

Strategic Improvement Plan 2021-2024

Wyong High School 8166



School vision and context

School vision statement

At Wyong High School we are a diverse, inclusive community that strives to be successful, confident individuals in a hard working learning environment. Our school community works above and beyond to provide everyone with opportunities, and encourage students to be proud, respectful and responsible learners, preparing them to be the kind, determined leaders of the future.

School context

Wyong High School has an enrolment of 753 students, including 115 Aboriginal students and 11% of students from non-English speaking backgrounds. The school features information technology selective classes with a STEM focus and the cohort includes six Special Education support classes (two Multi Categorical, two for students with a Mild intellectual disability, one for students with a Moderate to Severe intellectual disability and one for Emotional Disturbance). Wyong High School has a strong and active Parent and Citizens' Association and Ngara Aboriginal Education Consultative Group that work in partnership with us to support school initiatives. We are an active member of the Wyong Learning Community, having established productive links with our partner schools and implemented initiatives of which some include; Year 6 transition and STEM programs.

Through the Situational Analysis, the school has identified a need to use data driven practices and targeted teacher professional learning to support student growth in: literacy and numeracy, numbers of students in top two HSC bands, and student attendance. Formative Assessment and explicit systems for collaboration and feedback have been identified as areas to focus on within this School Improvement Plan. A focus on improving the number of students attending over 90% of the time and reevaluating our Positive Behaviour Learning practices have also been identified areas to target.

The school forms part of the Lakes Trade Training Centre and offers diverse training and vocational opportunities to its students including significant linkage to university programs and partnership with local industry. The school enjoys a mix of both highly experienced and early career teachers and seeks to give an authentic voice to Wyong High School students in the areas of school governance, teaching and learning, wellbeing, community involvement, leadership and learning environments through participation in the Central Coast Student Voice Alliance. Wyong High School continues to focus on quality student learning outcomes in literacy, numeracy and engagement and caters for a broad range of activities including creative and performing arts, cultural, sporting, vocational and academic pursuits. Our established positive, respectful relationships across the learning community ensure a collective commitment to ensuring quality learning outcomes for all students.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy to build strong foundations for academic success. To develop and refine data driven teaching practices that are responsive to the learning needs of all students and are at the point of challenge.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands

An uplift at or above 5.1% in the top two bands NAPLAN reading.

An uplift at or above 6.1% in the top two bands of NAPLAN numeracy.

Target year: 2023

NAPLAN Growth

An uplift at or above 5.1% of expected growth in reading as measured by NAPLAN reading.

An uplift at or above 10.2% in expected growth numeracy as measured by NAPLAN.

Target year: 2022

Aboriginal student NAPLAN targets

An uplift at or above of 3.7% of Aboriginal Students achieving top three bands in reading.

An uplift at or above of 4% of Aboriginal Students achieving top three bands in numeracy.

Initiatives

Effective Classroom Practice

Enable all teachers, supported by professional learning, to collaboratively implement a consistent and targeted approach catering for student literacy and numeracy needs.

Develop and engage in professional learning of the literacy and numeracy learning progressions to individually identify student capabilities and learning needs.

Develop and engage all staff in professional learning to support and adopt whole school reading, comprehension and writing strategies including Critical Reading, Costa's level of questions, Super 6 Comprehension Strategies and identified numeracy strategies.

Strategic resourcing including LAST, Instructional Leader to support targeted classes with identified Stage 4 students in middle NAPLAN bands.

Strategically targeted individual and small group student support for literacy and numeracy, ensuring cultural sensitivity and relevance.

Collaborative Data Skills and Use

Enhance staff capacity and ability to utilise data, allowing identification of areas for student improvement in literacy and numeracy.

Map all Year 7, 8 and 9 students to the Literacy and Numeracy Learning Progressions, and other data sources used to track and improve performance

Targeted professional learning for executive and teachers in the use of Scout data to identify areas of need, and access to curriculum resources for improved literacy and numeracy outcomes.

LAST, Instructional Leader and whole school teams to oversee a school wide review of Stage 4 programs, evaluating the teaching of essential literacy and numeracy

Success criteria for this strategic direction

Analysis of Year 7 'Best Start', Year 8 and 9 'Check-In Assessments', has enabled Year 7, 8 and 9 students' literacy and numeracy areas for development to be identified on the Literacy and Numeracy Learning Progressions. (SEF - Data analysis)

All staff have engaged in appropriate professional learning, and Stage 4 programs reflect inclusions of whole school strategies. (SEF- Collaborative practice and feedback)

Teachers of Stage 4 middle band students have access to and engaged with a range of strategic resources targeting literacy and numeracy skills. (SEF - Professional learning)

Teachers have been supported with literacy and numeracy strategies, for their students, as identified by the Literacy and Numeracy Learning Progressions and modified their programs and resources accordingly. (SEF - Professional learning)

Teaching staff have demonstrated and shared their expertise within the school to enhance content knowledge and deploy effective teaching strategies. (SEF - Expertise and innovation)

'Cross faculty teams' facilitating professional dialogue, collaboration and the sharing of effective practice have promoted school-wide improvement in student learning outcomes. (SEF - Professional learning)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and how effectively have we met the learning needs of all students in literacy and numeracy? What are the implications for our teaching and learning programs?

Data

Internal assessments:

Strategic Direction 1: Student growth and attainment

Initiatives

skills.

Embedded systems for collaboration of pedagogical practice, achieving school-wide improvement in student learning outcomes.

Evaluation plan for this strategic direction

- block out assessment
- faculty based formative and summative assessment tools
- YARC
- Fast Forward Reading
- Waddington Reading and Spelling Test
- Basic Operations Numeracy Test
- consistency in teacher judgement and corporate marking
- Student Voice
- student and staff surveys
- Personal Development Plans
- observations
- Academic reports

External data:

- Best Start
- Check-In Assessment
- NAPLAN
- HSC
- SCOUT
- RAP package
- VALID
- Tell Them From Me
- teacher professional learning.

Analysis

The evaluation plan will involve:

- regular review of data sources to provide feedback and direction on achieving targeted improvement measures

Evaluation plan for this strategic direction

- structured scheduled professional learning and discussions with regular evaluation and feedback
- annual mapping to SEF with opportunities for all stakeholders to participate (including external validation in 2021)
- term by term review and triangulation including qualitative and quantitative internal and external data to milestone school performance against the plan.

Implications

- Regular evaluations of performance against school targets to inform adjustments in order to effectively progress towards goals.
- Strategic structures, resources and expertise mapped across the school targeting areas of need.
- High expectations of and for teaching and learning achievement in literacy and numeracy.

Strategic Direction 2: Explicit systems for collaboration and feedback

Purpose

In order to improve student HSC course results in the top two and top three bands we will develop, resource and sustain whole school processes to implement evidence informed strategies, effective collaboration and feedback systems to ensure every student achieves targeted learning outcomes.

Improvement measures

Target year: 2022

HSC Top 2 Bands

An uplift at or above of 6.3% of Students achieving top two bands in the HSC.

Target year: 2022

HSC Top 3 Bands

An uplift at or above of 6.2% of Students achieving top three bands in the HSC.

Initiatives

High Impact Formative Assessment professional learning

We will embed sustainable whole school processes and culture that enables teachers to include, challenge and extend, enabling all students to achieve.

- Develop and engage in professional learning of High Impact Formative Assessment strategies to personalise learning and understanding and build teacher capabilities and collective pedagogical practices.
- Expertly use HSC performance data and additional student assessment data, both formative and summative, to reflect on teacher effectiveness and provide targeted actionable feedback to improve student performance.
- Embed evidenced based formative assessment practices as an integral part of daily instructions in every classroom to drive and inform teaching and learning.

Evidence informed practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Provision of Instructional Leadership and PL in data literacy, data analysis and data use in teaching for all staff. This is linked to identified student learning needs to meet specific targets.
 - Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress and then how to use this data to inform future teaching and learning and therefore evaluating growth over time and reporting accurately on student achievement.
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Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by all teachers. (SEF - Assessment)

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. (SEF- Assessment)

The leadership team maintains a focus on strategic instructional leadership to sustain a culture of high expectations, effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and achieve established targets. (SEF- Educational Leadership and SEF - Learning Culture)

Teachers actively engage, evaluate, collaborate and share learning from targeted professional development with other staff to implement the most effective strategies to improve teaching and learning. (SEF- Learning and Development)

All teachers contribute to gathering and analysing relevant data. (SEF- Data skills and Use)

The school promotes, resources and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. (SEF- Data skills and use)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and how effectively have we met the learning needs of all students in literacy and numeracy? What are the implications for our teaching and learning programs?

