Strategic Improvement Plan 2021-2024

Warilla High School 8418

School vision and context

School vision statement

At Warilla High School we believe that every student can experience success in their own right. Indeed, "Student Centred - Outcomes Driven" is a vital belief and practice at Warilla High. We believe that every student has the potential to learn and achieve their personal best from engaging with quality teachers and programs so that they can lead happy, fulfilled and productive lives.

Warilla High School wishes to inspire our students to not only achieve their maximum potential in the classroom, but also in the community as we promote "High Expectations" in everything we do, while always upholding the values of Excellence, Respect, Integrity and Compassion.

School context

Warilla High School is situated in close proximity to the seaside village of Shellharbour on the South Coast of NSW. The school was established in 1965 as a comprehensive coeducational high school and prides itself on being one of the largest schools in the Illawarra. Yet, despite this, every student is known, valued and cared for. Our current enrolment exceeds 1330 students with over 250 in area students accepted into our Year 7 cohort annually. Students come from a wide range of socio-economic backgrounds, with 8% identifying as Aboriginal and 16% coming from a language background other than English. The curriculum is differentiated and an enrichment program (CAP) exists, as well as smaller classes (CORE) catering for students with Literacy and Numeracy needs, in Years 7 & 8.

The school is committed to equality of opportunity and the creation of conditions which allow all students to achieve personal excellence. The school has five Special Education classes including ED, Autism, IO and two IM classes operating as The Foreshore Center . Warilla High School nurtures an environment that values, respects and celebrates diversity and promotes an ongoing commitment to inclusivity. We include our wider community in many activities and events, as we are raising these young people together.

Warilla High School has enjoyed success in many sporting areas, offering our students the opportunity to excel in all areas of their lives, not just the academic realm. We pride ourselves on fielding many grade and representative teams who often achieve zone and state championships. Further to this we also have students who excel in Visual Arts, Drama and Music. Many of our students achieve their best results on the CAPA stage.

We also strongly committed to acting on the issues that our students believe in. Since 2018 we have actively and rigorously acted to reduce our impact on the environment. We are very proud to now be completely powered by solar power and to be recognised by various community organisations for our advocacy and proactive stance on managing energy needs and waste streams.

Wellbeing is a focus of great importance at WHS. The Wellbeing Hub offers many proactive programs as well as reassurance and the services of a Head Teacher and Student Support Officer. Positive behaviours are taught to various student cohorts and counselling is available to those in need.

The school recently conducted a situational analysis involving consultation with students, staff, parents and carers and the AECG. Year 7 behaviour 2020 was examined using Sentral entries, and it was observed that there was a correlation between individual student behaviour issues and low reading and numeracy ages. We have therefore identified a need to work on the literacy and numeracy skills of our Stage 4 students. as a significant number of these students have a reading age of 7 years or lower. Further work will need to occur around the explicit teaching of literacy and numeracy skills and empowering staff to be able to deliver quality differentiated instruction to these students. The two LaSTs will be utilised to build staff understanding on how to do this successfully. Ongoing monitoring of student performance will highlight areas of need and success at an individual, class and school level. Acknowledging this low starting point, it is even more noteworthy that our HSC results

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have improved remarkably, in particular our Band 6 results have increased 600% in two years. We are committed to working together on having "High Expectations" for all of our students encouraging them to become the best possible version of themselves.

As a school of considerable size, Warilla High is mindful of the ongoing need to develop and maintain various systems and practices that allow us to monitor and support all of our students. Student attendance is one area where we will work with students and families to increase their attendance and subsequent engagement. The transient nature of some of the school population is an issue, with more than 30% students who enrol in Year 7 completing their high school experience in another school.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure an ongoing culture of learning where students are engaged, challenged and prepared for higher education, training and work, we will continue to initiate and refine data-driven teaching practices. The aim is to build strong foundations in literacy and numeracy and further develop our students' deep content knowledge and connection to education.

