

Strategic Improvement Plan 2021-2025

Wollumbin High School 8596



School vision and context

School vision statement

Our students will be informed, active learners who embrace opportunities and contribute positively to their communities.

School context

Education has been traditionally about acquiring knowledge. Wollumbin High School (WHS) recognises the importance of core knowledge and skills and explicitly teaches these. We also focus on developing capabilities which prepare students to take their place in a global, complex and competitive world. Thus teaching and learning activities focus on cultivating critical thinking, collaboration, creativity and communication skills through engaging, challenging, and meaningful experiences.

To be future ready our students need to be self-reflective, willing to take ownership of their learning and feel supported so they accept mistakes and challenges as a component of learning. Staff are responsive to the needs of students, and utilise data and research to guide practice within a culture of collaboration.

Close partnerships with parents, our educational community and the broader local community are essential to maximise learning outcomes for students.

At Wollumbin High School we are committed to the provision of high quality educational experiences for every student.

Positive Behaviour for Learning (PBL) is at the core of the school.

A comprehensive situational analysis has been conducted in consultation with community which has led to the development of the 2021-2024 Strategic Improvement Plan. We have identified two main areas for focus. The first is a strong focus on evidence based teaching practices around What Works Best research and a continued focus on wellbeing initiatives, to maintain the strong commitment to the wellbeing of our students.

The 2022 flood event significantly impacted our school community and highlighted the importance of our wellbeing structures in providing important support for students and families.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students continually improve in their learning through explicit, evidence-based teaching practices. The school community will continue to strive to maintain a school culture where intellectual, creative, social-emotional and physical growth is supported.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Increase the proportion of students achieving in the top 3 bands in the HSC by 6.1% from the baseline system negotiated target.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the percentage of Aboriginal students completing the HSC by 20% from baseline data while maintaining cultural identity.

Reading growth

Achieve by year: 2023

The proportion of year 8 and 10 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 7 and 9, 2022 data.

Numeracy growth

Achieve by year: 2023

The proportion of year 8 and 10 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 7 and 9, 2022 data.

Achieve by year: 2023

Successfully implemented High Potential Gifted Education Policy through consultation with parents, students and school community. Tell them from Me Survey data shows an increase of 2% in students expectations of their own

Initiatives

Highly effective teaching practices

Improve effective teaching practice through focusing on evidenced based research, with a particular focus on developing highly effective explicit teaching practices.

- Strengthen Murwillumbah Education Campus Cross-School Collaboration. Develop and embed a collaboration strategy which is representative of both schools in order for staff to be actively engaged within and across the schools as a Professional Learning Community. This will enable sharing of best practice, deep engagement in current educational research and a synergy to be established and nurtured across both schools.
- Develop a professional learning strategy informed by current educational research such as *What Works Best, High Impact Teaching Practices Toolkit*. This professional learning will be shared across both Murwillumbah High School and Wollumbin High School to develop consistent, evidence based, highly effective teaching practices. Create a space in which to share highly effective teaching practice across both schools in order to develop collective teacher efficacy.
- Support all staff to create learning environments that are optimised to support all students to be challenged, engaged and achieve their educational potential as outlined in the High Potential and Gifted Education Policy (2021 update).

Data Informed Practice

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress. In order to reflect on teaching effectiveness and inform future school directions. Ongoing Data will be collected and teachers will be engaged in a process of ensuring that student feedback is elicited by teachers and that this student feedback informs their teaching.

- Professional Learning will be focused on utilising data to inform practice, as outlined in the *What Works Best* document. A focus will be on formative

Success criteria for this strategic direction

Highly Effective Teaching Practices

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Teachers collaborating across multiple professional learning communities in order to improve teaching and learning through sharing of ideas and practices.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- Highly effective teaching practices are celebrated and shared across faculties and schools, resulting in cohesive pedagogical approaches to learning. These highly effective teaching practices are reflected in teaching programs and in evidence collated throughout the teaching of the programs.

Data Informed Practice

- Every student has an individual learning profile and can discuss their strengths and talk to their future goals.
- Teaching and planning are reflections of data analysis (both quantitative and qualitative).
- Teaching programs adapt to current data and educational research.
- The High Potential and Gifted Education Policy is implemented and supported by ongoing analysis of data.

Evaluation plan for this strategic direction

Question: *To what extent have we achieved our purpose and can demonstrate impact and improvement of students outcomes in reading and numeracy, to post school destinations?*

Data: *This will be collected from both internal assessment (spelling diagnostics, reading tests, numeracy activities),*

Strategic Direction 1: Student growth and attainment

Improvement measures

success.

Initiatives

assessment strategies to inform teaching and learning to re-design assessment practices and implementation of tracking this assessment data through use of technology. Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical as per the High Potential and Gifted Education policy.

- All students will create Learning Profiles that they continually refine throughout their high schooling. These profiles will be digital and require students to continually reflect upon their learning, in consultation with teachers and mentor teachers. This learning profile is to accompany Aboriginal students' Personalised Learning Pathway. Students will be involved in personal analysis of their data, with a strong focus on 'data-informed learning'.
- Aboriginal Education team to focus on achievement and retention of Aboriginal students through to the HSC, including students participating in School Based Apprenticeships and Traineeships, opportunities through the Education Pathways Pilot Program (EPPP) and the learning partnership with Bronco's Girls Academy.

Evaluation plan for this strategic direction

as well as external assessments such as NAPLAN /HSC.

The Quality Portfolio process will be a core component of evaluating student achievement, and ongoing learning conversations with teacher mentor will continually allow students to reflect and evaluate on personal learning goals.

Tell them from Me Survey data will be analysed to inform the success of implementation of whole-school programs and will be a vital component of planning teaching and learning experiences based on data-informed practice.

Analysis: Ongoing analysis will occur through progress monitoring and implementation of initiatives.

Implications: The findings of the analysis will inform the future directions and budget allocation.

Strategic Direction 2: Digital Literacy and Leadership

Purpose

Prepare all students to use technology as a tool to support them to become future focussed, lifelong, independent learners.

Improvement measures

Achieve by year: 2025

Technology used as an effective learning tool to enhance and supplement learning in all learning environments, supported by a robust Bring-Your-Own-Device (BYOD) program and strong mobile device policy grounded in Positive Behaviour for Learning. Increase staff usage by 50% from initial staff audit across Murwillumbah Education Campus high schools.

Achieve by year: 2025

Staff and students incorporate digital technologies and develop capacity for delivering feedback, assessing student work and assisting students through connecting and collaborating respectfully and confidently. Uplift of 60% of staff utilising digital feedback and assessment tools from initial survey results.

Achieve by year: 2025

Increased percentage of students responsibly and confidently bringing and using their devices on a consistent basis. Increase the percentage of students bringing devices from 5% to 25% as part of the bring-your-own-digital device strategy.

Initiatives

Strengthened Digital Literacy

Strengthened digital literacy for staff and students will allow for teachers to share best practice usage of technology within their classrooms, and develop students who use technology ethically, responsibly and creatively.

- Identify leaders and projects to enhance learning in the area of technology. Emerging leaders in this area will undertake the School Leadership Institute's program. Leaders will be given the autonomy and support to create projects which utilise technology in order to support the whole-school initiatives of Technology, Wellbeing, Aboriginal education, Positive Behaviour for Learning and High Potential and Gifted Education.
- Technology Professional Learning group established to provide targeted professional learning for staff around implementation of technology within the classroom. Significant Professional learning for staff use of Technology in the classroom in order to enhance learning opportunities for students will be developed and delivered by this group.
- