

# Strategic Improvement Plan 2021-2024

## Wauchope High School 8173



# School vision and context

## School vision statement

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Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching.

Student development of quality literacy and numeracy skills supports them to engage with the written word in everyday life. Our strategic priorities, with their strong focus on quality teaching, ensure our vision of Inspirational Teaching and Inspired Learning is realised for every child.

Wellbeing in education is related to whole school engagement and the ability to create excitement for learning and a sense of belonging. This connection supports students in becoming future life long learners. Wauchope High School is committed to further developing a culture of growth that values learning, whilst engaging with key stakeholders in the community.

## School context

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Wauchope High School is a comprehensive secondary school with a Support Unit which has five classes, located in the Macleay/Hastings Valley on the Mid North Coast. The current student population of 500 is the result of a gradual decline in numbers over several years. This has largely been due to a trend away from public education as students move from year 6 to year 7.

Our school community is not mobile and is predominately from a low socio-economic background. Most parents attended the school as students. Approximately 20% of students at the school identify as having an Aboriginal background.

The school's staffing entitlement in 2020 was 51 teaching staff and 14 non-teaching staff. The school employs a Deputy Principal, Head Teacher Student Wellbeing and a Head Teacher Attendance and Engagement from school funds. We also employ a school social worker, Aboriginal Education and Engagement Worker and a Technical Support Officer to support students and the day to day functioning of the school.

Students represent the school across the North Coast area and the state in a wide range of sporting pursuits as well as participate in local dance and music performances and presentations. In the sporting arena, students and teams from the school often reach state finals and achieve state representation.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through our situational analysis, we have identified a need to focus the majority of the school's equity funding to support initiatives to improve the literacy and numeracy outcomes of students through explicit and systematic teaching of literacy and numeracy foundations and skills.

This focus on explicit and systematic teaching and improved student engagement in learning will ensure that both literacy and numeracy levels can be enhanced. This will be monitored and analysed through improved data analysis and used to inform individualised and differentiated learning.

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 their understanding and refinement of teaching practices through their analysis of student performance data.

Further engagement with community, including the local Aboriginal community is a distinct element of this plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our situational analysis identified a need to focus on the improvement of reading, writing and numeracy. In this direction, Wauchope High School staff will embed consistent and systematic use of assessment data to identify student growth and attainment in Reading, Writing and Numeracy, in order to reflect on teaching effectiveness and inform future directions.

## Improvement measures

### Target year: 2022

#### System Negotiated Measure:

Achieve an uplift of 5.3% in the percentage of students achieving in the top 2 NAPLAN bands in Reading from 2019 baseline.

Achieve an uplift of 5.3% in the percentage of students achieving in the top 2 NAPLAN bands in Numeracy from 2019 baseline.

Achieve an uplift of 6.3% the percentage of students attending school for 90% of the time or greater from 2019 baseline.

### Target year: 2023

#### Growth Target:

Achieve an uplift of 9.4% in the percentage of HSC Course results in the top three bands from 2019 baseline.

### Target year: 2024

#### School Level target:

Achieve an uplift of 5% growth in PAT testing student results for numeracy and reading for Years 7 and 8 students from 2021 baseline to 2024.

#### School Excellence Framework:

In the element of Assessment in the Learning Domain we

## Initiatives

### Explicit and systematic whole school literacy and numeracy processes

All staff competently choose and apply teaching strategies based on knowledge of students physical, social, and intellectual development and characteristics to improve student learning in Reading, Writing and Numeracy.

- Teacher professional learning - explicit teaching of reading strategies. Student data is analysed and strategies to support effective classroom practice are developed and utilised. (WWB, Close Reading, Data skills and use, Formative Assessment)
- Systemic allocation of teaching time, data analysis, planning, programming and collaboration (Timetables, Meetings, Planning Days) eg: DEAR, MacqLit, mindful reading
- Whole School process for observation of implementation and feedback linked to Reading Strategies.
- Development of 7-10 strategies and systems for tracking student growth (Progressions, PAT, school developed markbook/excel)

### Whole school assessment practices in literacy and numeracy.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes that lead to measurable improvements in Reading, Writing and Numeracy.

