

Strategic Improvement Plan 2021-2024

Whitebridge High School 8390



School vision and context

School vision statement

Whitebridge High School is a future focused educational community committed to values of respect, responsibility and fostering individual talents in an inclusive environment building capacity for lifelong learning.

School context

Whitebridge is a proudly comprehensive high school nestled in the beautiful surrounds of the Glenrock State Conservation Area, the beaches of Dudley and Redhead and in close proximity to the shores of Lake Macquarie. We offer our 980 students the best educational opportunities, in an inclusive, safe and secure learning environment. The school has an Aboriginal and Torres Strait Islander student population of 8% and a language background other than English of 4%. Additionally, there are two MC classes, three ED classes and one IM class catering to students from Years 7 to 12. We are committed to a broad, balanced and relevant curriculum that extends students in all areas of learning and develops their skills to be successful in our constantly changing world. The diverse curriculum is designed to support all students to grow as learners and it challenges students to achieve their best. The curriculum places emphasis on the fundamentals of literacy and numeracy as well as catering for students' creative, technological, cultural, vocational and sporting interest and aptitudes through both curriculum courses and extra curricula programs. The school offers a unique Wilderness Program that enhances students' personal development and forms part of our strong focus on student wellbeing. While valuing our past traditions, the school is a leader in addressing the opportunities arising from a rapidly changing world and educational landscape. Whitebridge High School offers quality environments that enrich learning and celebrates positive relationships between teachers, students, the school and its community. We are a proud member of the Whitebridge Community of Schools fostering and enhancing communication between partner primary schools and our high school so that students and their families can enjoy a high quality kindergarten to Year 12 educational experience. The school is comprehensive in its curriculum and inclusiveness. It aims to achieve excellence and equity and incorporates extension programs for gifted and high potential students and individualised support for students with learning difficulties. Our school values are Learning, Respect and Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to learn good citizenship and community responsibility. The schools priorities over the next school planning cycle are Student growth and attainment, Inspired learning, Wellbeing and Partnerships and the continued development of Innovation in quality teaching and leadership which have been established through an authentic situational analysis and in consultation with community including the Minimbah AECG.

Strategic Direction 1: Student growth and attainment

Purpose

To assist all students to achieve future life goals and pathways beyond school. This is underpinned by a strong foundation in literacy and numeracy and personal learner growth. It is our goal that all learners will achieve personal growth where students are achieving higher than expected growth across the curriculum on internal and external performance measures.

Improvement measures

Target year: 2022

Increase the percentage of students in the top 2 bands of Naplan domain in numeracy to 33.9% up from 24.2% in Year 9.

Increase in the top 2 bands of the Naplan domain of reading to 29.7% up from 19.7% in Year 9

Increase in the percentage of students achieving in the top 3 bands of the HSC to 69.7% up from 59.9%

Target year: 2023

increase in the percentage of students achieving expected growth 7-9 in the Naplan domain of numeracy to 75.1 % up from 65.5 %.

Increase in the percentage of students achieving expected growth in the Naplan domain of reading to 73.7% up from 64.8%. 7-9

Increase the proportion of Aboriginal Students achieving the HSC by 50%.

Increase Aboriginal student retention from 7-12 and achievement of identified pathway in accordance with their Personalised Learning Plan.

Target year: 2022

increase in the % of Aboriginal students achieving in the top 3 bands NAPLAN - Reading in Year 9

Initiatives

Stage 6 learning skills development

A focus on all learners having a pathway to personal growth and attainment through credentialed pathways to employment and HSC success. All learners will be supported to grow in literacy and numeracy to achieve minimum standards and exceed expectations in Stage 6 course achievement.

- Early commencement stage 6 VET
- Literacy and Numeracy embedded programs to support Minimum Standards
- High Leverage HSC strategies & Data Analysis

Stage 5 Learning Skills Development

The stage 5 initiatives are designed to ensure curriculum delivery and evidence based teaching practices provide a high expectation framework within which all students can engage and effectively develop a learning pathway commensurate to their individual learning needs.

Learner progress is supported through a strong foundation and growth in student literacy and numeracy through targeted initiatives to meet and exceed national minimum standards and support strong value add and extension of high potential students.

- Year 10 STEP class program
- Targeted Literacy and Numeracy programs
- Extension and Enrichment initiatives and High Expectations Learning Culture

Stage 4 Learning Skills Development

All learners are supported to grow from their High School start point through a demonstrated commitment within the school community for all learners to identify growth targets and use strong independent learner skills to achieve and exceed expected growth and personal success.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to all students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Embedded explicit strategies for literacy and numeracy in teaching and learning programs

All students participating in early commencement Stage 6, achieve additional VET competency as component to increased employability pathways and enhanced HSC success.

Consistency in the shared language and quality delivery of explicit literacy and numeracy evident in classroom walk throughs, learning programs and student work samples.

Quality delivery of differentiated practice where 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 improve learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teachers and SLSO are working collaboratively to support individual learner progress.

Teachers confident in tracking student progress and articulation of where to next. Evidenced in teacher feedback, student samples and annotations, progress records.

Evaluation plan for this strategic direction

Have all learners achieved personal growth across the curriculum on internal and external performance measures?

Progress will be evaluated through external data measures such as NAPLAN, HSC, Minimum Standards, Best Start, SCOUT and TTFM, Exit survey for student

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase in the % of Aboriginal students achieving in the top 3 bands NAPLAN - Numeracy in Year 9

Initiatives

- Curriculum initiatives to support independent learning skills
- Early identification, data analysis and professional learning to support quality literacy and numeracy in all classrooms.
- Development of learning culture and high expectations learner skills through visible learning and formative assessment

Evaluation plan for this strategic direction

destination and employment pathways

Rigorous analysis of data to determine impact and guide ongoing implementation and future directions to provide continuous improvements.

