

Strategic Improvement Plan 2021-2024

Windsor High School 8396



WINDSOR
HIGH SCHOOL

School vision and context

School vision statement

Windsor High School strives for academic, creative, vocational and sporting excellence by ensuring each student is challenged with high expectations to achieve the best they can achieve. Enriched learning occurs, guided by expert teachers in a supportive environment where student wellbeing is of the highest priority. Communication and connections with the local community are highly valued by all stakeholders, effectively supporting students and their learning.

School context

Windsor High School is a comprehensive high school of 617 students, located in the Hawkesbury. Students draw from Wiseman's Ferry in the north to Bligh Park in the south. Enrolment is comprised of about 17% ATSI and 7% LBOTE students. Strong links with our local community strengthen the opportunities provided to our students.

The school has a Support Unit, with four classes that cater for a wide range of disabilities. The school caters for the academic and cultural needs of our Aboriginal and Torres Strait Islander students through personalized learning pathways and sequential cultural programs throughout Years 7 to 12.

Highly effective programs, systems and structures are established in the areas of student wellbeing, school organization, assessment and curriculum. Focused literacy and numeracy programs are proving successful and continue to be our focus.

Nurturing high expectations is a focus across the school, including a specialized Gifted and Talented program to ensure academic excellence and engaging extracurricular opportunities. Attendance and student engagement will drive student achievement in all areas but in particular in literacy and numeracy across Windsor High School through greater participation of students in learning. Pairing this with further development of a culture of high expectations and increased focus on student growth (including students knowing their growth goals and working towards them) will lift achievement of all, including increasing the percentage of students in the top 2 bands of NAPLAN and HSC assessments. We would also like to see this culture of high expectations translating into an increased number of Year 12 students engaging in an ATAR program of study, increasing the future options for our students.

A stage 4 specialized class supports students transitioning into high school. Additional funding is allocated for Learning and Support teachers who assist in specialized learning support. Homework clubs occur after school hours, supervised by teaching staff to further support our students academic growth.

There are strong community connections including an active Parents and Citizens, which meets with senior executive on the third Tuesday of each month for consultative purposes.. Windsor High School actively participates and consults with the local AECG attending and hosting meetings as required.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes we will develop and sustain whole school processes for collecting and analysing data. Students will become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2024

Improve the performance of year 9 students in reading:

- expected growth improves by 10% from the baseline
- increase number in top 2 bands by 10.5% from baseline
- increase the proportion of Aboriginal students in the top two bands by 10%

Target year: 2024

Improve performance of year 9 students in numeracy:

- expected growth improves by 10.3% from baseline
- increase number in top 2 bands by 11.5% from baseline
- increase the proportion of Aboriginal students in the top two bands by 10%

Target year: 2024

Improve the performance of HSC students:

- increase number in top 2 bands by 10.4% from baseline
- increase number in top 3 bands by 9% from baseline
- proportionally contribute to the Windsor Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.

Initiatives

Improve Numeracy and Literacy through data collection and analysis

Numeracy and Literacy to be led by cross-faculty teams. Focus on whole-school numeracy and reading strategies. Teams and teachers use data to select and implement specific strategies that improve literacy and numeracy for students

Improve HSC results

Analyse HSC results to determine what works best in each HSC course, including Extension courses. Include data from individual students, trends, item analysis. Data collated to be reflected in programs and registrations. Implement explicit teaching in all Stage 6 programs, including subject-specific study skills and exam techniques such as ALARM. Implement mentoring and goal setting processes for Stage 6 students, including using AEO to work with students who identify as Aboriginal.

Success criteria for this strategic direction

Improved performance in Year 9 Reading and Numeracy results

Improved HSC results with an increased number of students achieving the top three bands

Student assessment data is regularly used school-wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

The school will use a range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of SD1. This analysis will guide the school's future directions:

- NAPLAN data - expected growth and top two bands
- PLAN2 (best start)
- HSC Analysis using RAP and Scout
- Goal-setting plans with mentor teachers and Aboriginal Education Officer
- Sentral markbook
- Minimum standards
- Lesson observations and Quality Teaching Rounds
- Student interviews such as academic reviews

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Stage 6 students are aware of their progress and are able to set goals for their future learning

Target year: 2024

All teachers use school-wide processes to collect, analyse and compare data from both external and internal sources

Strategic Direction 2: Pedagogical Practice

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will demonstrate the Australian Teaching Standards using data and collaborative teaching practices. This will develop rich and engaging learning opportunities which will positively impact on classroom culture.

