

School Excellence Plan 2024-2027

Turrumurra High School 8435



School vision and context

School vision statement

Turramurra High School is an inclusive learning community that seeks to empower individuals to reach their potential through high expectations and supportive relationships. With an aim to equip our students to be active and successful members of society, we provide learning environments and experiences that challenge and support all students to become confident lifelong learners.

School context

Turramurra High School is a comprehensive, coeducational secondary school located on the upper North Shore of Sydney. The population of approximately 1045 students includes 38% students from a non-English speaking background and 4 students who identify as Aboriginal. The school aims to develop the learning skills and dispositions of students through a range of enriching learning opportunities

Students are encouraged to participate in a wide range of extra-curricular activities to assist them in becoming well-rounded members of the community. Students represent the school in a broad range of areas including leadership, sport, creative and performing arts, and academic competitions with a high degree of success and achievement.

The school enjoys strong support from the community and has fostered partnerships with local organisations, schools and networks across the region and the state. Strong links with partner primary schools are exemplified by The Powerful Project, an annual project-based learning and mentoring program with a focus on sustainability. The Parents & Citizens (P&C) Association take an active role in supporting the education and development of students.

The school is committed to a culture of growth, with students and staff focused on reflection and refinement of practice in the continual pursuit of excellence. Explicit teaching strategies will support growth in essential learning skills in literacy and numeracy, targeting areas of need identified in internal and external testing data. This will be supported by targeted professional learning, monitoring of student progress and reflection on teaching pedagogy. Differentiated teaching and learning strategies will be vital in meeting individual learning needs along with improvement in assessment and feedback strategies.

With all staff and students adopting a collaborative and reflective approach to learning, we will see transformation in teaching and learning practices, empowering learners to be self-driven and resilient. Supportive learning partnerships between all members of the school community will ensure growth in learning and wellbeing outcomes for all students.

Strategic Direction 1: Student growth and attainment

Purpose

High expectations for student growth, supported by explicit teaching practices with genuine differentiation, will improve our ability to cater for the learning needs of all students. A sustained focus on literacy and numeracy, and an emphasis on embedding reflection and methods for tracking student performance, will support student progress and achievement.

Improvement measures

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 two achievement bands in 2027 compared to 2023 and 2022.

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: 2027

To achieve an uplift of 20 - 25 points in Year 9 NAPLAN reading mean scaled score by 2027.

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: 2027

To achieve an uplift of 20 - 25 points in Year 9 NAPLAN numeracy mean scaled score by 2027.

Initiatives

Literacy & Numeracy

There will be a whole school focus on literacy and numeracy, supported by the executive and led by the literacy and numeracy teams. This will support the learning of students of all abilities. This will be achieved through:

- a specific focus on spelling and vocabulary by the literacy team.
- development of literacy and numeracy strategies for implementation across all classes.
- professional learning for teaching staff to support implementation.
- Adjustments to teaching and learning programs.

Explicit teaching

The school has moved towards Explicit Teaching as the central plank of curriculum implementation. The introduction of Learning Intentions and Success Criteria will be a whole school practice and will be supported with teacher professional learning. This will be achieved through:

- professional learning for teaching staff to understand Explicit teaching and to develop skills of staff in implementing strategies.
- consistent implementation of Learning Intentions and Success Criteria.
- Adjustments to teaching and learning programs.

Success criteria for this strategic direction

School data demonstrates that student progress and achievement is equal to or greater than that of students at statistically similar schools, based on external measures. Students from equity groups are progressing and achieving at similar levels to other students in the school, indicating that support measures for these students are in place and are effective.

Teachers collaborate to share curriculum knowledge and plan for and implement effective classroom practices which support the learning of students of all abilities. Explicit teaching is evident in all classrooms and monitoring of student learning drives improvements in practice.

Evaluation plan for this strategic direction

Question: To what extent has student performance improved and what evidence is there that the initiatives that have been implemented had the intended impact?

Data: External and internal student performance data will be analysed by teachers including NAPLAN, Check-In, HSC data, observations of teaching practice, student work samples, feedback from staff and students.

Analysis: Regular data analysis to check on level of achievement of targets.

Implications: Guided by data analysis, planning for next steps for implementation of initiatives will be ongoing and at key points in the year.

Strategic Direction 2: Professional growth and development

Purpose

Developing a culture of continuous improvement in teaching practice is key to the success of the school's goals for improving student outcomes. Staff will benefit from high impact professional learning, with priority being given to school-based opportunities to learn from each other. A focus on collection and analysis of student data and evaluative practices will characterise professional learning.

