Strategic Improvement Plan 2021-2024

Winmalee High School 8573

School vision and context

School vision statement

Winmalee High School is an environmentally conscious, positive education school committed to supporting students holistically; focusing on the wellbeing and learning needs of all students. Within an inclusive and supportive environment, students learn mastery of skills and knowledge and create high-quality work, whilst becoming resilient learners, supporting them to adapt and respond to life's challenges, for now and the future.

Through delivery of quality teaching and learning programs and the fostering of strong, respectful relationships students are inspired to achieve their personal best. Opportunities for students to explore and develop their creative, active and academic abilities whilst enhancing their learning and wellbeing through an array of curricular and co-curricular programs aim to build lifelong skills and character. Held in high regard throughout the community, Winmalee High School values and models mutual respect and acceptance for all.

School context

Winmalee High School is a year 7-12 comprehensive secondary school located in the Blue Mountains.

Student enrolment remains around 840 students. Over 90% of the school student population were born in Australia. The vast majority of students have English as their home language and 7% of our students have a language background other than English. Just under 5% of our students identify as having an Aboriginal background.

Our school has a teaching staff of approximately 55 teachers and a team of school administrative officers, regular casuals, temporary teachers and SLSOs. Our executive staff is stable with the majority being here for more than five years. Our annual staff turnover is less than 10%.

Winmalee High is a Positive Education and Positive Behaviour for Learning (PBL) school, focusing on building resilient learners in conjunction with taking pride in being safe, respectful learners. Relationships with our feeder schools and partnerships between staff, students, parents and the community are highly valued.

The school has an active learning and support team that develops plans and programs to support student learning, complemented by the Learning Hub, which provides tailored support for students. The school is committed to continually improving effective classroom practices. Staff professional learning is undertaken to ensure that both literacy and numeracy levels are enhanced through improved data collection and analysis which underpins our belief in individualised and differentiated learning. Individual Student Plans, Personalised Learning Pathways and Student Goals are used to assist teachers to know their students and support their learning.

Winmalee High School has a focus on maintaining and improving Higher School Certificate performance, utilising staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty continues to develop ways of deepening the knowledge base of their students.

The school has a strong reputation for its quality teaching, academic results and leadership programs including; The Student Representative Council, The Duke of Edinburgh program, extensive visual, creative and performing arts programs, including high quality whole school musicals and successful sports programs and participation. Students represent the school across the region and state in music, drama, dance ensembles and a wide range of sporting activities. School resources are used to support the broadening of student skills and leadership opportunities beyond the classroom and in the wider community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to support students to achieve their own goals and also meet the schools' System Targets in NAPLAN literacy, numeracy, and expected growth and HSC. Our teachers will use internal and external data to assess student progress, provide targeted feedback and support student learning and attainment.

Improvement measures

Target year: 2024

Internal data on student literacy and numeracy skills are assessed, collated and used across faculties to inform explicit teaching and improve student results.

Target year: 2024

SEF self-assessment and evidence indicates improvement from baseline of Delivering to Excelling in Learning - 'Internal and external measures against syllabus standards'.

Target year: 2022

NAPLAN: The % of students achieving top 2 bands in reading increases from 28.17% (baseline) to 31.97% - 36.9% **NAPLAN**: The % of students achieving top 2 bands in numeracy increases from 14.79% (baseline) to 29.40% - 34.40% **HSC:** The % of students achieving in the top 3 bands increases from 65.1% (baseline) to 71.40% - 76.40% **HSC**: Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity.

Target year: 2023

NAPLAN: The % of students achieving Expected Growth in reading increases from 56.41% (baseline) to 68.30% - 73.30%**NAPLAN:** The % of students achieving Expected Growth in numeracy increases from 60.34% (baseline) to 66.50% - 71.50%

Initiatives

Internal Data Measures

Establish effective school wide internal data measures for literacy and numeracy and improve student results in external assessments.

- *Implement Stage 4 PAT assessments, collate data and establish faculty-based tracking systems to monitor progress of literacy and numeracy skills.*

- *Analyse NAPLAN, HSC and minimum standards data to identify target areas.*

- *Deliver hands on, practical professional learning on finding, understanding and using data to support student skill development (SCOUT, RAP)*

- *Review data and unpack School Targets to understand baseline, lower and upper bound percentages and target support.*

- *Analyse NAPLAN, minimum standards and HSC written examinations to better understand external measure standards and skills and adjust teaching and learning strategies.*

Success criteria for this strategic direction

The school has internal data on literacy and numeracy for all Stage 4 students which is used to plan and support student learning.

Each faculty has specific systems established which allow specific literacy and numeracy skills to be taught, assessed and tracked, showing measurable improvement in literacy and numeracy.

Internal data is used in conjunction with external data to support moderation of assessments and ensure consistent evidence based judgments.

Teachers collaborate to share knowledge of external assessments, data, feedback and other information to consolidate a consistent approach to adjust programs and strategies to support the learning needs and success of all students.

Progress towards School Targets can be seen incrementally each year.

Evaluation plan for this strategic direction

Question: What has been the impact of establishing internal data measures and how have the faculty systems impacted on student performance measures? Do teachers collaborate, use data to reflect and adjust practice? Is there an improvement in student results in internal and external data?

Data:

- NAPLAN
- HSC
- PAT assessments
- data tracking systems
- Teaching resources and programs
- Registrations, reflections and work samples
- SEF EV and S-aS.

Strategic Direction 2: Quality Teaching and Learning

Purpose

Our purpose is to ensure that teachers are supported by quality, targeted professional learning to support a high-quality learning environment where all students make measurable learning progress. Through effective instructional leadership, explicit and evidence-based teaching strategies, teachers will evaluate their impact on learning, use assessment data and reflectively adapt their practice to support student learning.