Improvement measures

Target year: 2024

That all teachers have demonstrated delivery of the relevant Australian Teaching Standards to reflect strengthening of pedagogy. The initiative will be staged, with 2021 having a pilot program with up to 20% of staff volunteering. It will be evaluated and reformed for 2022. It is hoped that a further 25% will volunteer each year with 100% achieved by 2024.

Target year: 2024

Teachers have designed, implemented and evaluated engaging teaching programs that reflect best practice, with high impact assessment tasks using data to drive improvement.

Target year: 2022

All staff can produce high level programs that reflect best practice in their faculty areas. All staff use a centralized system to record marks to track individual student improvement over time.

Initiatives

Quality Teaching Rounds

With teachers self identifying areas for strengthening their own pedagogy, regular feedback aligned to the Australian Teaching Standards will be provided. The feedback will come from a team who participate in lesson observations which will improve the quality of educational experiences for all students.

Purposeful Programming

Review of current programs, assessed by a team, to provide feedback on strengths and identified areas of improvement.

Success criteria for this strategic direction

Teachers will be more confident in presenting engaging lessons as a result of collaborative practices. Feedback will be specific and result in improvements in the student experience and improved learning environment. Positive rapport between teachers and students is evident. Programs will consistently reflect best practice, and quality assessments. Data analysis reflects improvement. The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

All programs are assessed and contain the essential elements of a high quality program as determined by research.

All teachers know their students capabilities as a result of gathering data and tracking improvements.

Evaluation plan for this strategic direction

Data from staff, and students through the TTFM and other school based surveys can measure positive teacher student interactions.

Lesson Observation sheets and feedback from Quality Teaching Rounds will indicate that staff are using the Australian Teaching Standards to drive improvement of their practice.

Checklists are used to assess programs and assessments to ensure all aspects reflect quality teaching practices. Baseline data will be taken, and appropriate program adjustments will be reassessed at a later date. Students will complete an evaluation at the end of each unit.

Staff can produce records of student improvements from a centralized mark book.

Strategic Direction 3: Wellbeing and Community Connections

Purpose

To ensure that all students are able to connect, succeed and thrive, there will be a planned approach to developing whole school processes that support high levels of wellbeing and community connections.

Improvement measures

Target year: 2024

Increase the percentage of students attending > 90% between 7.4%-10.4% of the baseline by 2024.

Decrease the percentage of students truanting classes and arriving late to school (using Sentral data) by 9% from the baseline by 2024 in a move towards school identified targets.

Target year: 2024

TTFM Wellbeing data (advocacy, belonging, expectations) increases 5.4%-10.4% of the baseline by 2024.

Increase the percentage of students identifying positive relationships (as measured through Tell Them From Me) by 8% from the baseline by 2024.

Target year: 2024

Increase number of reciprocal links with local businesses and services, including the ATSI community by 8% from the baseline target identified by the school.

Initiatives

Wellbeing and Relationships

Using Sentral Attendance data, students will be tracked on their whole day and partial absences. Processes will be refined such as notifying partial absences and targeting students who are below the requirements. Greater communication with parents regarding attendance will occur through various methods.

Reviewing current wellbeing processes and programs to improve belonging, resilience and positive relationships continuing sustainable school practices. The school will develop and source proactive wellbeing programs.

Community engagement and partnerships

Develop and strengthen links within the greater community to provide and extend opportunities available for students to access community resources, extra-curricular and vocational services and pathways. This will be achieved by increasing student participation in extra-curricular activities and the number of community agencies including the ATSI community involved with the school.

Community engagement will be achieved by increasing engagement with the school website, social media platforms and the parent portal. Also, increased attendance of school events by the whole school community.

Success criteria for this strategic direction

- Increase and sustain student attendance and students' sense of belonging with greater community engagement, and partnerships by using measurable data and feedback.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF)
- 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).
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF)
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse and monitor the growth in student attendance, positive student relationships and, school and community partnerships:

- Sentral data
- TTFM
- Social media, parent portal and school website data
- Attendance data during school events
- Community stakeholders data/communication