Data

HSC data

Strategic Direction 2: Explicit systems for collaboration and feedback

Evaluation plan for this strategic direction

Minimum standards

Evidence sharing folders

Internal assessment data

TPJ

Observations

T&L programs

Assessment task analysis

Qualitative data (student conferencing)

Student voice

TPL

Faculty based professional sharing (Meeting minutes)

Analysis

The evaluation plan will involve;

- Regular review of data sources to provide clarity around whether we are on track or achieving the intended improvement measures
- Regular professional discussions around the progress towards targets as aligned to the Strategic direction.
- Professional Sharing teams regularly evaluate evidence of implementation of High Impact Formative Assessment strategies.

Regular triangulation of data sources including qualitative and quantitative, internal and external data, to track performance against targets.

Implications

After analysing the data a determination will be made as to "where to next" and "future directions".

Strategic Direction 2: Explicit systems for collaboration and feedback

Evaluation plan for this strategic direction

- Regular evaluations of performance against school targets to inform adjustments in order to effectively progress towards goals.
- Strategic structures, resources and expertise mapped across the school targeting areas of need.
- High expectations of and for teaching and learning achievement in HSC.

Strategic Direction 3: High expectations and continuous improvement culture.

Purpose

To ensure whole school contentedness, engagement and attendance by responding to individual learning needs and challenges with proactive systematic processes that support social, emotional learning, culture and participation.

Improvement measures

Target year: 2022

Attendance

An uplift in proportion of students attending 90% of the time of 6%

Target year: 2022

Wellbeing

An increase of 5.4% in proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

Initiatives

Positive Behaviour for Learning and use of technology for success

We will embed a sustainable, whole school positive approach towards student behaviour and the explicit use of technology.

- Professional learning for all staff
- Analysis of current procedures and systems to support a more consistent whole school approach to positive behaviour implementation.
- Management of school and student technology to ensure effective engagement through consultation with staff, students and community.
- Staff consistent use of technology to record and monitor student learning, assessment, attendance and behaviour

Whole school systemic approach to improve student attendance, engagement and belonging

Ensure effective strategies and processes to promote and support student attendance, engagement and belonging.

- provision of professional learning, mentoring and induction for staff and beginning teachers with the objective of improving teaching and learning strategies for the engagement of all students
- Initiatives to promote 'belonging' including, but not limited to Attendance incentives and rewards program
- Positive behaviour communication and reinforcement

Success criteria for this strategic direction

In order to focus on continuous improvement of teaching and learning, the School Executive Leadership Team establishes a professional learning community to review and refine through consultation the Positive Behaviour for Learning. (SEF High expectations culture)

Consistency in staff practice implementing Positive Behaviour for Learning (SEF - Behaviour)

Increased engagement of student learning as evidenced by improved interaction with course work and reduced incidences of inappropriate use of technology (SEF Data Analysis)

Improvement in student wellbeing data as reflected by increased positive recognition and student engagement (SEF - Data use in planning)

Improvement in the performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (SEF - Performance management and development)

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (SEF - Attendance)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and how effectively have we met the learning needs of all students in attendance, engagement and wellbeing?

Are all staff aware of and consistently implementing the Positive Behaviour for Learning framework and strategies?

Evaluation plan for this strategic direction

Internal Data

- Whole day and Period by Period attendance
- Sentral Behaviour
- Sentral Markbook and Report
- HSLO referrals
- LST referrals
- Staff Feedback Survey
- Exit surveys
- Staff Professional Development Plan

External Data

- Student Tell Them From Me
- Staff Tell Them From Me
- Parent/Carer Tell Them From Me

Analysis

The evaluation plan will involve:

- regular review of data sources to provide feedback and direction on achieving targeted improvement measures
- structured scheduled professional learning and discussions with regular evaluation and feedback
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- term by term review and triangulation including qualitative and quantitative internal and external data to milestone school performance against the plan.

Implications

- Regular evaluations of performance against school targets to inform adjustments in order to effectively progress towards goals.

Strategic Direction 3: High expectations and continuous improvement culture.

Evaluation plan for this strategic direction

- Strategic structures, resources and expertise mapped across the school targeting areas of need.
- High expectations of and for student attendance engagement and wellbeing.