

Strategic Improvement Plan 2021-2024

Wingham High School 8391



School vision and context

School vision statement

Wingham High School empowers all students to become informed, resilient and productive citizens in a rapidly changing world. At Wingham High School there is a consistent focus on the development of teaching excellence and a relentless commitment to effective practice, wellbeing and student growth within our learning community. Our quality assurance is derived from evidence-based practice and continued evaluation of performance.

School context

Wingham High School (WHS) is a rural comprehensive school located in the picturesque Manning Valley on the Mid North Coast. The school enjoys an active involvement with the Community of Wingham Schools (CoWS) consisting of Wingham Public School, Wingham Brush Public School, Tinonee Public School, Mount George Public School, Elands Public School and Bobin Public School.

Our teaching staff of 55 is made up of beginning teachers, experienced and mid-career teachers. Our Learning and Support team consists of seven experienced staff and one Aboriginal Education Worker. The student body consists of an enrolment of 596. There are 90 Aboriginal and Torres Strait Islander students, comprising eight Torres Strait Islander students and 82 Aboriginal students, making up 15% of our student population.

The school has a very positive connection to Wingham community and is an active participant in local events. The Wingham High School farm consists of 40 acres of rich alluvial pasture and has achieved many awards from its show cattle and beef. Wingham High School draws upon community experience, developing strong partnerships with business and enterprise from which students gain valuable insight and vocational opportunities. Wingham schools are seen as integral to local history and tradition, as well as reflecting the values of the community.

Wingham High School has a broad and challenging curriculum which provides for the comprehensive needs of our students. There is a strong focus on the development of skills for future learning which is reflected in teaching practice. Transition to work programs and Vocational Education Training (VET) courses are a significant part of our curriculum. Our two Trade Training Centres (Construction and Hospitality) continue to play an important role in these programs.

Wingham High School has consulted students, staff, parents and community in its evaluation of the previous School Plan 2018 - 2020 to develop the strategic directions of the School Plan 2021 - 2024. Information sessions were held with the P&C and teaching staff to map our performance against the School Excellence Framework (SEF). Further updates were given at P&C and staff meetings through 2017, 2018 and 2020. On each occasion, strategic directions were discussed and input was provided by those present. Sessions on school development days, executive and staff meetings were devoted to consulting with staff.

The school conducted a Situational Analysis to further develop the strategic directions of the School Improvement Plan 2021 - 2024. This included analysis of data from the Tell Them from Me Survey (TTFM), Higher School Certificate (HSC) and National Assessment Program - Literacy and Numeracy (NAPLAN), Sentral, Scout and parent forums.

The school is committed to effective classroom practices to improve student outcomes. Staff professional learning will ensure that reading, writing and numeracy levels can be uplifted through enhanced data collection and analysis to inform teaching and planning. There will also be a focus on Higher School Certificate performance including staff professional learning around deep analysis and use of data to develop both individual and

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group support. Staff will have professional learning to deepen their understanding of Aboriginal culture. Every student and every teacher will be challenged to continue to learn and improve every year.

Processes and practices will be reviewed and strengthened to support the wellbeing of all students to ensure every student feels known, valued and cared for, and that the community feels a true sense of belonging.

The majority of the school's equity funding will be used to support initiatives developed in the 2021 - 2024 Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

Students grow in their learning through explicit, consistent and research-informed teaching. Teachers evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2022

System-negotiated target

Improvement in the % of students in the top 2 National Assessment Program - Literacy and Numeracy (NAPLAN) bands to be at or above the lower bound system-negotiated target in reading of 17.3% and numeracy of 14.2%.

Increased the % of Aboriginal and Torres Strait Islander (ATSI) students in the top 3 NAPLAN bands in reading and numeracy by 10%.

Target year: 2023

System-negotiated target

Increased % of students achieving expected growth in NAPLAN to be at or above the lower bound system-negotiated target in reading of 68.8% and numeracy of 66.9%.

Target year: 2024

Improvement in the % of students achieving expected growth to be above lower bound of 16.0% and trending towards the upper bound of 21.0% in NAPLAN 9 in writing.

Target year: 2022

System-negotiated target

Improvement in the % of Higher School Certificate (HSC) course results in the top 3 bands to be at or above the

Initiatives

Data skills and use

Increase the capabilities of staff to analyse student performance data to improve teacher effectiveness and improve student outcomes:

- Professional learning to increase the capabilities of staff to analyse student performance data through data analysis and reflection using Scout, Progressive Achievement Tests (PAT) and Results Analysis Package (RAP).
- To increase the capacity of teachers of HSC classes to review and analyse HSC results, identify patterns and trends to inform improved pedagogy.
- Develop a comprehensive and systematic approach to continually build teacher capacity for using internal and external data to inform teaching practice that has a measurable improvement on student achievement.

