

Strategic Improvement Plan 2021-2024

Walgett Community College - High School 8475



School vision and context

School vision statement

Vision:

Excellence in education with improved student outcomes through excellence in teaching, high expectations, a focus on language and culture fostering resilient, positive and supportive relationships in partnership with the community.

Motto:

Courage and Excellence

Values:

Respect

Safety

Learning

School context

Walgett Community College-High School is located approximately 280km north of Dubbo. Walgett has a population of approximately 2300 and is situated in a remote, rural context. Student enrolment Year 7-12 is 138 students, including approximately 97% Aboriginal and Torres Strait Islander students.

The school is part of the Connected Communities strategy and is committed to providing a broad, high quality education for all students through a diverse, relevant curriculum with a focus on student and community engagement. The school is well resourced including two trade training centres. There is a strong focus on improving literacy and numeracy outcomes. Active partnerships are established between the school and the community.

The school website is <https://walgett-h.schools.nsw.gov.au/>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy, and to build educational aspiration, committing to the implementation of effective, explicit teaching methods and develop consistent teaching and learning practices to support continual progress and achievement for all students.

Improvement measures

Target year: 2023

100% of students achieving expected growth in Reading (system-negotiated target)

Target year: 2023

100% of students achieving expected growth in Numeracy (system-negotiated target)

Target year: 2022

Improvement in the percentage of Aboriginal students achieving in the Top 2 NAPLAN bands in Numeracy and Reading. With 5% uplift of students achieving in Numeracy and 5% uplift in Reading. (system-negotiated target)

Target year: 2022

Improvement in the percentage of Aboriginal students achieving in the Top 3 NAPLAN bands in Numeracy and Reading. With a 10% uplift of students achieving in Numeracy and a 10% uplift in Reading. (system-negotiated target)

Target year: 2022

20% improvement in students achieving in the Top 2 HSC bands (system-negotiated target)

Target year: 2022

40% improvement in students achieving in the Top 3 HSC bands (system-negotiated target)

Initiatives

Effective Literacy and Numeracy Practices

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Seek PL opportunities to refine knowledge, skills and understanding in evidence based teaching practices
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Build the capabilities of all staff to embed Aboriginal perspectives into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and as a result, all students.

Data Informed Teaching and Learning

- Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Develop a comprehensive, ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement
- 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.
- 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.
- 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.
- 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.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Increase the percentage of Aboriginal students attaining the HSC by 5% each year whilst maintaining their cultural identity (school determined target)

Target year: 2024

100% of staff are using data to inform differentiated teaching and learning in Literacy and Numeracy

Target year: 2024

The SEF themes of 'Explicit Teaching', 'Literacy and Numeracy Focus', 'Differentiation' and 'Data Skills and Use' are validated as excelling.

Initiatives

- -Strengthen the ongoing links with the primary campus to utilise expertise and improve knowledge about students.

Success criteria for this strategic direction

- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved Strategic Direction 1 and demonstrated improvement of student outcomes in Literacy and Numeracy?

Data:

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

- External Assessment
- NAPLAN data
- Best Start Year 7
- Scout - Value added data
- HSC minimum standard
- ROSA requirements
- Check in assessment
- Internal Assessment

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

-Literacy and numeracy : Learning Progressions

-Audit of assessment matrix in line with course performance descriptors

-Faculty Assessment Tasks

- Student PLaSPs , IEPs
- Student focus groups
- Student work samples (CTJ) Consistency of Teacher Judgement
- Lesson observations
- SEF - 'Explicit Teaching' , 'Literacy and Numeracy Focus', 'Differentiation' and 'Data Skills and Use'

Analysis:

The evaluation of this data will regularly be used to inform:

* the selection of teaching strategies in relation to student learning needs

* the impact of the implemented strategies on student learning

* learning adjustments (differentiation) to

enable all students to access curriculum

* teacher professional learning and school resourcing

The evaluation plan will involve:

-Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

-Regular professional discussion around the School Excellence Framework elements and themes.

-Executive team and whole staff reflective sessions.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

-Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

After analysing the data a determination will be made as to:

-future actions (short, medium and long term)

-the use of data to inform annual reporting and progress against improvement measures.

- access to professional learning opportunities are dependent on access/availability

Please note: the achievement of these elements are conditional upon being adequately staffed systemically.

Strategic Direction 2: High expectations through a continuous improvement culture and opportunities to develop self and others

Purpose

To develop a professional learning community prioritising student growth whereby a culture of high expectations, innovation and curiosity is created by focusing on continuous self development in learning.