Initiatives

High Expectations

With a priority to develop a high expectations culture, the focus of professional learning will be on continuous improvement in practice to support student learning.

Student goal setting and reflection processes will be strengthened or developed and will be monitored by teachers. To support recognition of student progress and achievement, the merit system will be re-developed.

This will be achieved through:

- the professional learning team ensures that professional learning is focused on teaching practices that will improve student outcomes.
- teachers implementing their learning into their own practice in all classrooms.
- developing consistent processes for monitoring student progress .
- providing targeted interventions for students with additional learning needs.
- implementing a revised merit system to improve recognition of student achievement.

Learning & Development

Teachers will be supported with professional learning time on the implementation of the curriculum reform.

The school will introduce collaborative professional learning through instructional rounds. This aligns with the school's focus on collaborative practices in which teachers learn from each other through observations, modelling and feedback.

This will be achieved through:

- engagement of teaching staff with curriculum reform professional learning, statewide staffrooms and other professional networks.
- professional learning sessions providing opportunities for collaboration and sharing of

Success criteria for this strategic direction

The school is focused on continuous improvement in outcomes for all students. Professional learning is focused on improvements in teaching and is supported by collaboration, sharing and modelling of successful practices and ongoing use of data to drive improvement.

Evaluation plan for this strategic direction

Question: Is there a culture of high expectations for student progress and achievement evident across the whole school community? Have all aspects of the curriculum reform been implemented?

Data: Staff feedback on professional learning, Evaluation of specific initiatives related to high expectations. Evidence of programming and classroom practice related to curriculum reform. Collaborative professional learning is in place.

Analysis: Regular data analysis to check on level of achievement of targets.

Implications: Guided by data analysis, planning for next steps for implementation of initiatives will be ongoing and at key points in the year.

Strategic Direction 2: Professional growth and development

Initiatives

- expertise within and across KLA groupings.
 - improved mentoring/coaching processes for teachers.
 - opportunities for staff to participate in lesson observations through the introduction of instructional rounds.
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Strategic Direction 3: Enhancing connections

Purpose

Strong, supportive learning environments are the foundation of positive wellbeing outcomes for students and staff. Meaningful collaborations between members of the school and wider community strengthen relationships and enrich learning outcomes.

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 89.21% in 2023 to 90.21% by 2027.

Initiatives

Community Connections

To support the partnership between parents and the school, there will be implementation of measures to improve communication from the school to parents. The subject selection process will be revised to improve decision making for students and parents. Positive letters to parents to recognise student achievement will be developed and used extensively by teachers.

The healthy relationships that exist between Turrumurra High School and partner primary schools will be enhanced through new initiatives such as a planned literacy project. This will also help to improve Year 6 to 7 transition. Increased connections to the AECG will support the school's implementation of the reconciliation action plan.

This will be achieved through:

- planning and developing of processes that improve the communication to parents, covering a variety of aspects of school life including subject selection.
- feedback opportunities provided to parents on school processes.
- consultation with primary school partners on potential projects to support transition for Year 6 to 7.
- development of initiatives to share expertise between staff teams.,
- school Aboriginal Education Team to increase involvement in AECG. Further consultation and opportunities for students and staff to engage with local elders.

Improved Wellbeing

Evidence based wellbeing practices will be sourced and embedded to support the wellbeing of students and enhance the connections between students and staff. The link between learning and wellbeing is well understood by staff and teachers will integrate wellbeing strategies into daily practice within classes and in informal settings.

Success criteria for this strategic direction

Processes have been developed and implemented which support connections with primary schools and other community organisations, enhancing opportunities for students in Year 6 to 7 transition, future pathways and teaching practice collaboration for staff across schools. Wellbeing of staff and students has improved and is measurable through internal and external measures.

Evaluation plan for this strategic direction

Question: To what extent have measures to improve student and staff wellbeing been successful? Are authentic connections in place with primary schools and other community organisations which are enhancing outcomes for students.

Data: Ongoing evaluation of initiatives drawing on feedback from students, staff and parents. Audit of opportunities for students to participate in partnerships with primary schools and community organisations.

Analysis: Regular data analysis to check on level of achievement of targets.

Implications: Guided by data analysis, planning for next steps for implementation of initiatives will be ongoing and at key points in the year.

Strategic Direction 3: Enhancing connections

Initiatives

This will be achieved through:

- professional learning for staff on evidence-based wellbeing approaches.
 - supports for staff by executive staff and external agencies.
 - universal supports for students in place and well-accessed by students.
 - intervention strategies and programs sourced and implemented by school wellbeing staff and external agencies.
 - Staff wellbeing processes and practices developed and implemented at school level.
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