

Strategic Improvement Plan 2021-2025

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 54 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 570. There are 90 Aboriginal and Torres Strait Islander students, comprising eight Torres Strait Islander students and 93 Aboriginal students, making up 16% 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

Reading growth

Achieve by year: 2023

System-negotiated target

All students are able to demonstrate growth and achievement in reading over the year, using Check-in Assessments

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in numeracy over the year, using Check-in Assessments.

Expected Growth - Writing

Achieve by year: 2025

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.

HSC achievement - top 3 bands

Achieve by year: 2023

System-negotiated target

Improvement in the % of Higher School Certificate (HSC) course results in the top 3 bands to be at or above the lower bound system-negotiated target of 48.2%.

Aboriginal student HSC attainment

Achieve by year: 2023

System-negotiated target

Initiatives

Data skills and use

Increase the capabilities of staff to analyse student performance data to inform teaching and learning through:

- Developing a shared understanding and commitment to Use of Data to Inform Practice through examination of research based evidence ie WWB
- Developing 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.
- 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).
- Increasing the capacity of teachers of HSC classes to review and analyse HSC results, identify patterns and trends to inform improved pedagogy.

Evidence-based practice

Focus on the development of teacher capacity in evidence-based teaching strategies through:

- Review and refinement of whole school Curriculum Leadership and Learning Support structures, including the establishment of The Learning Centre
- Identification and leadership of whole school focus areas for literacy and Numeracy
- Professional Learning in the effective teaching of literacy and numeracy across all faculties

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)**

Student assessment data is regularly used school­wide 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 complete HSC class data analysis package and implement follow up actions. **(SEF - Effective classroom practice, Data skills and use)**

Interventions are planned, implemented and tracked for all 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)**

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:

Strategic Direction 1: Student growth and attainment

Improvement measures

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

SEF - Data Use in Teaching

Achieve by year: 2025

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.

Evaluation plan for this strategic direction

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

Creating a quality cycle of Assessment and feedback that drives ongoing improvement of student performance and teaching impact

Improvement measures

Achieve by year: 2025

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.

SEF target

Achieve by year: 2025

School self-assessment against the SEF demonstrates excelling in the element of Assessment.

Achieve by year: 2025

School self-assessment against the SEF demonstrates excelling in the element -Effective Classroom Practice - theme Feedback.

Initiatives

Whole School Assessment Practices

Building systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

- Developing a shared understanding and commitment to Assessment through examination of research based evidence ie WWB
- Review of whole school strategies to ensure consistency of assessment practices across all faculties.
- Professional Learning to build staff capacity in Assessment of, for and as Learning including Literacy and Numeracy
- Refining processes in place to support teachers' consistent, development of quality assessment tasks and evidence based judgement and moderation of assessments.

Feedback

Strengthening whole school culture of feedback cycles to promote student learning and teacher effectiveness through:

- Developing a shared understanding and commitment to effective feedback through examination of research based evidence ie WWB
- Developing whole school structures to provide for formal feedback and informal feedback to drive teaching and learning.
- Collaborative planning and sharing to build strategies for provision of formative feedback

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 teachers **(SEF/ Assessment/ Formative Assessment/ Excelling)**

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. **(SEF/ Assessment / Whole School Monitoring of Student Learning/ Excelling)**

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. **(SEF/ Effective Classroom Practice / Feedback / Excelling)**

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.

Strategic Direction 2: Instil teacher excellence

Evaluation plan for this strategic direction

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 support the wellbeing of the school community so that they can connect, succeed, thrive and learn.

Improvement measures

SEF Target

Achieve by year: 2025

School self-assessment against the SEF demonstrates excelling in the element of Wellbeing.

Attendance (>90%)

Achieve by year: 2023

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%.

Achieve by year: 2025

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.

Wellbeing

Achieve by year: 2023

System-negotiated target

Tell Them From Me (TTFM) Wellbeing data improves to be at or above the upper bound system-negotiated target of 67.6%.

Initiatives

Wellbeing

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

- Developing a shared understanding and commitment to Wellbeing through examination of research based evidence ie WWB
- Developing school wide, consistent proactive strategies and interventions to support all levels of need.
- Engaging and promoting wellbeing within the whole school community
- Building consistent expectations, responsibility, positive and respectful relationships across all school settings

Attendance

Refine Attendance processes and build effective partnerships to improve attendance rates through:

- Regular review of Attendance data to analyse and inform planning
- Embed a tiered approach with intervention strategies implemented across the school to ensure daily attendance and to minimise long term patterns of non-attendance impacting on students' learning.
- Building staff awareness of attendance procedures and student attendance plans
- Promote positive attendance through effective communication, partnerships with families and celebrations of positive attendance behaviours
- Foster regular attendance by establishing a positive and welcoming school culture for all students.

Success criteria for this strategic direction

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

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. **(SEF / Wellbeing / A planned approach to wellbeing / Excelling)**

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

(SEF / Learning Culture / Attendance / Excellence)

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.

Strategic Direction 3: Strengthening wellbeing

Evaluation plan for this strategic direction

Regular analysis of Sentral data will identify whole-school focus areas and students requiring individual interventions and supports.