Improvement measures

Target year: 2022

Increase the percentage of students attaining the top 2 bands in NAPLAN reading by 5.53%

Increase the percentage of students attaining the top 2 bands in NAPLAN numeracy by 5.75%

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading by 5.5% from system-negotiated target baseline.

Increase the percentage of students achieving expected growth in NAPLAN numeracy by 5.8% from system-negotiated target baseline.

Target year: 2022

Increase the percentage of students achieving the top 2 bands for the HSC by 8.5%.

Target year: 2022

Increase the percentage of Aboriginal achieving top 3 NAPLAN bands of reading and numeracy to the above the schools lower bound system-negotiated target.

Target year: 2023

Contribute towards the achievement of the Lake Illawarra South Network target of a 19.7% uplift in the percentage of Aboriginal students attaining the HSC whilst

Initiatives

Data driven explicit teaching practice

To embed explicit teaching and learning practices to target student growth in literacy and numeracy, support HSC success and student transition to higher education, training and/or work.

Literacy and Numeracy

- Staff confidently use assessment data and contemporary research to identify areas of opportunity for supporting student growth through the development of responsive learning programs.

- Build capacity to teach explicit literacy and numeracy skills, through effective professional learning and evidenced by contemporary teaching and learning strategies consistently applied across all curriculum areas.

HSC

- HSC data to be used to drive improved student outcomes in Stage 6 through the ongoing development of informed curriculum choice, staff professional learning and high student expectations.

Stage 5 and 6 ATSI Education and Cultural Support

Embed quality teaching and assessment practices that are culturally inclusive so that all students obtain a platform for enriching their life chances and achieving their full potential.

- Build staff and student understanding, through professional learning and culturally inclusive events, to promote reconciliation and motivate ATSI students so that they successfully participate in their education.

- Class teachers and support staff will plan for and embed practice that will support ATSI students to match or better the learning outcomes of the broader student population.

ATSI students' participation and retention is informed and

Success criteria for this strategic direction

Students, teachers and parent/carers recognise a collective responsibility for student learning and is confident in the school's capacity to prepare students for a life in a complex and dynamic society.

External and internal data is collected and evaluated on a regular basis and is used to strategically plan for student improvement through targeted professional learning.

Data-driven planning is evident through the implementation of whole-school programs and effective classroom practice leading to improved student outcomes.

ATSI students identify that they feel supported through their schooling to have high expectations for their future and the confidence and pride to celebrate their culture.

Community recognise that the school is working towards improving life outcomes for all students, is inclusive and promotes reconciliation as a mechanism to ensure the creation of an equitable society.

Evaluation plan for this strategic direction

The school will use the following data sources to plan for and analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- PAT writing, reading and socio-emotional skills (Year 6)
- Stage 4 MALS Score
- Best Start data
- Check-in data (Year 8)
- NAPLAN data
- HSC data
- SCOUT - value added data
- Student plan data

Improvement measures

maintaining their cultural identity

Initiatives

planned for, through collaboration using holistic information about each student's wellbeing and learning needs.

Evaluation plan for this strategic direction

- Student and community voice through survey and focus groups

- Student work samples

- TPL evaluations evidence of changing practice through lesson observations, programs, assessment and reporting.

The evaluation plan will involve:

- Annually review COS data to inform and plan for successful student transition into Stage 4 with a semester review of all data sources, quantitative and qualitative, to inform whether we are on track for achieving intended growth measures.

- Staff being provided with regular opportunities to professionally discuss and review data and share examples where they have responded to data within their teaching and learning programs.

- All professional learning aligning with improvement initiatives, teaching standards and SEF.

- Professional learning and growth evidenced through a culture of collaboration and sharing demonstrated through change in practice.

- Analysis and interpretation of this data will provide evidence for the future school directions.

Measures where student and community engagement in learning and cultural events is tracked and encouraged.

