

Strategic Improvement Plan 2021-2024

Wee Waa High School 8270



School vision and context

School vision statement

Wee Waa High School educates students in a caring, inclusive and culturally respectful learning environment. We aim to empower our students to become agile, lifelong learners and successful, future-focused citizens, adept with technology and prepared for life in a changing world.

Every student and every teacher will be challenged to continue to learn and improve every year. To achieve growth and prepare students for higher education, training and work we maintain high expectations for student attendance, behaviour and self-direction, fostering student strengths and using explicit, evidence-based teaching strategies to build strong foundations in literacy, numeracy and ICT.

School context

Wee Waa High School is a co-educational, comprehensive rural secondary school in North-West NSW that services students from the small towns of Wee Waa, Burren Junction and Pilliga. We respectfully acknowledge the traditional custodians of the land on which we provide our education, the Gamilaraay nation. Approximately 36% of the students at Wee Waa High School identify as Aboriginal or Torres Strait Islander and the school is committed to promoting its cultural diversity through a strong educational program for Aboriginal students and an increasing focus on the learning of Aboriginal language.

Wee Waa High School sits in an area strongly underpinned by Agriculture, and offers a broad curriculum. The school equally prepares students for tertiary education or vocational training, including successful programs in Agriculture, Primary Industries, Manufacturing and Engineering, Retail and Hospitality. This is supported by a strong and encouraging welfare structure and a variety of extra-curricular activities in sport, the creative arts, agriculture and STEM. The school has developed strong partnerships with businesses both locally, nationally and globally to provide opportunities for students to engage in a variety of activities to become lifelong learners in a fast paced, changing world.

As a result of our situational analysis we will build teacher capacity to use data in teaching and planning, ensuring that our teaching and learning programs are dynamic and data-driven to support student improvement. Embedding processes for mentoring, coaching and building leadership capacity, with a continued focus on evidence-based teaching practice to drive improvements in student learning are central to our Strategic Improvement Plan. We will support staff and students alike to develop their collaborative practice and leadership skills and we will build our capacity to identify and support high potential students.

Attendance and wellbeing data reveal areas for continued development. Wee Waa High School has a strong focus on professional development for all staff alongside the wellbeing and cultural growth of our students. Community partnerships will continue to be integral to the growth and success of the school in the new planning cycle.

Strategic Direction 1: Student growth and attainment

Purpose

Ensure that every student shows strong growth in reading and numeracy through explicit, research-informed teaching.

Improvement measures

Target year: 2022

Increase the portion of students achieving in the top 2 NAPLAN bands in numeracy by 6.2% and reading by 5.9%

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy by 6.7% and reading by 12.2%

Target year: 2023

Increase the portion of Aboriginal students attaining the HSC whilst maintaining cultural identity, trending towards the upper bound network target of 63.8%.

Initiatives

Numeracy and Reading

Improve classroom teaching practice through a focus on explicit teaching, informed by embedded data collection and analysis practices.

- Provide professional learning on data use in teaching
- Analyse NAPLAN and Best Start data to identify targeted student learning needs in numeracy and reading
- Provide professional learning on evidence-based teaching strategies using the What Works Best framework
- Evaluate internal data to measure the impact of these strategies on student learning
- Provide professional learning on the effective use of progressions data
- Communicate areas of focus and provide strategic and consistent capacity building and professional learning in reading and numeracy

Differentiation

Embed whole school practices that identify individual learning needs and supports differentiated teaching strategies

- Provide professional learning and allow staff reflection on the What Works Best framework
- Implement evidence-based teaching methods based on What Works Best framework
- Analyse NAPLAN, Best Start, HSC and minimum standard data to identify target areas to meet student learning needs
- Provide professional learning on high potential and gifted education to build teacher capacity to provide targeted support for high potential and gifted students
- Use What Works Best framework to underpin a review of an updated, efficient and strategic assessment schedule 7-12

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (School Excellence Framework - Professional learning)

School staff collaborate to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement (School Excellence Framework - Data skills and Use)

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (School Excellence Framework - Effective classroom practice)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (School Excellence Framework - Assessment)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (School Excellence Framework - Curriculum)

Evaluation plan for this strategic direction

Question: To what extent have we ensured that every student has shown strong growth in reading and numeracy through explicit, research-informed teaching?

Data: Best Start, NAPLAN, formative classroom assessment, student reflection of learning goals, student focus groups, SRC feedback

Analysis: Through strong analysis of key data sets listed, trends will emerge to inform future directions.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform future directions and school reporting and annual progress measures

Strategic Direction 2: Connect, Succeed, Thrive, Learn.

Purpose

Ensure that there is a strategic and planned approach to Well being so that all students can connect, succeed, thrive and learn.