- Consistent 7-10 Assessment Schedule for Reading and Numeracy (eg. PAT, Check-in Assessments)
- Development of Year Group appropriate Writing Assessment rubrics.
- Development of a position and/or team to administer and monitor assessment, ongoing growth and intervention support.
- Teacher professional learning on administering assessments and consistency of teacher judgement.

## Success criteria for this strategic direction

Engaging teaching and learning programs support student attendance and describe expected student progression in knowledge, understanding and skills in reading and writing. **(APST 2.1.3)(SEF -Learning Domain - Student Performance Measures - Student Growth)**

Programs and curriculum delivery set explicit, challenging and achievable learning goals for all students, developing a culture of high expectations. **(APST 3.1.3)(SEF - Learning Domain - Learning Culture - High Expectations)**

Teaching practice explicitly and consistently applies effective teaching strategies that drive student growth in reading and support literacy and numeracy achievement. **(APST 3.3.3)(SEF - Learning Domain -Curriculum - T and L programs)**

Teaching programs and practice are informed by action research, professional learning and understanding about how students learn. **(APST 1.2.3)(SEF - Teaching Domain -Effective Classroom Practice - Explicit Teaching)**

Teaching practice explicitly and consistently applies whole school teaching strategies that drive student growth in writing and support literacy and numeracy achievement. **(APST 3.3.3)(SEF - Teaching Domain - Professional Standards -Literacy and numeracy focus)**

All staff work with colleagues to use data from internal and external assessments for evaluating learning, identifying interventions and modifying teaching practice for reading, writing and numeracy. **(APST 5.4.3)(SEF -Learning Domain- Assessment - Formative assessment, SEF - Learning Domain - Assessment - Whole school monitoring of student learning)**

## Evaluation plan for this strategic direction

**Question:** How and in what ways can we demonstrate that consistent and improved whole school assessment practice and use of data to inform teaching have impacted

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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demonstrate excelling in the theme of Whole School Monitoring of Student Learning.

### Combined Network target:

*Increase the proportion of Aboriginal students attaining Year 12, while maintaining cultural identity to the Macleay Valley network lower bound target of 53%.*

## Evaluation plan for this strategic direction

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on student growth and attainment?

### Data:

- 7-10 assessment schedule and monitoring folders
- Internal tracking and monitoring data based on consistent 7-10 Reading and Numeracy assessment and Best Start Yr 7.
- Observation and feedback notes
- TTFM survey data from staff and students
- Planning and data meeting minutes
- Data Analysis documentation (Internal & External)(Including external validation)

### Analysis:

Allocated time in Exec, Faculty and Staff meeting or planning sessions @ least once a term to check progress and inform next steps.

### Implication:

Any adjustments, revision or inclusions will be found in Implementation and Progress Monitoring.

# Strategic Direction 2: Quality Teaching

## Purpose

The quality of teaching makes the biggest difference to *student literacy and numeracy* outcomes.

Successful teachers are able to skillfully integrate a range of instructional approaches and resources to meet the diverse learning needs of their students.

Our strategic priorities, with their strong focus on quality teaching, ensure our vision of Inspirational Teaching and Inspired Learning is realised for every child. Improving our students' reading, writing and numeracy skills are key teaching and learning priorities across Years 7 -12.

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning, collaboration and use of student assessment data to inform teaching.

## Improvement measures

### Target year: 2022

#### System Negotiated Measure:

Achieve an uplift of 5.3% in the percentage of students achieving in the top 2 NAPLAN bands Reading from 2019 baseline.

Achieve an uplift of 5.3% in the percentage of students achieving in the top 2 NAPLAN bands Numeracy from 2019 baseline.

### Target year: 2023

#### System Negotiated Measure:

Achieve an uplift of 9.4% in the percentage of HSC Course results in the top three bands from 2019 baseline.

### Target year: 2024

#### School Level target:

Achieve an uplift of 5% growth in PAT testing student

## Initiatives

### Innovative teaching to support student growth in literacy and numeracy

All staff select from an effective repertoire of teaching strategies to suit the needs of students, to improve literacy and numeracy. Staff work together to engage all students and embed literacy and numeracy activities into their practice.