Strategic Direction 2: Quality Systems and Practices

Purpose

Quality schools are strengthened by formalised systems and practices that document process, procedures, and responsibilities for maximising student outcomes across the entire school. Our school systems and practices will meet the needs of our students, staff and the broader community, will be clearly data and evidence based, where appropriate, and encompass current DoE, NESA and overall system targets and requirements. This is to enhance the teaching, learning and leading domains within the school.

Improvement measures

Target year: 2022

Achieve a 8.2% lift in the percentage of students attending school 90% or more of the time to reach lower bound system negotiated target.

Target year: 2023

Shift in the Wellbeing element within the SEF Learning domain from sustaining and growing to excelling. This is reflected in whole school, evidence based change in both wellbeing and individual learning and support being embedded into a cyclic review of practice.

Target year: 2023

Curriculum provision within the Learning domain will shift from delivering to sustaining and growing through explicit description of expected student progressions described in Teaching & learning programs

Target year: 2024

Building on the Professional Standards element of the SEF from sustaining and growing to excelling where the school executive and leadership team implement capacity development programs through targeted PDP and accreditation supervision structures to continually improve teaching practice.

Initiatives

Whole school engagement and wellbeing

- Realignment of current student data to refocus wellbeing, engagement and learning support to ensure resources are targeted to meet current student needs.

- Collect and analyse current attendance data to create a baseline for attendance plan review.

- Complete a school procedure process map to inform a whole of community school attendance plan for 2021-2024.

- Review of Role Statements of HT Wellbeing and HT Wellbeing - Learning Support to accurately reflect equity and review recommendations and structures

- Establishment of a dedicated L&S team (LST) structure and CORE membership reflective of student and staff needs.

Quality Teaching and Accreditation

- Re-invigorate the Internal Validation (IV) structures to support School Excellence Framework S-aS. and faculty Curriculum, Programming, Assessment & Reporting currency are examples of best practice.

- Executive skill development and Professional Learning re ongoing EV.

- Executive professional learning to support school self assessment

- Senior Review practice to support increased and successful completion pathways including increased HSC results for all students.

- Investigate establishing a school contact/coordinator to maintain focus and build capabilities of staff regarding proficient and pathways for higher accreditation.

- Refocus executive and staff on greater clarity and engagement in the PDP process with particular focus on SIP focus areas, and contemporary T&L practice.

Success criteria for this strategic direction

Development, communicated and implemented Strategic Attendance Plan that delivers long lasting improvement in attendance and engagement towards, and then exceeding, DOE 2024 targets.

Wellbeing and Learning and Support processes are planned and evidenced based, creating measurable improvements to student wellbeing in line with the Wellbeing Framework themes of connect, succeed and thrive.

Documented school processes that support the cyclic review of curriculum, programming, assessment and reporting that are consistent with NESA and DoE requirements. Requirements and documentation clearly evidence the high quality practice within the three domains of Learning, Teaching and Leading as outlined in the SEF.

Teachers manage their own accreditation requirements through NESA and the DoE, within school wide support structures including the Performance and Development Framework (PDF), the targeted PDP conversations and supervisor feedback, and the maintenance of required professional learning.

Evaluation plan for this strategic direction

The school will determine the current state of the identified systems and practices, through process mapping, the existing practices and base line data. Evaluation of the effectiveness regarding overall purpose statement will be through collecting and analysing qualitative and quantitative data such as:

Q: To what extent are the revised attendance structures positively impacting the attendance and engagement of students?

Q How do the current Wellbeing and Learning & Support systems and practices reflect the current needs of the students. Q: How can WHS guarantee T&L programming and assessment documentation are reflective of a pattern

Initiatives

- PL re providing feedback in Performance and development for Executive Staff.

Evaluation plan for this strategic direction

of cyclic review and currency?

Q: To what extent can teachers and supervisors articulate and manage their own, and those of their staff, accreditation and maintenance requirements and opportunities?