Improvement measures

Target year: 2024

Uplift of 7.7% in student engagement TTFM

Target year: 2024

Decrease of 25% in student behaviour levels / suspensions

Target year: 2024

Percentage of Aboriginal students achieving expected growth in NAPLAN reading and numeracy moves closer to the percentage of students in similar schools across the state

Target year: 2024

100% of teachers are implementing visible learning and formative assessment practices in the classroom and reflected in teaching and learning programs.

Target year: 2024

All beginning teachers are aligned to a mentor and involved in a beginning teacher induction program.

Target year: 2024

5% increase yearly of parent and carer involvement in the Aboriginal personalised learning plans (PLPs) and reviews

Target year: 2024

The SEF themes of 'High Expectations Culture', 'Student Engagement' and 'Formative Assessment' are validated

Initiatives

Community of Learners

- Creating a culture of high expectations where professional learning assists staff to individually grow and develop professional practice.
- Establish clear and consistent expectations for own learning and behaviour by reflecting on self.
- Collaborative cross faculty practices will refine the processes ensuring that LGSC and both formative and summative assessment is evident.
- Work with colleagues to plan, develop and refine teaching and learning programs or initiatives throughout the school by teaming up faculty areas and making clear the overview of teaching planning per term and across the year.
- Work in partnership across faculty areas with colleagues to achieve shared collaboration goals
- Encourage self assessment, reflect and monitor progress as individuals based on data
- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices 7-12(instructional rounds).
- The Learning Support Team with APL&S involvement will continually review data and analyse the impact of the intervention. In year three and four of the plan these practices will be reviewed, updated and embedded.
- Promote a culture of excellence where teachers are supported and encouraged to actively pursue higher levels of accreditation
- Establish more explicit procedures to support those teachers who are experiencing difficulties

Contemporary Teaching and Learning Pedagogies

- Contemporary learning environments inspire students to be leaders of their own learning.
- Promote and implement the delivery of high impact, explicit and differentiated learning. Introduce ongoing

Success criteria for this strategic direction

- learning community which is focused on continuous improvement of teaching and learning.
- Professional learning focuses on building cultural awareness and developing an understanding of how to respect and celebrate Aboriginal culture.
- With community support staff design, deliver and embed a culturally rich and locally relevant curriculum that genuinely connects Aboriginal students to the learning experience and optimises the learning of every Aboriginal and non-Aboriginal student.
- Effective partnerships with Aboriginal Elders, students, parents, Aboriginal community, the AECG and the DoE Aboriginal Education and Communities team support the development of learning programs that are relevant, challenging and reflect the high expectations of the school community.
- Students and parents understand the assessment approaches used in the school and their benefits for learning.
- Staff monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student.
- Every Aboriginal student has a PLP that is collaboratively developed with the student, school and parent or carer.
- Each PLP will identify the goals, actions and measures of success that will result in positive engagement for every student. Teachers design, implement and monitor individual and personalised learning and support plans (PLaSPs) which result in expected growth for every student across the full range of abilities.
- Feedback from students on their learning derived from assessments informs further teaching.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- Teachers routinely review learning with each student

Strategic Direction 2: High expectations through a continuous improvement culture and opportunities to develop self and others

Improvement measures

as excelling

Initiatives

interfaculty collaborations and evaluations to allow for adjustments and the embedding of relevant practice.

- Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens. (STEM)
 - -All teachers in all faculties to adopt explicit lesson structure centred around Visible Learning / Formative Assessment Practices
 - Review current curriculum, assessment tasks and community access to technology. Deepen research into pedagogies with greatest impact on improved Aboriginal Student outcomes
 - Build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and consequentially, all students.
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Success criteria for this strategic direction

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.

- 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, school- wide improvement in teaching practice and student results.
- The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting

Evaluation plan for this strategic direction

Question:

To what extent have we achieved Strategic Direction 2 and improved student engagement?

Data:

There is a shared responsibility to deliver a curriculum that engages every student in purposeful and relevant learning. The evaluation will determine if there has been an improvement in student engagement and achievement through the delivery of a culturally rich curriculum.

The following data sources will be used to determine success:

* Audit of teaching programs and assessment tasks for Aboriginal perspectives and cultural inclusion

* HSC minimum standard

Strategic Direction 2: High expectations through a continuous improvement culture and opportunities to develop self and others

Evaluation plan for this strategic direction

* Audit of assessment matrix in line with course performance descriptors

* RoSA requirements

* Lesson observations

* Student work samples

* PLSPs

* Student voice

* NAPLAN

* TTFM

* Staff focus groups

* Community curriculum design meetings

* SEF - 'High Expectations Culture', 'Student Engagement' and 'Formative Assessment'

Analysis:

The evaluation plan will involve:

-Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

-Regular professional discussion around the School Excellence Framework elements and themes.

