High Impact Professional Learning (HIPL) and progressions.

Annotation 8

You will see in the following text: the success criteria articulate future, observable features of the school once improvement measures have been achieved, describing what success looks like, sounds like and feels like. Criteria include sustained learning/ teacher/ leader behaviours/ practices/ culture. Include improved student outcomes. Reflect the SEF, including the elements of:

- Learning and development
- Assessment
- Student performance measures
- Data skills and use

Annotation 9

You will see in the following text:

- This example reflects the option of using the QDAI reflective thinking process to provide structure and focus.
- Focus of evaluation is clear and related to the purpose (explicit teaching and student growth) and improvement measures.
- Multiple, relevant, reliable data sources.
- Analysis uses the triangulation of data from different sources.
- Indicates how findings will be used, both formatively and summatively.

You can also view [SIP Sample A – Large High School \(with annotations\)](#) on the School Excellence in Action website.