

Strategic Improvement Plan 2021-2024

Warners Bay High School 8440



School vision and context

School vision statement

Our vision is to be recognised as a centre of educational excellence.

Our mission is to provide a quality education that empowers all students to live rewarding and productive lives.

School context

Warners Bay High School (WBHS) is a public comprehensive school including a support unit (three classes) located in Lake Macquarie NSW. The school was established in 1966 and enjoys a strong reputation in the community for realising its motto, "Quality Education for All."

The student population has been consistently above 1300 for many years. The student profile is predominately Anglo-Saxon. 3.5% of students come from an Aboriginal background. 6% of students have a language background other than English. The most prevalent of the 25 languages represented are German, Czech, Italian and Macedonian. The attendance profile for students is consistently above state average.

The staffing entitlement is around 90 full time teaching staff and 18 non-teaching staff. The school employs a Business Manager, Technical Services Officer, Site Manager and an additional Deputy Principal from school funds.

The school enjoys strong support from its families and the wider community. Many families and staff have a long and strong connection with the school. WBHS has developed meaningful partnerships with a range of external businesses and community groups. WBHS is highly regarded as a leader in the support of pre-service and early career teachers through our unique partnership with the University of Newcastle.

The school enjoys a culture of high expectations and boasts a rich and varied curriculum with a history of academic excellence. Our students participate in range of quality creative and sporting co-curricular programs and activities designed to strengthen their learning outcomes and enrich their educational experience. The school enjoys a long history of student success in these areas. These programs are complimented by leadership development initiatives including the Senior Student Executive, House Captains, Student Representative Council, Environmental Representative Council and Junior Aboriginal Educational Consultative Group.

Our teachers are committed to developing their professional practice in order to maximise student outcomes. Our school is passionate about future-focused teaching and learning to help develop the knowledge, skills and competencies needed by students to be successful in the contemporary workforce.

Our school partners with our four local public primary schools to develop a coordinated approach to curriculum transition, wellbeing and staff professional development.

An extensive situational analysis was conducted in 2020 comprising a suite of student, community and staff surveys, forums, focus groups and consultation with our local Aboriginal Education Consultative Group. Data across a wide range of learning and wellbeing domains was collected and analysed. Key findings, supported by leading evidence-based research (including What Works Best, the School Excellence Framework, Pivotal Education), guided the development of future focus areas and the formulation of aspirational improvement measures for 2021-2024.

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of Strategic Direction 1 is that all students are challenged and given opportunity to grow in their literacy and numeracy skills through explicit, evidence-based teaching and learning strategies, and high quality assessment and feedback practices.

Improvement measures

Target year: 2022

The percentage of students achieving in the top two NAPLAN bands in numeracy increases 6.8% from baseline.

Target year: 2022

The percentage of students achieving in the top two NAPLAN bands in reading increases 6.4% from baseline.

Target year: 2022

The percentage of students achieving HSC course results in the top two bands increases 3.5% from baseline.

Target year: 2023

The percentage of students achieving expected growth in NAPLAN numeracy increases 4.5% from baseline.

Target year: 2023

The percentage of students achieving expected growth in NAPLAN reading increases 3.8% from baseline.

Target year: 2023

The proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity increases 6.2% from baseline.

Target year: 2024

School Excellence Framework Self-Assessment of the element of Assessment (focus themes: Formative assessment, Summative assessment) indicates

Initiatives

Literacy and Numeracy

- Teachers to analyse internal and external student progress and achievement data to inform student learning goals. Progress towards goals is monitored through the collection of quality, valid and reliable data.
- Teaching and learning programs to show evidence of explicit, evidence-based literacy and numeracy strategies.
- Professional learning to strengthen skills and knowledge around effective use of data.

Assessment and Feedback

Teachers collaboratively plan, refine and implement consistent, effective, school-wide assessment and feedback practices that:

- are explicit, meaningful, valid, well planned, timely and forward focused;
- foster learning growth that is measurable and visible to students, staff and parents/carers;
- allow for student participation in the assessment process;
- include formative and summative assessment strategies;
- are aligned with NESAs best practice.

Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- 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.

Evaluation plan for this strategic direction

Questions:

- What has been the impact of targeted literacy and numeracy teaching practices on student growth and attainment?
- How have teachers used student assessment and data concepts to inform planning, identify interventions and modify teaching practice?
- What has been the impact of refined school-wide assessment and feedback practices?

Data sources include:

- SCOUT

Strategic Direction 1: Student growth and attainment

Improvement measures

improvement from Sustaining and Growing to Excelling.

Evaluation plan for this strategic direction

- NAPLAN
- Best Start
- Teaching programs
- Lesson observations
- Student work samples
- Internal student assessment results
- School Excellence Framework Self Assessment
- External Validation (2022)

Analysis: Rigorous analysis of the above data will be conducted to determine the extent to which progress measures have been achieved. Evidence will be collaboratively analysed regularly to determine the extent to which the success criteria and improvement measures have been attained.

Implications: Practices and progress will be reviewed and refined continually to provide a comprehensive snapshot of impact. This will guide and drive ongoing initiative implementation and future school planning to ensure that continuous teaching and learning improvement helps every student grow, progress and achieve.

Strategic Direction 2: A culture of high expectations

Purpose

The purpose of Strategic Direction 2 is to help prepare students to be active and informed citizens in a dynamic and complex society by strengthening the school's culture of high expectations and by focusing on explicit, differentiated, future-focused teaching and learning, supported by effective professional collaborative practice.

