

# Strategic Improvement Plan 2021-2024

## Coomealla High School 8494



# School vision and context

## School vision statement

*Coomealla High School, on Barkendji/Paakantji land, is a learning environment that sets high standards for its students achieved through quality teaching and learning experiences. The school works in partnership with our parents and school community to develop students who are confident, resilient and successful learners.*

## School context

Coomealla High School (population 230, 35% Aboriginal students) is located in the Wentworth Shire close to the Victorian regional hub of Mildura. As a comprehensive high school, it prides itself on offering a broad curriculum from Year 7 to Year 12.

The school has a school developed student learning centre, an Aboriginal learning centre and one IM and two MC classes in the school support unit. Coomealla High School has a strong focus on student learning and engagement, quality teaching and leadership. The school has a focus on improving literacy and numeracy outcomes.

Following a comprehensive situational analysis and a school development review the school has developed its focus for the next four years.

The school has identified the need to focus on highly effective teaching practices in the development of a whole school approach in supporting an improvement in student achievement in reading (literacy) and numeracy. This will be achieved through the effective use and analysis of data to support an individualised approach to meeting the needs of each student.

The school also has a strong focus on the implementation of powerful learning structures that continue to strengthen quality teaching practices.

A major focus for the school is to develop a focus on Aboriginal Education for the whole community that includes focussed support for our Aboriginal students, the development of cultural awareness across our school community and the development of a school environment that embraces our local Aboriginal culture and history.

The school is committed towards supporting students through strong wellbeing programs. The staff at the school have a vast range of experience levels.

The school enjoys working closely with the Parents and Citizens Association and the local Aboriginal Education Consultative Group and is committed to building these connections.

# Strategic Direction 1: Student growth and attainment

## Purpose

### Purpose

In order to maximise student learning, we will use data informed practice to support the quality instruction of literacy and numeracy.

## Improvement measures

### Target year: 2022

Increase the percentage of students achieving in the top 3 bands in the HSC by 4%.

### Target year: 2022

Uplift in the percentage of students achieving in the top 2 bands in reading to be above the schools lower bound system-negotiated target in reading of 12.6%.

### Target year: 2022

Uplift the percentage of students achieving in the top 2 NAPLAN numeracy bands by 9.2%.

### Target year: 2022

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy by 5%.

## Initiatives

### Highly Effective teaching practices

Build teacher capabilities of all staff to participate in targeted professional learning in literacy and numeracy

Establish collaborative support for teachers appointing key learning specialists with cross faculty collaborations and evidence based programs and lessons lessons to support improvements in reading and numeracy for all students.

### Data informed teaching and learning

Embed effective systems across the school to collect and analyse a range of data sources. Teachers will then be supported, through high impact professional learning in the use of data to provide a differentiated curriculum, with focused, quality feedback on student performance and growth so that learning is maximised for all individuals.

## Success criteria for this strategic direction

Teachers collaborate and share curriculum knowledge, data, feedback and other information about student progress and achievement which meet learning needs of all students

Programs show evidence of reflections based on feedback on teaching practices, 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.

All teaching and learning programs use data collected, analysed and interpreted to inform planning to be responsive to the needs of all learners. Identifying interventions and modifying teaching programs on an ongoing basis.

Progress and achievement of equity groups within the school is equivalent to or greater than students at statistically similar schools on external measures.

## Evaluation plan for this strategic direction

Coomealla High 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 future directions:

NAPLAN data

HSC Data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Check in Assessment

Scout-Value added data

Literacy and Numeracy PLAN2 data

Other external data

Internal School assessment data.

Student Personalised Learning Programs (PLPS) - to give evidence that student learning goals are updated regularly (5 weekly intervals)

Teaching programs show evidence of data informing classroom practice with ongoing adjustments.

Teacher Performance Development Plans (PDPs)

Staff meeting minutes

Staff, parent and student voice (surveys and feedback)

### **The evaluation plan will involve:**

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

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

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

After analysing the data a determination will be made as to the future of the four years' work and 'Where to next?'

## Strategic Direction 2: Explicit Whole School Systems for Improvement

### Purpose

Purpose

To create quality learning environments for all students, we will implement explicit whole school systems, practices and priorities that embed evidenced-based teaching practices across the school.

### Improvement measures

#### Target year: 2023

Increase the percentage of students achieving growth in NAPLAN reading by 5%.

#### Target year: 2023

Increase the percentage of students achieving growth in NAPLAN numeracy by 7%.

