

Strategic Improvement Plan 2021-2025

Woniora Road School 5609



School vision and context

School vision statement

Woniara Road School aims to provide a safe and inclusive environment with a strong focus on individualised programs to support lifelong success for our students. Staff work in partnership with parents and the wider community, to foster independence, resilience, accountability and a sense of achievement in our students. By providing both high level academic and wellbeing programs, the school will enable students to achieve excellence in both academic and holistic goals, which will support lifelong success.

By encouraging a culture of inclusivity which draws upon the strengths of everybody in our school community, we strive for all members to feel valued and inspired to have a renewed sense of hope and persevere through their learning journey and fulfill their potential.

School context

Woniara Road School is a School for Specific Purpose located in Hurstville. The school offers full-time enrolment for 42 secondary-aged students from the Southern Sydney Metropolitan area who have been offered placement via referral to a regional placement panel. All students have been diagnosed with an internalising emotional disorder and/or mental health issues and have been referred after extended periods of disengagement from learning through either non-attendance and/or safety concerns in the mainstream environment stemming from their mental health issues.

Woniara Road School offers a mainstream curriculum through a shared enrolment with Sydney Distance Education High School, with HSC completion and/or vocational certification the transitional goal for all students. It offers flexible learning spaces combining collaborative work spaces and set seating in individual office-like spaces. It also has a creative art space, gymnasium and lecture room for workshops, group lessons and whole school meetings.

In addition to classroom teachers and school learning support officers, the school deploys additional specialist teaching staff through the SSP Staffing Methodology Review and RAM Equity Funding in literacy, numeracy, PDHPE and visual arts and an Occupational Therapist. The school also has a full-time Student Support Officer (Youth Worker) funded from July 1 2020 through the Government's Mental Health Commitment.

The school works in close consultation with parents, carers, mental health professionals, community supports, and the students themselves, to take a planned approach to support each student's cognitive, emotional, social and wellbeing needs. These plans provide educational experiences and opportunities combined with wellbeing management strategies that develops students' social skills, independence, sense of self-worth, and responsibility.

The whole-school undertook a comprehensive situational analysis to inform the strategic directions of this school improvement plan. From this analysis three key areas came forward:

- Ensuring a solid literacy and numeracy foundation for students to build upon post school.
- Increasing support for parents and caregivers to support engagement and increase student attendance.
- Addressing the mental health conditions and reversing the negative impact they have on students overall physical health and learning outcomes.

Community consultation with parents/caregivers and stakeholders from Education, Health and Community NGOs affirmed that these were significant and relevant areas to focus upon.

Strategic Direction 1: Student growth and attainment

Purpose

To nurture the culture of high expectations, in which we continually challenge students to thrive in their learning through evidence-based practice, whereby whole-school success is measured through the continuous process of collecting and analysing data to inform effective future practices.

Improvement measures

Achieve by year: 2025

- Internal measures indicate an improvement in the % of students achieving HSC Minimum Standards.

Achieve by year: 2025

- Internal measures indicate an increased proportion longitudinally of students achieving top 3 Bands in HSC results.

Achieve by year: 2025

- Internal measures indicate an increase in the proportion of students meeting individual learning goals in Literacy and Numeracy.

Initiatives

High Expectations for All

- A culture of high expectations is embedded within the school where students, teachers and leaders are all expected to improve. Differentiation and personalised learning is the basis for this growth, upon which an integrated approach to quality teaching, curriculum planning and delivery of English Stage 5 curriculum will drive improved student outcomes.
- The school sets out to 'reframe' student perspectives and narrative and has high expectations for every student to succeed and thrive with the aid of extensive personalised learning and wellbeing supports.
- **Funding Source:** SSP Staffing Methodology Review & RAM Equity Funding.

Evidence Based Practices

- Distance Education curriculum is adjusted to ensure that teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. These explicit teaching practices are embedded in Woniora Road delivered curriculum.
- Distance Education curriculum is adjusted and differentiated to ensure that all students receive effective feedback that focuses on improving tasks, processes and student self-regulation. These effective feedback practices are embedded in Woniora Road delivered curriculum.
- School-wide practices for formative and summative assessment are used to monitor, plan and report on all student's individualised learning, so that teaching can be differentiated and further learning progress can be monitored over time. These assessment practices are embedded in all Woniora Road delivered curriculum.
- **Funding Source:** SSP Staffing Methodology Review

Success criteria for this strategic direction

- The Woniora Road School curriculum provision is a dynamic teaching and learning program, enhanced by alliance with other schools and adjusted to challenge all students.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information and provides continuous improvement for all students, across the full range of abilities.
- Consistently systematic and reliable forms of formative and summative assessments are used to capture information and evaluate student learning progress following a clear success criteria.

Evaluation plan for this strategic direction

The strategic direction team will determine how effective the initiatives of High Expectations for All and Evidence Based Practices are in challenging and supporting students to thrive academically.

Evidence of best practices will be demonstrated in both the adjusted Distance Education curriculum and Woniora Road School. The school will use these internal and external data sources to regularly analyse the effectiveness of the proposed initiatives to guide future directions.

