

Strategic Improvement Plan 2021-2024

Warrawong High School 8480



School vision and context

School vision statement

Warrawong High School is committed to the holistic development of every student in a nurturing and caring environment. Students are challenged in their learning with engaging and personalised pathways to achieve continuous academic, social and personal growth. We believe in a progressive, aspirational and innovative learning experience. Our school culture reflects high expectations and connection with our community and school values of respect, responsibility and resilience. Staff are supported with high quality professional learning designed to develop their skills and expertise, inspiring students to maximise their learning potential. All our students have the opportunity to aspire to excellence and experience success as learners. We prioritise the acquisition of contemporary learning skills and ensure our students become confident, creative individuals who are active informed citizens in a dynamic and evolving global society.

School context

Warrawong High School is a diverse and dynamic school community that reflects the cultural diversity of contemporary Australia. We are part of the Lake Illawarra North network, which forms a collaborative Warrawong Community of Schools, including: Cringila Public School, Lake Heights Public School, Kemblawarra Public School, Port Kembla Public School and Warrawong Public School.

The total student population of Warrawong High School is 545, which include 46% of students with a language background other than English, 11% Aboriginal and Torres Strait Islander and families from 25 different nationalities.

Through our situational analysis we identified, Aspirational Learning and Personalised Pathways as priorities to support Student Growth and Attainment.

Our focus is that every student, teacher and school leader improves every year. To achieve this we embrace high expectations in all domains of school life. To enhance student growth and attainment we analyse and reflect upon student performance data and achievement to differentiate and to provide effective feedback that enhances the quality of learning.

Our staff are provided with evidence based, high impact professional development in order to deliver a curriculum focused on contemporary skill building, which supports individual student needs and our school targets in numeracy and literacy.

Our learning culture has been collaboratively developed and nurtured by a student centered approach to inform our school values of Respect, Responsibility and Resilience.

We proudly house the region's Intensive English Centre, supporting new arrival, refugee and international students as they enter our country. We also feature a large and dynamic Special Education Unit, which supports students across the Illawarra with a diverse range of abilities.

To complement our inclusive and diverse school we also host one of the region's first school based permaculture and community gardens, which supports and promotes sustainable living. We are also home to the Illawarra Academy of STEM Excellence in partnership with local industry including Bluescope.

Through these programs and others, Warrawong High School has strong links with the local education and business community including: Commaditchie Community Centre, Australian Council of Educational Research, Green Connect, WACKI Film Festival and the University of Wollongong.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to support and enable the growth and development of every student in our care through connectedness to their learning, in a culture underpinned with high expectations that every student can learn. We empower our students to take ownership of their learning development through a strong foundation of numeracy and literacy skills, which enables their access to the curriculum. Our teachers use a range of student assessment data to reflect on their teaching practices that impact on student attainment to inform ongoing differentiation of learning and teaching throughout the learning cycle.

Improvement measures

Target year: 2022

NAPLAN

10.5% of Year 9 students achieving in the top 2 bands in numeracy

11.7% of Year 9 students achieving in top 2 bands in reading

Target year: 2022

HSC

44.4% of HSC student results will appear in the top three bands

Target year: 2023

NAPLAN

71.5% of Year 9 students achieve expected growth in numeracy.

63.4% of Year 9 students achieve expected growth in reading.

Target year: 2024

Initiatives

Cyclic data analysis to inform learning and teaching

Student assessment data is regularly used school-wide to identify student achievement and progress in order to inform the learning and teaching cycle and measure student growth and attainment.

We achieve this by:

- Developing a whole school scope and sequence of progressive achievement testing
- Analysing and communicating to key stakeholders performance data to identify the learning needs of individual students and groups
- Collaborating on targeted strategies to meet student needs
- Embedding processes to adjust the learning and teaching cycle, targeting student need and evaluating student growth

Skill development in numeracy and literacy

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.

We achieve this by:

- Integrating Numeracy and Literacy strategies into the Learning and Teaching cycle
- Implementing additional Numeracy and Literacy strategies within targeted classes
- Providing additional support for identified students and groups
- Embedding a whole school Numeracy and Literacy support strategy

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.

Teachers regularly analyse data to check and understand where their students are in their learning which informs future differentiated teaching and learning strategies in numeracy and literacy.

Teaching and learning programs are dynamic, showing evidence of differentiation and continuous tracking of student progress and achievement.

Our instructional teams collaboratively build the capabilities of all teachers in the explicit teaching of literacy and numeracy skills.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent data informed practices on student performance?

Data: Scout data, external student performance measures (Best start/Check in/NAPLAN/RoSA/HSC), internal student performance measures (PAT/AGAT Testing), student academic reports, teaching programs, classroom observations, student work samples and teacher feedback from professional development.

Analysis: The Learning Support Team, Quality Teaching Team and individual teachers will conduct student performance data analysis each semester. The executive team will review and compare data sets each semester.

Implications: The analysis will inform future directions.

Strategic Direction 1: Student growth and attainment

Improvement measures

School Excellence

School growth from delivering to excelling in data skills and use.

Strategic Direction 2: Aspirational Learning

Purpose

Our school embodies a culture of striving for excellence, enabling contemporary learning and teaching that promotes enthusiastic, independent learners, committed to lifelong learning. Through a dynamic, innovative and contemporary school curriculum, our school advocates a high expectation culture that enables students to continually develop the necessary skills to empower them in their learning and beyond school. Our school supports teachers through their engagement in a professional learning community prioritising student advocacy, collaboration and performance.

Improvement measures

Target year: 2024

Student outcomes

An increased number of targeted students from our baseline data have achieved their identified learning goals in the application of the 4C's.

A significantly increased number of targeted students and classes from our baseline data are demonstrating improved confidence through self assessment and demonstrated skill development in the use of ICT.