Improvement measures

Target year: 2024

100% of teachers involved in Quality Teaching Rounds professional learning with 40% of teachers involved in school based QTR teams engaging in collaborative observations and coding.

Target year: 2024

All staff actively engaged in professional learning, lesson observations, collegial professional discussions and planning relating the most effective evidence-based teaching methods, including Visible Learning.

Target year: 2024

Student TTFM improves from baseline of a 5.9 mean to above state average or a mean of 7 in the area of Explicit Teaching Practices and Feedback.

Target year: 2024

SEF self-assessment and evidence indicates improvement from baseline of Sustaining and Growing to Excelling in Teaching - 'Explicit Teaching'.

Initiatives

Professional learning in evidence-based practices

Implement quality professional learning for staff in research and evidence-based strategies to improve teacher practice and impact on learning for all students.

- *Whole school professional learning on the QTF and coding using QTR.*
- *Establish targeted follow up PL for specific staff to engage in practising QTR lesson coding.*
- *Implement practical PL for evidence-based strategies, focusing on areas with greater impact/effect and embed report backs, collaboration and sharing for staff.*
- *Review student work samples, teacher and student reflections, assessment and reporting data to measure the impact of evidence-based practices on student learning.*
- *Build staff understanding of TTFM questions to enhance student understanding of how survey questions relate to school experiences.*
- Work collaboratively with various personnel on the Strategic School Support process.

Success criteria for this strategic direction

The school has school based Quality Teaching Round teams which understand and use the QTF and are engaged in regular Quality Teaching Rounds observations and coding sessions.

Teachers are equipped with and use practical and evidence based strategies which are known to have a high impact on student learning and support a school wide approach to effective teaching to optimise learning for all students.

Teachers discuss, collaborate, share progress and success of evidence-based strategies and are able to articulate and show evidence of the impact of their teaching on student learning and progress.

Teachers demonstrate a knowledge and understanding of the TTFM survey questions, the SEF element for Explicit Teaching and they engage in collaborative professional discussions to inform their practice.

Evaluation plan for this strategic direction

Question: What has been the impact of establishing QTR teams, implementing QTR and coding on teaching and teacher collaboration? What impact have the evidence-based practices (Visible Learning) had on student learning progress? Has TTFM data from students and teachers been impacted positively by the activities to support growth in teacher practice and student learning?

Data:

- QTR coding sheets, Teacher evaluations and reflections, observations
- Student feedback and evaluations, student focus groups
- Student work samples, programs, lesson resources, data analysis, registrations and reflections.
- SEF EV and S-aS.

Strategic Direction 3: Wellbeing and Engagement

Purpose

Our purpose is to build upon the school's positive education practices to ensure students feel connected, feel a sense of belonging to the community and are achieving and engaged at school. The school will teach evidence-based skills and strategies to equip students to achieve their goals, increase student advocacy and voice, promote safety and self-care, take responsibility for their own learning and experience success throughout their schooling and at important transition points.

Improvement measures

Target year: 2022

Attendance Target: The % of students attending 90% of the time or more increases from 63.43% (baseline) to 72.30% - 77.30% (range).

Target year: 2024

Student TTFM data increase in positive sense of belonging from 58% to above state average or 70%.

Target year: 2024

Student, staff and community feedback through participating in activities, surveys and focus groups, indicates a strong understanding of Positive Education practices and the Three Dimensions of Student Achievement and the role of students, teachers, the community and leaders in building a strong school culture in learning and character development.

Target year: 2024

SEF self-assessment and evidence indicates improvement from baseline of Sustaining and Growing to Excelling in Learning - 'Caring for students' and 'A planned approach to wellbeing'.

Initiatives

Students are connected and are engaged at school.

Increase student engagement and participation in their own learning and wellbeing.

- *Establish, implement and monitor systems for student goal setting and reflection on progress and learning; engage families in the process.*

- *Build staff knowledge of TTFM themes and questions on belonging and engagement to enhance student understanding of how they relate participation in activities and school experiences to the survey.*

- *Adjust and carefully plan schoolwide structures, wellbeing and resilience activities, lessons, surveys, supports and experiences, to work with families and care for students.*

- *Establish systems of support to promote belonging and promote regular attendance and increase rapid response for early intervention support.*

- *Review and adjust calendar events and planning to incentivise attendance.*

- *Develop the 3 Dimensions of Student Achievement framework and promote understanding and effectiveness to staff, students and community.*

Success criteria for this strategic direction

Students have goals for their learning with supported opportunities to reflect on progress with an identified staff member and share this progress with their family.

Teachers demonstrate a knowledge and understanding of the TTFM survey questions and consider connections between school practices, skills and strategies taught to students and they support students to relate these connections to the survey.

There is a school-wide collective responsibility for student wellbeing and engagement and links between structures, activities and experiences are clear and work to support all students, whilst involving parents and carers.

Attendance data is regularly analysed and the LST work with teachers, parents/carers, department personnel and external agencies to follow rapid response interventions.

The school community understands the 3 Dimensions of Student Achievement and demonstrate a commitment to the values and culture that underpin the model.

Evaluation plan for this strategic direction

Question: Has student attendance improved? What has been the impact of goal setting on student engagement and learning progress? Does TTFM show improvement in belonging and engagement? Is there a strong understanding of Positive Education practices and The 3 Dimensions of Student Achievement?

Data:

- TTFM survey data, SEF EV and S-aS

- Goal setting data, student feedback, parent/carer feedback

- Attendance data, school, year and specific groups, LST meeting minutes

- Parent/carer participation data, Teacher reflections and feedback