- Through the development of instructional rounds and learning walks, staff will effectively incorporate Learning Intentions and Success Criteria (LISC) into their teaching practice.
- All staff review, refine and improve their use of writing strategies (TEEEEC and ALARM) to support literacy development.
- Through the development of team teaching, all staff will effectively incorporate literacy (reading and writing) and numeracy strategies into their teaching practice.
- By implementing school based HSC Study Days for stage 6 students, staff will tailor learning to student needs, incorporating effective literacy and numeracy activities to improve student results in the HSC.

### Data use to inform and evaluate teaching

All staff work together to complete guided and authentic data analysis to plan and evaluate teaching and learning practices to support student development in reading, writing and numeracy.

- By implementing professional learning with executive staff on HSC specific data analysis, executive teachers will share their knowledge and expertise with Stage 6 teachers to inform teaching practice.
- Through the development of cross curricular year group teams, staff will analyse NAPLAN and Best Start data for common classes taught in years 7 and 9 to develop a shared set of intervention strategies to support explicit teaching and growth in reading and writing.

## Success criteria for this strategic direction

- All staff select from a flexible and effective repertoire of teaching strategies to suit the needs of students, in order to improve reading, writing and numeracy **(APST 1.1.3, 2.5.3)(SEF - Teaching Domain - Effective Classroom Practice - lesson planning)**
- Staff work with each other to plan, evaluate and modify teaching and learning programs to engage all students and embed reading, writing and numeracy activities in their practice **(APST 3.2.3)(SEF - Teaching Domain - Professional standards - Literacy and numeracy focus)**
- All staff undertake pre and post data analysis to plan and evaluate student understanding, identifying interventions and modifying teaching practice in student reading, writing and numeracy **(APST 5.4.2)(SEF - Teaching Domain - Data Skills and use - Data literacy and data analysis)**

## Evaluation plan for this strategic direction

**Question:** How and in what ways can we demonstrate that innovative teaching to support growth in literacy and numeracy and use of data to inform and evaluate teaching have impacted on NAPLAN and HSC results?

### Data:

- 7-10 assessment schedule
- HSC monitoring folders
- Student work samples
- Teaching and learning programs
- Internal tracking and monitoring data based on consistent 7-10 Reading, Writing and Numeracy assessment and Best Start Yr 7.
- Instructional rounds and learning walks observation and feedback notes
- TTFM survey data from staff and students
- Study Day agendas, staff and student feedback

# Strategic Direction 2: Quality Teaching

## Improvement measures

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results for numeracy and reading for Years 7 and 8 students from 2021 baseline to 2024.

### School Excellence Framework:

In the element of Professional Standards in the Teaching Domain we demonstrate excelling in the theme of Literacy and Numeracy focus.

### Combined Network target:

*Increase the proportion of Aboriginal students attaining Year 12, while maintaining cultural identity to the Macleay Valley network lower bound target of 53%.*

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## Initiatives

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- Through whole staff professional learning on analysis of 7-9 check-in assessment data and core intervention strategies, staff review 7-9 internal assessment data in faculties and evaluate and adapt teaching and learning programs and practice to support growth in reading, writing and numeracy.
  - Through guidance from the Literacy team, staff teaching Year 11 in 2022 will review Year 10 PAT data from the previous year to develop a shared set of strategies to be used across subjects to support explicit teaching and student growth in reading, writing and numeracy.
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## Evaluation plan for this strategic direction

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- Planning and data meeting minutes
- Data Analysis documentation (Internal & External)(Including external validation)

### Analysis:

Allocated time in Exec, Faculty and Staff meeting or planning sessions @ least once a term to check progress and inform next steps.

### Implication:

Any adjustments, revision or inclusions will be found in Implementation and Progress Monitoring.

# Strategic Direction 3: School Culture

## Purpose

Engagement and wellbeing are highly reciprocal, each influencing the future state of the other.

Students who are resilient and have a greater capacity for emotional intelligence, often perform better academically. Resilient students are equipped with the necessary skills to overcome barriers to learning, allowing them to achieve their potential.

Wellbeing in education is related to whole school engagement and the ability to create excitement for learning and a sense of belonging. This connection supports students in becoming future life long learners.

Through focusing on attendance, engagement and targeted transition support to high school and to stage 6 learning, Wauchope High School will engage with the local community to develop a culture of growth that values learning.

Wauchope High School is committed to improving the educational outcomes and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education. By creating avenues for Aboriginal student voice and community involvement, the school aims to improve connections and opportunities for success for all Aboriginal students.