Improvement measures

Target year: 2024

School Excellence Framework Self-Assessment of the element of Curriculum (focus theme: Differentiation) indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School Excellence Framework Self-Assessment of the element of Learning and Development (focus theme: Expertise and innovation) indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School Excellence Framework Self-Assessment of the element of Learning and Development (focus theme: Collaborative practice) indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School Excellence Framework Self-Assessment of the element of Effective Classroom Practice (focus theme: Explicit teaching) indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

Tell Them From Me data for *relevance* improves at least four points from 2020 baseline data (5.4) to meet or exceed the NSW Govt norm (5.8).

Target year: 2024

Initiatives

Explicit, Differentiated Teaching and Learning

- Learning intentions, class work, success criteria and assessments to be explicit and differentiated to accommodate the needs of every learner including high potential and gifted students and students with additional learning needs.
- Exemplar work samples provided for assessment tasks.
- Students to develop and utilise personal learning goals.

Future-Focused Teaching and Learning

- Develop, implement and monitor Project Based Learning school wide, including a common language for all faculties, cross KLA learning and assessment and the embedding of general capabilities into programs and assessment rubrics.
- Establish innovative learning spaces with pedagogies that help foster the development of future-focused skills.
- Foster community links to develop entrepreneurial and workplace learning.
- Strengthen careers education including VET options as part of Stage 6 pathways.

Collaborative Practice

- Teachers collaboratively plan, develop and refine teaching and learning programs that explicitly incorporate future-focused skills.
- Teachers participate in lesson observations to deepen knowledge and skills about how different teaching approaches impact student learning.
- Target professional learning through ongoing collaboration across KLA's guided by best practice and evidenced-based research.

Success criteria for this strategic direction

- 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 improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

Questions:

- What has been the impact of explicit, differentiated learning on student outcomes?
- How have innovative learning spaces and future-focused pedagogies helped to foster the development of students' skills?
- Has students' understanding of the relevance of their learning improved?

Strategic Direction 2: A culture of high expectations

Improvement measures

Tell Them From Me data for *explicit teaching practices and feedback* improves four points from 2020 baseline data (6.0) to meet or exceed the NSW Govt norm (6.4).

Evaluation plan for this strategic direction

- What has been the impact of collaborative practice on staff professional development and student outcomes?

Data sources include:

- Tell Them From Me survey data
- School Excellence Framework Self Assessment
- External Validation (2022)
- Internal student performance measures
- Teaching programs
- Classroom observations
- Student work samples

Analysis: Rigorous analysis of the above data will be conducted to determine the extent to which progress measures have been achieved. Evidence will be collaboratively analysed regularly to determine the extent to which the success criteria and improvement measures have been attained.

Implications: Practices and progress will be reviewed and refined continually to provide a comprehensive snapshot of impact. This will guide and drive ongoing initiative implementation and future school planning to ensure continuous teaching and learning improvement helps every student maximise their learning outcomes.

Strategic Direction 3: A culture of strong student engagement and wellbeing

Purpose

The purpose of Strategic Direction 3 is to ensure all learning environments support students to be emotionally, behaviourally and intellectually engaged at school for the best outcomes including higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle.

Improvement measures

Target year: 2022

The percentage of students attending 90% or more of the time increases 4.1% from baseline.

Target year: 2024

Tell Them From Me data for *sense of belonging* improves at least 8% from 2020 baseline data to meet or exceed the NSW Govt norm.

Target year: 2024

School Excellence Framework Self Assessment of the element of Wellbeing (focus theme: A planned approach to wellbeing) indicates improvement from Sustaining and Growing to Excelling across the school.

Target year: 2024

School Excellence Framework Self Assessment of the element of Effective Classroom Practice (focus theme: Classroom management) indicates improvement from Sustaining and Growing to Excelling across all classrooms and other learning environments.

Initiatives

Student Wellbeing

- Evaluate and refine school administrative systems to ensure optimum effectiveness and support for teaching and learning.
- Develop and implement a whole school wellbeing strategy that is aligned with evidenced-based practices, quality wellbeing resources and effective support services.
- Strengthen communication between the school and home to support student wellbeing and learning.
- Strengthen the provision of quality co-curricular programs to meet the needs of a wide range of students.
- Strengthen processes and programs to ensure that the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

Positive Learning Environments

- Refine, implement and monitor school-wide management practices and procedures that establish clear and consistent expectations for student behaviour and learning, supported by a personalised learning and behaviour monitoring process.
- Revise, implement and monitor student commendation practices and procedures.

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Teaching programs support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

Evaluation plan for this strategic direction

Questions:

- How has the strengthened student attendance monitoring process improved student attendance?
- What has been the impact of the school's wellbeing strategy on student learning and wellbeing outcomes?
- How has the revised positive learning environment approach supported teaching and learning practices?
- How have key initiatives impacted students' sense of belonging?

Strategic Direction 3: A culture of strong student engagement and wellbeing

Evaluation plan for this strategic direction

- How have Aboriginal and Torres Strait Islander students responded to strengthened processes and programs around culture?

Data sources include:

- SCOUT
- Tell Them From Me
- School Excellence Framework Self Assessment
- External Validation (2022)
- Internal student, staff and community surveys
- Lesson/program observations

Analysis: Rigorous analysis of the above data will be conducted to determine the extent to which progress measures have been achieved. Evidence will be collaboratively analysed regularly to determine the extent to which the success criteria and improvement measures have been attained.

Implications: Practices and progress will be reviewed and refined continually to provide a comprehensive snapshot of impact. This will guide and drive ongoing initiative implementation and future school planning to ensure continuous teaching and learning improvement and help students be emotionally, behaviourally and intellectually engaged at school for the best outcomes.