D:

- SCOUT Attendance, Engagement and Wellbeing data.
- TTFM Student Engagement and Wellbeing feedback.
- SENTRAL Wellbeing data.
- L&S Meeting minutes.
- Wellbeing Framework Self Assessment.
- Internal Validation feedback and recommendations.
- External Validation feedback and recommendations.
- Faculty HT PDP Supervision procedures / records.
- eTAMs Teacher Accreditation data
- Student and Teacher surveys
- Analysis and interpretation of this data will provide evidence for the future school directions.

A: Analyse the data as to the extent to which the purpose within the identified areas has been achieved.

I: What are the implications for our work?

I: What are our future directions and next steps?

Strategic Direction 3: Future focused learning

Purpose

To ensure that education is relevant and students are provided with meaningful and authentic learning opportunities. To support teachers to build and refine their teaching practice that is evidence-based and research informed. To build authentic mutually beneficial partnerships with community.

Improvement measures

Target year: 2024

Innovative curriculum and teaching practice: SEF theme of *expertise and innovation* in the learning and development element meet excelling descriptors where all teachers have expert contemporary content knowledge and deploy effective teaching strategies. Promising practices are identified and scaled.

Target year: 2024

Innovative curriculum and teaching practice: SEF themes of *explicit teaching* and *feedback* in the effective classroom practice element meet excelling descriptors where there is a whole school approach to employ evidence-based teaching strategies and student learning demonstrates growth.

Target year: 2024

Engaging with the community: TTFM parent involvement measures at or above NSW Govt Norm.

Initiatives

Innovative curriculum and teaching practice

Improve **contemporary teaching practices** that will be embedded in teaching and learning programs and teaching practice. Teachers will engage in professional learning to build their knowledge and skills in the evidence-based strategies of:

- learning intentions and success criteria,
- effective feedback including mid-point checks,
- dialogue,
- questioning
- HSC high leverage strategies
- 4Cs skills progression
- PBL within and across subjects

Improve **effective integration of technology** into classroom practice as a tool to deepen and enhance the learning process, with the intent to increase student engagement, connection, collaboration, problem-solving and higher-order thinking skills. This will be achieved through:

- Increasing number of students bringing and using a BYOD.
- Building teacher and students skills in use of technology.
- Expanding effective use of digital platforms such as Google classroom, Google drive, One Note.
- Increasing teacher use of technology for formative assessment (nearpod, kahoot, loop, menti, flipgrid).
- Developing student e-Portfolios

Engaging with community

Develop an authentic, learning focused, **partnership with parents and the wider community**. To provide opportunities for real-world application of learning and to

Success criteria for this strategic direction

Teachers are confident and effective future focused practitioners with a commitment to reflection, feedback and sharing of expertise.

All teaching and learning programs have learning intentions, success criteria and formative assessment embedded.

All teachers of relevant Stage 6 courses use high leverage strategies in their classroom practice and these are evident in their teaching and learning programs.

Students can understand, articulate and demonstrate skills and attributes for meaningful school and post-school outcomes.

Project based learning practices are evident across the school, as shown in curriculum structures and teaching and learning programs.

Increased parental engagement in their child's learning.

Partnerships between school and community are authentic and mutually beneficial.

Evaluation plan for this strategic direction

The school will determine the current state of practice for our key initiatives through collecting and analysing qualitative and quantitative data to form baseline data. This will include:

- TTFM data (student, teacher and parent)
- Student, teacher and parent/community surveys
- Student, teacher and parent/community qualitative interviews
- Student, teacher and parent/community focus groups
- Teaching and learning programs
- Student work samples

Strategic Direction 3: Future focused learning

Initiatives

build an understanding of the continuity of learning beyond the school.

This will be achieved through:

- COS initiatives
- CAP and CORE
- Partnering with universities and businesses
- Learning ecosystems project
- Methods of communication (Newsletter, Facebook)

Evaluation plan for this strategic direction

- Classroom observations

This will give the school a clear indication of where we are now and be the basis for planning, where to next.

Numerous measures will be repeated at various check points as a means of embedding evaluation to measure impact.

Promising practices will be identified across the school and scaled.