Improvement measures

Target year: 2023

In the "Tell Them From Me" areas of advocacy, success and belonging, our school will be performing at or above state levels. Uplift of 11% from system negotiated wellbeing target by 2023.

Target year: 2023

Uplift in attendance of all students by 13%, from system negotiated target 2019

Target year: 2024

There is a whole school, strategic plan for student wellbeing and engagement, to improve learning, based on current research and the analysis of local data.

The innovative use of technology as a learning tool is evident in classrooms across the school.

Student learning, leadership and wellbeing programs incorporate learning dispositions, personal capabilities framework and/or Halogen framework as appropriate for each cohort.

Initiatives

Informed Future Citizens

- Collect data to determine current level of efficacy and agency of students in each year group
- Identify and develop leadership potential in staff and students.
- Collect, analyse and use data to monitor and refine a whole school approach to wellbeing and engagement, to improve learning
- Provide HIPL for all staff on research around future focused capabilities of students and innovative pedagogy, including Learning Dispositions; Personal Capabilities Framework; Halogen Framework.
- Instructional leadership of clear strategies for use of technology as a tool to support student growth (DIP)
- Build the capacity of parents and community partners to hold high expectations and support student learning.

Attendance

- Evaluate and refine current attendance initiatives and establish evidence-based strategies to improve student attendance.
- Consistently and regularly collect school wide data to monitor attendance and the impact of attendance and well being strategies to inform further planning
- Develop targeted intervention strategies for identified students or class groups linked to student needs.
- Build stronger partnerships with parents and community to develop their belief that improved learning outcomes rely on regular attendance and high expectations.
- Provide support for Aboriginal students via direct support for students in mainstream classes, welfare and cultural needs and tailored student outcome improvement strategies.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in well being and engagement to support learning. (SEF - Wellbeing)

Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF - Data Skills and Use)

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other organisations, where useful and practicable. (SEF - Curriculum)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (SEF - Reporting)

The school trials innovative, evidence-based, future-focused practices and has processes in place to evaluate, refine and scale success. (SEF - Learning and Development)

Evaluation plan for this strategic direction

Question: To what extent did a strategic and planned approach to Wellbeing ensure that all students can connect, succeed, thrive and learn?

Data: Tell Them From Me; Attendance data; School Excellence Framework Self Assessment

Analysis: Through strong analysis of key data sets listed, trends will emerge to inform future directions.

Implications: The findings of the analysis will inform future directions and school reporting and annual progress measures

Strategic Direction 3: Evidence based teaching and leading

Purpose

Enhance our leadership team in maintaining and building a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Improvement measures

Target year: 2024

Teachers demonstrate their use of improved skills across each of the 8 domains in the What Works Best framework.

Target year: 2024

Teaching and learning programs show evidence of continual revision and improvement, based on feedback on teaching practice, student assessment and tracking.

Target year: 2024

Teacher PDPs are clearly linked to improvement in teaching and leadership capacity, including support for higher levels of accreditation.

Target year: 2024

An increase in the number of staff aspiring to leadership positions and/or undertaking higher level accreditation.

Target year: 2024

Staff collaboration structures and practices are in place to improve teaching and learning.

Initiatives

Leading for Learning

- Develop and implement a formal coaching and mentoring program, linked to performance and development plans (PDPs), to build teaching, learning and leadership capacity, growth and support of all staff
- Provide professional learning based on What Works Best and other evidence, to build new and aspiring executive capacity in distributed instructional leadership, to sustain a culture of effective, evidence-based teaching and ongoing improvement
- Develop the leadership team and staff capacity to ensure that the implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.
- Implement research based strategies and innovative thinking in team leadership to support school improvement (DIP)
- Support teachers in gaining highly accomplished or lead accreditation.

Collaborative practice

- Embed evidence-based, collaborative strategies for teaching observations and feedback that leads to improved practice. Teaching and learning programs are adjusted to reflect desired improvements.
- Staff teams collaborate to review and embed school assessment policies and procedures into teaching and learning programs.
- Provide professional learning to support consistent teacher judgement for assessment purposes.
- Provide opportunities for teachers to regularly engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, faculties or particular student groups.

Success criteria for this strategic direction

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (Schools Excellence Framework - Leading)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Schools Excellence Framework - Curriculum)

Evaluation plan for this strategic direction

Question: To what extent did a strategic and planned approach to evidence-based teaching and leading sustain a culture of effective teaching and ongoing improvement?

Data: Staff, student & parent surveys, Tell Them From Me, staff and student focus groups

Analysis: Through strong analysis of key data sets listed, trends will emerge to inform future directions.

Implications: The findings of the analysis will inform future directions and school reporting and annual progress measures