## Improvement measures

**Target year: 2022**

**School Level target:**

Achieve an uplift of 2% of students engaging and participating in extra-curricular activities that promote a sense of the whole student from the 2021 baseline.

**Target year: 2023**

**School Level target:**

Achieve an uplift of 5% of staff feeling supported in their wellbeing as demonstrated through results from the TTFM

## Initiatives

### A growth culture that values learning

By focusing on attendance, engagement and targeted transition support to high school and to stage 6 learning, Wauchope High School will collaborate with the whole school community to develop a culture of growth that values learning.

Focus on attendance and engagement:

- Review, refine and improve Information sharing with parents and students on understanding the impact of poor attendance on learning success and future opportunities. A focus on being at school on time and being ready to learn will be communicated through various forums to parents and students.
- Whole school collaborative expertise and sharing of successful strategies for engagement in lessons and other school activities
- Review, refine and improve proactive approaches to transition processes for stages 4 and 6
- All staff to develop a culture of high expectations within classrooms and across the school through clearly communicated and displayed expectations, learning intentions and success criteria. Wellbeing team to support students with developing a growth mindset through explicit support and lesson development.

### Engage with community

Further engagement with the local community by promoting the school and inviting community members to support school initiatives. Aboriginal students and community members are provided with avenues for a voice in Aboriginal Education and are included in planned activities at the school.

Increase links with local school community and parent participation in learning:

- Continued and increased participation in local

## Success criteria for this strategic direction

- Student attendance rates are consistently higher than like school groups and trending towards state average. **(SEF - Learning Domain - Learning Culture - Attendance)**
- Changed community perceptions resulting in increased school enrolments and parent involvement **(APST 7.3.4)(SEF - Learning Domain - Learning Culture - Transitions and Continuity of Learning)**
- Students actively participate in their learning and demonstrate positive interactions and relationships across the school community **(APST 4.2.2)(SEF - Learning Domain - Wellbeing - Behaviour)**
- The School provides a supportive environment that enables students to consistently take measures to build their own resilience and wellbeing to support their growth **(Wellbeing Framework for Schools - Connect)**
- Students understand the importance of their role in their own learning and demonstrate the confidence to contribute a positive connection between home and school and the community. **(Wellbeing Framework for Schools - Connect)**
- Aboriginal students and community members' voices are heard and this informs future school directions for Aboriginal students **(APST 7.4.2)(Alice Springs Mparntwe) Education Declaration**

## Evaluation plan for this strategic direction

**Question:** How and in what ways can we demonstrate that a growth culture that values learning and engagement with community have positively impacted on our overall school culture?

**Data:**

- Attendance data - whole school day and lesson by lesson (see system negotiated measure in Strategic Direction 1)

# Strategic Direction 3: School Culture

## Improvement measures

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and the People Matters surveys from the 2020 baseline.

**Target year: 2024**

### School Level target:

Achieve an uplift of 5% of students demonstrating positive PBL core values through the school rewards system from the 2020 baseline.

**Target year: 2024**

### School level target:

Achieve an uplift of 5% of students and parents reporting a sense of belonging, expectations of success and advocacy in school through the TTFM Survey and monitoring of social media, from the 2020 baseline.

## Initiatives

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community events, promote the school in the community and increased engagement with social media.

- Engage community members in school activities eg. DEAR
- Activities and approaches to support staff wellbeing and job satisfaction

Engage Aboriginal students and Aboriginal community voice through focused improvement in:

- Junior AECG group at Wauchope High School
- Key staff engaged in local AECG meetings and initiatives
- Wauchope High School Aboriginal Education team
- Planned activities that engage local community members

## Evaluation plan for this strategic direction

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- Enrolment numbers
- Sentral wellbeing and PBL data
- Internal data for participation in extra-curricular activities
- TTFM survey data from staff, students and parents
- People Matters survey data and responses (Staff)
- Qualitative feedback from the school community and Social media monitoring
- Aboriginal Education Team activities data

### Analysis:

Allocated time in Exec, Faculty and Staff meetings or planning sessions @ least once a term to check progress and inform next steps.

### Implication:

Any adjustments, revision or inclusions will be found in Implementation and Progress Monitoring.