Evidence-based practice

A focus on the development of teacher capacity in evidence-based teaching strategies:

- Leading research-informed, evidence-based activities across the school, in conjunction with professional learning resources in the Department of Education Literacy and Numeracy Hub, to address areas of need identified in the Situational Analysis.
- High impact professional learning is embraced and based on student need. A focus on consistent teacher judgement of quality writing, numeracy and band performance in the HSC.
- Establish faculty reading, writing and numeracy improvement strategies for all students to achieve growth in NAPLAN and HSC.
- Adjust teaching and learning programs for ATSI students and deliver interventions that are informed by student Personalised Learning Pathways (PLPs), NAPLAN and HSC data, and with a focus on the % of ATSI students attaining their HSC.

Success criteria for this strategic direction

Professional learning is differentiated and improves teacher capacity to evaluate student learning outcomes through relevant data analysis. (School Excellence Framework (SEF) - Learning and development)

Teachers complete HSC class data analysis package and implement follow up actions. (SEF - Effective classroom practice, Data skills and use)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use, Effective classroom practice)

Teachers collaborate to share data, feedback and other relevant information about student progress and achievement in order to meet the learning needs of all students. (SEF - Learning and development)

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Student performance measures)

Interventions are planned, implemented and tracked for students completing NAPLAN and the HSC in order to meet school and system-negotiated targets. (SEF - Student performance measures, Wellbeing)

Every ATSI student has a PLP that is collaboratively developed with the student, school and parent/carer, which identifies a mentor, learning goals, actions and measures of success, with explicit focus on Stage 4 and 5 literacy and numeracy, HSC and attendance targets. Progress feedback is recorded and regularly communicated. (SEF - Student performance measures, Wellbeing)

Interventions are planned, implemented and tracked for ATSI students in order to meet school and system negotiated targets. (SEF - Student performance measures, Wellbeing)

Progress and achievement of equity groups within the

Strategic Direction 1: Student growth and attainment

Improvement measures

lower bound system-negotiated target of 48.2%.

Target year: 2023

System-negotiated target

Increase the % of Aboriginal and Torres Strait Islander students attaining the HSC by 50% while maintaining their cultural identity.

Target year: 2024

School self-assessment and external validation against the SEF improves in the Teaching domain, Data Skills and Use in the theme of Data Use in Teaching, from Delivering to Excelling.

Initiatives

- The established Learning Centre is a place of high expectations where individual and small group support is scaffolded to meet the learning and wellbeing needs of students.

Success criteria for this strategic direction

school is equivalent to or greater than the progress and achievement of all students in the school. (SEF - Student performance measures, High expectations)

Evaluation plan for this strategic direction

Question:

What has been the impact of improved data skills and use and evidence-based practice on student growth and attainment?

Data:

HSC minimum standard, faculty assessment tasks, student work samples, NAPLAN, PAT, HSC.

Analysis:

Data will be triangulated across different sources and analysed at key milestones within the year to determine the extent to which the purpose has been achieved.

Implications:

Annual analysis and reporting will inform future planning and identification of targeted focus areas and students requiring targeted interventions to ensure growth and attainment.

Strategic Direction 2: Instil teacher excellence

Purpose

Student learning is underpinned by teaching excellence and high levels of professionalism and commitment, and where high quality performance feedback is embedded across the whole school.

Improvement measures

Target year: 2024

School self-assessment and external validation against the SEF improves in the Teaching domain: Professional Standards in the theme of Improvement of Practice, from Delivering to Excelling.

Target year: 2024

School self-assessment and external validation against the SEF improves in the Teaching domain: Assessment in the theme of Formative Assessment, from Delivering and Excelling.

Target year: 2024

School self-assessment and external validation against the SEF improves in the Learning domain: Assessment in the theme of Whole School Monitoring of Student Learning, from Delivering to Excelling.

Target year: 2024

School self-assessment and external validation against the SEF improves in the Teaching domain: Assessment in the theme of Student Engagement, from Delivering to Excelling.

Target year: 2024

School self-assessment and external validation against the SEF improves in the Teaching domain: Learning and Development in the theme of Collaborative Practice and Feedback, from Delivering to Excelling.