Target year: 2024

Developing professional practice, knowledge and engagement

Contemporary skills in communication, critical thinking, creativity and collaboration are identified in curriculum monitoring and classroom observation.

All teaching programs and assessment include differentiated strategies informed by the High Potential Gifted Education policy.

A sustained increase of teachers are applying and achieving HALT accreditation and SLIF completion.

Initiatives

Contemporary curriculum delivery

Teachers deliver a diverse and contemporary learning experience that prepares students for their future aspirations as global citizens. Contemporary skill acquisition is integrated into lessons to immerse students into the development of skills required for their future self.

We achieve this by:

- Conducting action research through the pilot stage 4C's project (Communication, Creativity, Critical Inquiry and Collaboration)
- Developing technology integration into teaching programs
- Evaluating our curriculum structure and delivery to strategise the implementation of the NSW curriculum review.

Professional Learning community

Our professional learning is designed in response to student need and is aligned to the targets and school plan. There are explicit systems for collaboration and feedback to sustain quality teaching practice and to support all teachers and their career aspirations.

We achieve this by:

- Aligning teacher development to student need and school priorities
- Supporting teachers in the various stages of their career development
- Building teacher capacity in evidenced based practice through instructional leadership within a collaborative learning culture.

Success criteria for this strategic direction

Teachers demonstrate currency of content knowledge and evidence-based teaching practice in their teaching areas.

Technology and learning spaces are utilised to enhance student learning.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff to improve professional practice.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning.

Clear and accurate analysis of student progress and achievement data informs professional learning.

Identified High potential and gifted students exceed their expected growth.

Students are using contemporary learning skills in all Key Learning Areas.

Evaluation plan for this strategic direction

Question: What has been the impact of contemporary learning strategies on student engagement and attainment?

Data: Scout data, external and internal student performance measures, Tell Them From Me, teaching programs, assessment schedules, professional development evaluations, classroom observations, student work samples and stakeholder focus groups.

Analysis: Each year the Quality Teaching Team will analyse PDP data to inform our Professional Development Matrix inclusive of termly curriculum monitoring. A team will be deployed to conduct a curriculum evaluation and the annual evaluation of Tell Them From me will be analysed by the Senior Executive and Wellbeing team.

Strategic Direction 2: Aspirational Learning

Evaluation plan for this strategic direction

Implications: The analysis will inform future directions.

Strategic Direction 3: Personalised Pathways

Purpose

We support the diversity of all our students in their academic and wellbeing needs through the development of support pathways that aim to increase their engagement, sense of belonging and connectedness to our school, their learning and future ambitions. We engage with parents, carers, families and the wider school community to create opportunities through the co-design of pathways that aim to fulfil individual student capabilities and goals as successful learners and active, informed citizens.

Improvement measures

Target year: 2022

Attendance Target

61.8% of students attend school in excess of 90% of the time

Decrease the proportion of students attending less than 80% of the time

Target year: 2024

Student Wellbeing

68.5% of students reflect an improvement in overall Wellbeing as measured by the elements of high expectations, sense of belonging and advocacy at school.

Target year: 2024

Transitions

A sustained increase of eligible Year 6-7 local Enrolment.

A significant increase in student engagement in meaningful post school destinations including; University, TAFE or employment.

Target year: 2023

Aboriginal Students

Initiatives

Personalised Learning and Support

Learning and Wellbeing programs and initiatives across the school show evidence that they address individual student needs, ensuring that all students are challenged and supported in their holistic development. Our school utilises student voice in the collaborative design of individualised experiences that cater to the diversity of our context.

We achieve this by:

- Developing a proactive approach to planning for the learning and wellbeing needs of students
- Identifying students who require additional support in their learning, wellbeing and transition needs
- By co-designing, implementation and evaluation of student plans for specific purposes
- Developing personalised attendance approaches that support the specific needs of our students

Effective transition through school and into the community

The school collaborates with parents, students and the community to support continuity of learning and the achievement of individual goals for all students at key transition points.

We achieve this by:

- Developing effective transition programs for stages 3 - 6 students
- Consulting student voice to develop pathways, programs and initiatives
- Fostering inclusive community engagement in all school activity in the support of students
- Developing shared responsibilities in supporting student

Success criteria for this strategic direction

Students who have individual needs have been identified and planning for their learning is informed by sound holistic information in consultation with parents/carers.

Teachers are aware of individual student personalised learning and support plans and are implementing differentiated strategies to meet the learning and wellbeing needs of all students.

Evidence-based wellbeing programs and assessment processes identify, monitor and review individual student learning needs.

Collaboration between parents, students and the community inform and support continuity of learning for all students at transition points.

Attendance data is regularly analysed and personalised approaches are utilised to improve attendance rates for all students.

Aboriginal students feel a sense of pride, belonging and advocacy from the school in the achievement of goals through their personalised learning pathways

Evaluation plan for this strategic direction

Question: What has been the impact of using differentiated learning and wellbeing pathways on student growth, engagement and attainment?

Data: Scout data, Student behaviour, attendance data, teaching programs, Tell Them from Me data, post school destination data, interagency support and learning goals as identified in personalised plans. External and internal student performance measures, classroom observations, student and community feedback and student work samples.

Analysis: Our executive will conduct termly evaluations on student behaviour and attendance data, whilst the Quality Teaching team will evaluate the integration of differentiated strategies into teaching programs through

Strategic Direction 3: Personalised Pathways

Improvement measures

50% increase in the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Initiatives

attendance

Evaluation plan for this strategic direction

our curriculum monitoring. Our Learning Support Team will evaluate student post school destination data, interagency support, Tell Them from Me and personal learning and support plans.

Implications: The analysis will inform future directions.