Strategic Direction 2: Inspired Learners, Wellbeing and Partnerships

Purpose

To provide a supportive environment for all learners, including staff and students, which supports strong school attendance and creates a sense of belonging and resilience. We will build a culture of learning, respect and responsibility which caters to the learning and wellbeing needs of the whole school community.

Improvement measures

Target year: 2022

Increase in the percentage of students attending school above 90% of the time from 61% to above 72.5 %

Target year: 2022

Increase in student Wellbeing measure as determined through TTFM from 67.5 to 75.2

Initiatives

Attendance

WHS attendance plan developed in line with Glenrock initiative - plan to include strategies and practices to promote and improve student attendance, recognise and reinforce student attendance and identify and support students with unsatisfactory attendance.

Wellbeing structures and supports

Utilise the **NSW Wellbeing Framework for Schools** to create a planned approach to implement strategies which are grounded in evidence and are strengths based, preventative, protective and that focus on early intervention. This includes strengthening student's cognitive, physical, social, emotional and spiritual development.

- Structured wellbeing systems and supports that meet the needs of students, staff and families.
- Increased quality partnerships to enhance school wellbeing

Recognising Individual Learners

To foster a school culture that is strongly focused on promoting the capacity, progress and aspirations of individual learners, and supports and recognises student wellbeing to ensure optimum conditions for student learning across the whole school.

- Shared Responsibility
 - Differentiated practice
 - Student Voice
 - Quality Learning Environments
-

Success criteria for this strategic direction

There will be a significant increase in the % of students attending school above 90%.

There will be a significant decrease in the number of students identified as being educationally at risk due to poor school attendance.

Students will report a strong sense of belonging and connection to the school as identified in whole school participation, positive school relationships and TTFM data.

Staff will report improved wellbeing through commitment to personal care, work life balance and school based wellbeing strategies and opportunities.

Aboriginal students achieve positive school transitions and cultural connections commensurate with their Personalised Learning Pathway from Year 7 - 12

Families report strong partnerships and increased communication between school and home as it relates to their child's learning progress.

Evaluation plan for this strategic direction

To what extent are all learners supported to achieve strong attendance, connectedness and a sense of belonging that promotes resilience and a school culture of learning, respect and responsibility?

school Attendance data will be monitored and analysed through Sentral and SCOUT

Wellbeing will be monitored through TTFM and internal data capture through specific program evaluations.

Staff wellbeing is reported through TTFM and school and system survey data.

Aboriginal student data collected through internal and external measures, SCOUT, Exit survey, PLP.

Strategic Direction 2: Inspired Learners, Wellbeing and Partnerships

Evaluation plan for this strategic direction

Rigorous analysis of data to determine impact and guide ongoing implementation and future directions to provide continuous improvements.

Strategic Direction 3: Innovation in Quality Teaching and Leading

Purpose

Whitebridge HS staff embrace explicit quality teaching inclusive of all, underpinned by high expectations and innovative evidence based teaching practices to enhance student learning.

School leaders build capacity and inspire a culture of continuous improvement that focuses on Visible Learning practices, innovative assessment and quality feedback.

We focus on collaborative practice that enhances professional learning, allowing us to lead opportunities for evolving future pathways.

Improvement measures

Target year: 2024

30% increase in use of Learning Intentions and Success Criteria evident across all classroom settings from the baseline capture.

Target year: 2024

Within the Learning Domain of Assessment, staff self assessment in the theme of formative assessment moves from delivering to excelling.

Target year: 2024

10% increase in Student Engagement Report in all TTFM measures

Target year: 2024

Positive shift in school self assessment in the area of Data Skills and Use such that Teachers move from self assessment at delivering through to self assessment at excelling in the target themes of data literacy, and data use in teaching.

Initiatives

Performance Culture and Professional Learning

Staff at Whitebridge High School work collaboratively to create a strong performance culture that prioritises professional learning, focusing on high quality results.

- Quality structures for Professional Learning & QTR
- Authentic Engagement with PDP
- Career development and mentorship

Visible Learning

All staff engage in Visible Learning practices to develop learners that are assessment capable, who understand how to learn, use feedback effectively, and create positive learning habits through learning dispositions.

- Impact Coaches lead faculty PL and ongoing VL support
- Impact Series PL Whole School
- Executive Walkthroughs

Evaluative practice and Faculty Reviews

Staff at Whitebridge High School engage in evaluative practices through the process of regular faculty reviews and clear and consistent practices of data analysis to inform teaching and learning. Recommendations are used to guide positive change within faculty targets.

- Comprehensive faculty & special program review structures
- Teacher skill development in use of internal data including data literacy & analysis to improve their own evaluative practice

Success criteria for this strategic direction

Increase in staff participation in QTR

Consistency and confidence in the use of data by staff to identify student achievements and progress, and to reflect on teaching effectiveness and inform future directions.

All staff able to outline, understand and apply assessment capable visible learners as reported in Faculty Review data

All faculties engage in formative assessment practices across their Stage 4 Teaching and Learning programs

Executive walkthroughs provide evidence of students increased knowledge and understanding the LI & SC for their lessons

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

To what extent have teachers and leaders embraced professional development, explicit quality teaching & innovative evidence based teaching practices to enhance student learning ?

PLC evaluations

QTR staff feedback and data measures of impact

School PL tracked through Teaching standards and evaluation surveys

VL data collected through baseline observations, walkthroughs and Follow up VL observers.

Strategic Direction 3: Innovation in Quality Teaching and Leading

Evaluation plan for this strategic direction

Faculty reviews and teacher survey

Rigorous analysis of data to determine impact and guide ongoing implementation and future directions to provide continuous improvements.