

# Strategic Improvement Plan 2021-2025

## Wagga Wagga High School 8142



# School vision and context

## School vision statement

We aim to provide a safe, inclusive and supportive environment for our students and staff linking to educational experiences and opportunities which encourage personal growth and success in an engaging learning environment.

## School context

Wagga Wagga High School (WWHS) was established in 1912 and moved to its present site, initiating the name "the high school on the hill", in 1917. The school is a large co-educational, inclusive, comprehensive high school situated in a large regional centre. Enrolments are generally over 1000 students including an Indigenous population of 82 and an ESL population of over 100 students, many of whom were once refugees from Africa, Burma and the Middle East. Almost 40 languages are spoken in the school. The school has a broad range of programs which include: an academic selective class in each of Years 7 to 10, a Year 10 engagement and vocation class, a highly effective learning support team, an excellent performing arts program, a broad vocational education program, an extensive careers program and inclusive support classes for students with disabilities. The school is a Positive Behaviour for Learning school with the core values of Respect, Responsibility and Challenge and there are proactive student welfare programs to enhance student wellbeing.

The school has excellent facilities with a Trade Training Centre for vocational education, a commercial kitchen which includes a student run cafe, a ten hectare farm for rural education, assembly hall, sporting facilities including a gymnasium and well landscaped school grounds. The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active and involved Parents & Citizens Association. Close links have been established with partner primary schools, Charles Sturt University, the Riverina Institute of TAFE and the wider community.

Through our consultation process with parents and carers, students, staff and AECG, our high level areas for improvement were identified as:

- 1) Student growth and attainment, will see the outcomes for students improve each year with targeted programs and strategies
- 2) Teacher support and development improving teaching practice in the classroom
- 3) Wellbeing of students and staff to allow all to be valued and respected in all aspects of school life.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure all students reach their learning potential through explicit teaching, high expectations, consistent and research informed practice.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

- Improvement in the % of students achieving HSC results in the top bands increasing by 5%

### Aboriginal student HSC attainment

Achieve by year: 2023

- Improvement in the % of Aboriginal students attaining the HSC by 8%

### Numeracy growth

Achieve by year: 2023

- Improvement in check-in assessment mean scale score in numeracy for year 9 2023.

### Reading growth

Achieve by year: 2023

- Improvement in check-in assessment mean scale score in reading for year 9 2023.

## Initiatives

### High Expectations and Effective Differentiation

Appropriate curriculum differentiation that adequately challenges and supports student learning needs.

### Explicit Teaching With A Focus On Literacy and Numeracy Strategies

Appropriate strategies are used to develop and improve student outcomes using data to inform practice.

### Use of data.

Improve student outcomes through the strategic use of data

## Success criteria for this strategic direction

- The school community demonstrates aspirational expectations of learning progress and achievement for students, and is committed to the pursuit of excellence.
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual students needs, ensuring that students are challenged and adjustments lead to improved learning.
- The school's value-add trend is positive.
- An increased % of students achieve in the top two bands for NAPLAN reading, writing and numeracy.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for students, across the full range of abilities.
- The leadership team maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that student s have the opportunity to make measurable learning progress and gaps in their achievement decrease.
- Teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas.

## Evaluation plan for this strategic direction

To what extent has high expectations and effective differentiation improved student outcomes, understanding and teachers ability to modify work for success?

To what extent has explicit teaching focusing on literacy and numeracy improved student performance?

To what Extent has the use of data improve teacher practice and student out comes?

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- External student performance measures (NAPLAN, SCOUT, RAP and HSC)
- Review of teaching programs - these should reflect the identified initiatives
- Initiatives evident in both formal and informal lesson observations.
- Professional learning calendar, attendance records and feedback on sessions.
- Pre and post assessment results of students targeted by intensive learning support.

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

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

## Strategic Direction 2: Teacher support and development

### Purpose

To create a culture of effective collaboration where teachers work together to implement and share evidence-informed practices, knowledge and problem solving.

### Improvement measures

#### Teacher Classroom Practice

Achieve by year: 2025

Teaching: Effective classroom practice moving further towards excelling from sustaining and growing.

#### Data Use

Achieve by year: 2025

Teaching: Data skills and use moving further towards excelling from sustaining and growing.

### Initiatives

#### Quality Assessment

Developing the skills of teachers to use assessment to improve student learning.

#### Collaboration

Teachers work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving.

### Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- Students and parents understand the assessment approaches used in the school and their benefits for learning.
- Feedback from students on their learning derived from assessments informs further planning and teacher development.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers collaborate with staff in other schools to share and embed good practice.
- Teaching staff demonstrate and share their expertise within their school and with other schools.

### Evaluation plan for this strategic direction

How effective has quality assessment been in improving the target outcomes for students?

To what extent has collaboration improve staff

## Strategic Direction 2: Teacher support and development

### Evaluation plan for this strategic direction

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performance?

- Review of assessment schedules.
- Data from QTR and lesson observations.
- Professional learning schedule, attendance and feedback information.
- Survey of staff related to lesson observations.
- Review of summative assessment tasks.
- Review of teaching and learning programs.
- Schedule, attendance and feedback on open classrooms of highly accomplished teachers.
- Tell Them From Me student survey results.
- Tell Them From Me staff survey results.

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

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.

## Strategic Direction 3: Wellbeing - students, staff and community

### Purpose

To implement practices and initiatives that promote a supportive environment across the whole school.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

- % of students with positive wellbeing increasing by 3% from 69%

#### Attendance (>90%)

Achieve by year: 2023

- % of students attending school 90% of the time or more increasing by 4% from 64%

### Initiatives

#### Staff Wellbeing

*Teachers engage in professional learning and mentoring to develop their teaching capacity, improve teacher practice and improve their own and others' wellbeing.*

#### Student Wellbeing and Community Engagement

*The whole school community works together to ensure positive, respectful relationships are evident across the school.  
Students feel known, valued and cared for within the school community.*

### Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Positive, respectful relationships are evident and widespread among students and staff
- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

### Evaluation plan for this strategic direction

To what extent has staff wellbeing been improved with this strategic direction?

How has student wellbeing and community engagement developed in 2021?

- Tell Them From Me Student Survey
- Tell Them From Me Staff Survey
- Sentral wellbeing data
- Formal and informal lesson observations
- Reflection on staff PDP's
- Feedback from parents/carers

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

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement,

## Strategic Direction 3: Wellbeing - students, staff and community

### Evaluation plan for this strategic direction

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ensuring students grow in their learning