Initiatives

Professional teacher practice

Whole school planning builds capabilities and source teachers with particular expertise to improve student learning outcomes:

- Staff Professional Development Plan (PDP) goals reflect a culture of professional learning that focuses on improved teacher practice.
- Investigate a culture of growth mindset as a way to improve motivation and achievement through a teaching focus of process and growth.
- Professional learning sessions develop a shared understanding of What Works Best in Practice themes, why they matter, what the evidence says and implications for teacher excellence.
- Teachers consistently strive for excellence in classroom practice by embedding the pedagogy that research has shown to improve teaching practice and student outcomes.
- Professional learning to build awareness of all staff to strengthen understanding of how to respect and celebrate Aboriginal culture, in order to further embed deep knowledge of quality practices that support the learning of Aboriginal students.
- Develop and embed explicit systems that build a collective capacity for instilling teacher excellence with a focus on teacher collaboration and mentoring, observation and feedback.
- Implement an improved teacher induction program for new and beginning teachers, based on the 5C (Customised, Connections, Context, Curriculum and Classroom) model of school-based induction, which connects teachers and mentors.

Performance feedback

A focus on systematic and reliable assessment information to evaluate student learning over time and implementation of changes in teaching that lead to

Success criteria for this strategic direction

All staff PDPs plans explicitly demonstrate a focus on genuine improvement in teacher practice aligned with the School Improvement Plan. (School Excellence Framework (SEF) - Learning and development, Professional standards)

Students and staff demonstrate an increased growth-oriented mindset. (SEF - Wellbeing, Learning culture)

Data from Personalised Learning Pathways (PLPs) and Tell Them From Me (TTFM) indicates that Aboriginal and Torres Strait Islander (ATSI) students feel more connected with an increased sense of belonging. (SEF - Wellbeing)

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback from teachers and peers. (SEF - Effective classroom practice, Assessment)

Teachers develop a collaborative learning culture and use evidenced-based professional learning to refine their practice to effectively meet student needs. (SEF - Professional standards, Learning and development)

A whole school approach to professional dialogue, collaboration, classroom observation and the modelling of effective practice is ongoing, constructive and actionable, providing feedback to teachers about performance to improve student outcomes and enhance teacher quality. (SEF - Learning and development, Professional standards)

Formative and summative assessment are regularly used across the whole school to help promote consistent and comparative judgments of student learning, monitor student progress and identify skill gaps for improvement and areas for extension. (SEF - Assessment, Student performance measures)

Regular, collaborative evaluation of assessment

Strategic Direction 2: Instil teacher excellence

Initiatives

measurable improvement. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Teacher to student to teacher feedback:

- Professional learning to increase teacher understanding of a variety of formative assessment strategies that can be used to assess student growth and performance.
- Teachers use data from formative and summative assessment practices to provide clear pathways to inform next steps in teaching.
- Teachers embed a culture of providing regular quality feedback for formative assessment and draft responses before final submission of summative assessment tasks.

Student to student feedback:

- Peer assessment provides students with a structured and supported process to analyse and discuss their classroom tasks and assignment submissions. Utilising guidelines, students provide feedback to each other before discussion with their teacher, identifying strategies to improve the quality of final submissions.
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Success criteria for this strategic direction

strategies and student feedback at executive/faculty/staff meetings which have an agenda, are minuted and accessed through Sentral. (SEF - Learning and development, Assessment, Professional standards, Data skills and use)

Evaluation plan for this strategic direction

Question:

What has been the impact of professional practice and performance feedback initiatives on student performance?

Data:

PDPs, faculty programs and assessment activities, faculty meeting minutes, student outcomes, professional learning applications and funding, classroom observations, TTFM, PLPs.

Analysis:

Data will be triangulated across different sources and analysed at key milestones within the year to determine the extent to which the purpose has been achieved.

Implications:

Annual analysis and reporting will inform future planning and identification of targeted focus areas. Professional learning and sharing of practice among teachers will lead to more consistent and improved practice.

Strategic Direction 3: Strengthening wellbeing

Purpose

A strategic and planned approach to wellbeing practices and processes, and effective communication systems that strengthen the wellbeing of all students so that they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2024

School self-assessment and external validation against the School Excellence Framework (SEF) improves in the Learning domain, Wellbeing in the theme of Individual Learning Needs, from Sustaining and Growing to Excelling.