### Initiatives

#### Powerful Learning Structures and Delivery

Implementation of a powerful, whole school structure that has a clear focus on staff working collaboratively to support the explicit teaching of curriculum across all key learning areas (KLA's).

There will be a focus on the ongoing review of teaching programs and implementation of key literacy and numeracy skills in all KLA's

#### Explicit Systems in place

Implement a culture of best practice through the implementation of explicit school based systems supported by the delivery of high impact professional learning to staff in evidence based pedagogies, explicit lesson design and delivery.

A focus will be on the development and implementation of school-based structures with clear roles to enable cross faculty collaboration and mentoring, student wellbeing and ongoing evaluation to allow for the refining of practice.

### Success criteria for this strategic direction

High functioning professional learning community which is focused on continuous improvement of teaching and learning in school context.

Teachers are supported and engaged in strong structures that support collaboration to inform and support learning across the school in all KLAS

Teaching staff demonstrate and share their expertise within school and with other schools

Explicit systems in place to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Staff engaged in PL related to Aboriginal education, literacy, numeracy, reading and student voice opportunities

### Evaluation plan for this strategic direction

Evaluation will include as a shared responsibility to deliver a curriculum that engages students in purposeful and relevant learning. Evaluations will determine there has been improved teacher dialogue, student engagement and achievement through the delivery of best practice curriculum.

The following data sources will be used to determine success:

- monitoring folders
- Audit or teaching programs and assessments
- lesson observations
- student work samples
- NAPLAN
- HSC minimum standards
- staff and student focus groups
- focus on student voice
- Staff Performance and Development Plans

## Strategic Direction 2: Explicit Whole School Systems for Improvement

### Evaluation plan for this strategic direction

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- Other school assessment data

#### The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 3: Strategic Direction 3: Connections and Belonging

## Purpose

### Purpose

To support students to achieve, we will develop a culture of high expectations and genuine commitment to ensuring the individual learning needs of each student by strengthening quality connections within and beyond the school community.

## Improvement measures

### Target year: 2022

Increased percentage of students attending school more than 90% of the time by 8% or above. (2022)

### Target year: 2023

Increase by 50% the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity

### Target year: 2024

School Excellence Framework assessment in the Learning element of Learning Culture indicates improvement from delivering to sustaining and growing

### Target year: 2022

TTFM Wellbeing Data (advocacy, belonging, expectations) improves by 5%.

### Target year: 2023

Increase by 50% the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

### Target year: 2023

School Excellence Framework assessment in the Learning element of Learning Culture indicates improvement from Delivering

### Target year: 2023

Increase the percentage of students reporting

## Initiatives

### High expectations

Embed a culture of high expectations where staff encourage and support the continuous improvement of every student.

Staff will undertake high impact professional learning focused on the differentiation of student learning to support all individuals. Teachers will know and value all individuals, their background and culture.

### Real Connections

Build and develop strong partnerships across all stakeholders in the community including: Aboriginal Elders, students, teachers, parents, community AECG, Parents and Citizen's Association, Government and Non-Government Agencies and the Department of Education to support the success of all.

## Success criteria for this strategic direction

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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.

Focus on building cultural awareness and strengthening understanding of how to respect and celebrate Aboriginal culture so that all have knowledge on the delivery of quality practices that support the learning of Aboriginal students and their families.

Staff design and deliver relevant curriculum that genuinely connects Aboriginal students to learning and supports the learning of every Aboriginal and non-Aboriginal student.

## Evaluation plan for this strategic direction

There is a shared responsibility to deliver education that engages all in Aboriginal understandings. The evaluation will determine there has been a focus and ongoing improvement in the school structures and immersion in a culturally rich learning environment within and outside the classroom:

The following data sources will be used to determine success:

- Audit of resources related to cultural inclusion
- PLPs for all students
- Aboriginal team and coordinator position established
- student voice opportunities
- community focus groups
- lesson observations for beginning teachers
- TTFM

## Strategic Direction 3: Strategic Direction 3: Connections and Belonging

### Improvement measures

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expectations for success, advocacy and sense of belonging at school.

#### Target year: 2024

The school will have an increase of students attending greater than 90% of the time.

#### Target year: 2024

Increase of Aboriginal students attaining the HSC whilst maintaining their cultural identity

#### Target year: 2024

School Excellence Framework assessment in the Learning element of Learning Culture indicates improvement from Delivering to Sustaining and Growing .

#### Target year: 2024

Increase the percentage of students reporting expectations for success, advocacy and sense of belonging at school.

### Evaluation plan for this strategic direction

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#### The evaluation plan will involve:

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

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

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