-Executive team and whole staff reflective sessions.

-Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

Strategic Direction 2: High expectations through a continuous improvement culture and opportunities to develop self and others

Evaluation plan for this strategic direction

After analysing the data a determination will be made as to:

-future actions (short, medium and long term)

-the use of data to inform annual reporting and progress against improvement measures.

Please note: the achievement of these elements are conditional upon being adequately staffed systemically.

Strategic Direction 3: Collective responsibility for student learning, growth and success

Purpose

To establish and build positive relationships with the school community to ensure there is a collective responsibility for student learning, growth and success, underpinned by culture and language, where learning is driven by a holistic approach to students based on their academic and wellbeing needs.

Improvement measures

Target year: 2024

All staff trained in certificate I Gamilaraay language and Aboriginal staff trained in Sista Speak and Bro Speak.

Target year: 2024

100% students successfully using the Gamilaraay Language.

Target year: 2024

100% students engaged and completion of learning and assessment tasks in 'Language and Culture' and the program 'Healthy Culture, Healthy Country'

Target year: 2022

A growth of 23.5% in student attendance.

Target year: 2024

Staff explicitly teaching, modelling and promoting Safe, Respectful and Happy Learners. While endorsing Vision Statement of 'Courage and Excellence', anti-bullying program and using consistent language when explicitly teaching the expectations of whole school approach to wellbeing.

Target year: 2022

7.7% increase in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging (TTFM)

Initiatives

School Community

To create a culture of collective responsibility for student learning and improvement.

- Collaboratively develop more valid measures of community satisfaction.
- Build community partnerships where parents, families and community organisations collaborate to develop a culture and language for improved student engagement and outcomes.
- Explicit teaching and reinforcement of the resilience and positive behaviour for learning weekly focus in all lessons. This will be registered in Teaching and Learning programs.
- Develop and implement a Gamilaraay language program across the college from preschool to year 10.
- Committee established to oversee the implementation of the subject 'Language and Culture, Sista Speak and Bro Speak. and the Program 'Healthy Culture, Healthy Country' K - 6, led by Assistant Principals.
- Cultural awareness training is mandatory for all staff, as is the teaching of Aboriginal languages and culture, and there is a focus on pathways and transitions into and out of school.
- Develop processes to celebrate student achievement and success.

Wellbeing

To foster a school community formed on positive relationships to drive a holistic approach to student growth and success

- Implementing a whole school approach to wellbeing processes to ensure ongoing monitoring, analysis and evaluation of student behaviour, attendance, wellbeing and learning.

Success criteria for this strategic direction

- Professional learning focuses on building cultural awareness and strengthens understanding of how to respect and celebrate Aboriginal culture so that all teachers have expert knowledge on the quality practices that support the learning of Aboriginal students.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- Effective partnerships with Aboriginal Elders, students, parents, Aboriginal community, the AECG and the DoE Aboriginal Education and Communities team support the development of learning programs that are relevant, challenging and reflect the high expectations of the school community.
- 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.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved Strategic Direction 3 and demonstrated a commitment of all to support student learning, growth and success?

Data:

Initiatives

- Students are provided opportunities to attend community and other school events so as to build on their leadership skill and their community awareness
- Develop a positive social and emotionally resilient culture across the school based on Safe, Respectful, Happy Learners.
- Deliver Professional Learning to staff on Working in Aboriginal Communities, selected pedagogies, explicit lesson design and delivery. Develop and implement a Community Consultation Group, to work within the selected pedagogies and explicit lesson design.

Support beginning/early career teachers and new teachers to WCCHS

Evaluation plan for this strategic direction

The evaluation plan will involve:

The collation of the following data sources to regularly analyse the effectiveness of our initiatives in achieving the improvement measures. These include:

- TTFM survey data
- Student/Parent/Staff forums data
- Attendance data (Sentral)
- Behavioural data (Sentral)
- Attendance at Parent Workshops
- Regular analysis of the initiatives and activity to evaluate if we are on track in achieving our improvement measures
- Ongoing team reflection and analysis

Analysis:

The evaluation plan will involve:

-Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

-Regular professional discussion around the School Excellence Framework elements and themes.

-Executive team and whole staff reflective sessions.

-Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implication:

After analysing the data a determination will be made as to:

-future actions (short, medium and long term)

-the use of data to inform annual reporting and progress

Evaluation plan for this strategic direction

against improvement measures.

Please note: the achievement of these elements are conditional upon being adequately staffed systemically.