- HSC and Minimum Standard results.
- Internal assessments (PAT) and PLAN2 Teacher Observation.
- Year 10 English (ROSA) requirement.
- Personalised Learning Plans.
- Student surveys and feedback.
- Distance Education Exit Slips and Reports.

During the ongoing analysis, the extent to which the initiatives are raising student outcomes will be determined and used to guide adjustments and changes to these

Strategic Direction 1: Student growth and attainment

Initiatives

& RAM Equity Funding.

Evaluation plan for this strategic direction

initiatives.

Strategic Direction 2: Supporting Families, Supporting Attendance

Purpose

To continuously evolve and measure school based approaches that facilitate attendance and engagement. The school will strive to ensure families are equipped with the necessary support and resources to both expect and experience educational success.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- -Increase the percentage of students attending > 90% of the time to be at or above 20%.

Achieve by year: 2025

- Internal measures indicate an increase in the percentage of parents and carers reporting positive engagement with the school.

Achieve by year: 2025

- All students achieve their attendance goal within their Personal Learning & Support Plan.

Initiatives

Use of Data to Inform Practice

- Data around attendance and engagement is routinely and systematically collected, with systems and structures in place to record and analyse with extensive collaborative analysis of data within the whole school.
- Engagement and Wellbeing Programs are reviewed termly and directly informed by data through monitoring and reflecting on the progress of every student. Connections are made between different data sets to build up a rounded picture of each student and families responses to the programs, and identify which programs work for which students, and which do not.
- All staff have access to relevant and useful professional learning in data use, including the opportunity to establish and work with professional learning communities from similar contexts.
- **Funding Source:** SSP Staffing Methodology Review, RAM Equity Funding & Government Mental Health Commitment (Student Support Officer).

Innovative Student Engagement and Parent Support Programs

- Continually evaluate and adjust engagement programs according to targeted areas identified through 'student voice'.
- Design and Implement extensive and bespoke parent support programs, utilising both the school's social worker, occupational therapist and external mental health professionals.
- **Funding Source:** SSP Staffing Methodology Review, RAM Equity Funding & Government Mental Health Commitment (Student Support Officer).

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- Parents and the broader school community actively participate in supporting and reinforcing student learning. Parents and the broader community support and enable the aspirations of every student.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Evaluation plan for this strategic direction

The strategic direction team will determine whether innovative student engagement and parent support programs are effective in both increasing student attendance and re-engagement in education, as well as equipping parents to support their child's learning.

The following data will be analysed in the determination:

- * attendance data
- * student feedback and surveys.
- * parent feedback and surveys.
- * PLSPs.
- * TTFM.

Following the analysis, the extent to which the purpose of strengthening parental support and increasing attendance

Strategic Direction 2: Supporting Families, Supporting Attendance

Evaluation plan for this strategic direction

is being achieved will be determined and used to guide adjustments and changes to the school's initiatives.

Strategic Direction 3: Maximising Wellbeing to Maximise Learning

Purpose

To refine and hone the school's programs and interventions which provide students with the necessary tools, education and support to significantly improve all aspects of wellbeing. In doing so, this will reverse the impact of the range of complex mental health issues which have significantly impacted on their physical, social, emotional and academic development prior to enrolment in the school.

Improvement measures

Achieve by year: 2025

- All students achieve their wellbeing goal within their Personal Learning & Support Plan.

Wellbeing

Achieve by year: 2023

- Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above 68%.

Initiatives

Wellbeing Programs

- There is a broad range of well designed wellbeing programs offered alongside the curriculum. The programs are derived from an empirical basis and adjusted to fit the school's context and in some instances co-designed with students. Spiritual, social, cognitive, emotional and physical wellbeing strategies are all covered within and between the different programs.
- Whole school programs which emphasise the importance of wellbeing, a culture of high expectations for all students and teachers who emphasise improvement are critical elements to supporting wellbeing at the school level. Student wellbeing is integrated into the school learning environment, into the policies and procedures of a school, and into the stakeholder relationships within and outside the school.
- **Funding Source:** SSP Staffing Methodology Review, RAM Equity Funding & Government Mental Health Commitment (Student Support Officer).

Multidisciplinary Wellbeing Teams

- Wellbeing Goals and interventions within students Personalised Learning Plans are devised by a school-based multidisciplinary team consisting of school counsellor, social worker and occupational therapist. The team collaborates extensively with teaching staff, students, parents and external mental health supports.
- Whole-school professional learning lead by the multi-disciplinary team to enhance the level of understanding of all teaching staff on the complex relationship between learning and mental health issues.
- **Funding Source:** SSP Staffing Methodology Review, RAM Equity Funding & Government Mental Health Commitment (Student Support Officer).

Success criteria for this strategic direction

- All staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies around wellbeing. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.

Evaluation plan for this strategic direction

The strategic direction team will determine whether wellbeing programs are effective in students meeting wellbeing targets within their PSLPs, as well as increasing their overall wellbeing.

The following data will be analysed in the determination:

- * attendance data
- * student feedback and surveys
- * parent feedback and surveys. * PLSPs.
- * TTFM.

Following the analysis, the extent to which the purpose of improving overall student wellbeing is being achieved will

Strategic Direction 3: Maximising Wellbeing to Maximise Learning

Evaluation plan for this strategic direction

be determined and used to guide adjustments and changes to the school's initiatives.