Target year: 2024

School self-assessment and external validation against the School Excellence Framework (SEF) improves in the Learning domain, Wellbeing in the theme of A Planned Approach to Wellbeing, from Sustaining and Growing to Excelling.

Target year: 2022

System-negotiated target

Increased % of students attending school more than 90% of the time to be at or above the upper bound system-negotiated target of 62.6%.

Target year: 2024

School self-assessment and external validation against the School Excellence Framework (SEF) improves in the Leading domain, Educational Leadership in the theme of Community Engagement, from Delivering to Excelling.

Target year: 2022

System-negotiated target

Tell Them From Me (TTFM) Wellbeing data improves to be at or above the upper bound system-negotiated target

Initiatives

Strengthening practices and processes that support wellbeing

A focus on evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning:

- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs.
- A focus on embedding Wellbeing for School Excellence into school culture to build the cognitive, social, emotional and spiritual wellbeing of students, with a focus on high expectations, high quality practice and learning experiences that contribute to the development of individual character traits and positive group dynamics.

Teachers, parents and the community work together to support systematic processes that ensure student absences do not impact on learning outcomes, including students at risk:

- Attendance data is regularly recorded, analysed and refined and is used to inform planning.
- A tiered approach with intervention strategies is implemented across the school to ensure daily attendance and to minimise long term patterns of non-attendance impacting on students' learning.
- Professional learning for all staff to develop knowledge and skills to support attendance.
- Foster regular attendance by establishing a positive and welcoming school culture for all students.

Effective communication systems

Whole school focus on improvement of administrative systems and practices with particular emphasis on communication between the school and the wider school community:

- Whole school audit of communication processes and

Success criteria for this strategic direction

Teams are established and implemented to lead the success of key SIP initiatives and priorities for which executives have portfolios of responsibility. (School Excellence Framework (SEF) - Learning and development, Professional standards, Educational leadership)

Implementation of evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teaching and learning programs evidencing teachers' practices that meet the learning and wellbeing needs of students with additional learning needs, including high potential and gifted students. (SEF - Wellbeing, Learning culture)

Each PLP will identify student aspirations, goals, actions and measures of success that will result in positive engagement for every student. PLPs are revised each semester to reflect student growth and next steps. (SEF - Wellbeing)

Data from Personalised Learning Pathways and TTFM indicates that Aboriginal and Torres Strait Islander (ATSI) students feel more connected with an increased sense of belonging. (SEF - Wellbeing)

Student attendance is consistently tracked and improves through implementation of attendance communication, administrative recording of attendance data, school attendance procedures and increased staff engagement with attendance processes. (SEF - Wellbeing, Management practices and processes, Learning culture)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for students learning across the whole school. (SEF - Wellbeing)

Procedures for conflict resolution, classroom management and behaviour and mobile phone usage are researched, reviewed/updated and implemented. (SEF - Wellbeing, School practices and processes)

Strategic Direction 3: Strengthening wellbeing

Improvement measures

of 67.6%.

Initiatives

procedures by Department of Education (DoE) Community Engagement team.

- Increase effective communication about reading, writing and numeracy strategies across the school and with parents/carers.
 - Stronger parent/carer partnerships are established through comprehensive communication systems, including enhanced social media platforms.
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Success criteria for this strategic direction

School community members are effectively informed about literacy and numeracy initiatives. (SEF - Learning culture, Wellbeing, Student performance measures)

Parent portal is accessed for all reporting (academic and rewards), attendance, timetables, parent-teacher interviews, invoices, forms/permission notes, newsletters, SMS messages. School Facebook page promotes school events, student success and positive public image. (SEF - Wellbeing, School practices and processes)

A register of school process aligned with DoE policies is centrally located and readily accessible. (SEF - Wellbeing, School practices and processes)

Evaluation plan for this strategic direction

Questions:

To what extent has the strengthening of practices and processes and improved communication systems had on wellbeing?

Data:

PLPs, attendance data, Sentral incident data; parent portal; attendance letters; My Professional Learning (MyPL), Scout, TTFM, qualitative data; parent focus forums, Endeavour reports. Teaching and learning programs, Year Adviser, LaST.

Analysis:

Data will be triangulated across different sources and analysed at key milestones within the year to determine the extent to which the purpose has been achieved.

Implications: Analysis of attendance data and attitudes will inform future planning and identification of critical times, events and factors impacting student attendance. Regular analysis of Sentral data will identify whole-school focus areas and students requiring individual interventions

Evaluation plan for this strategic direction

and supports.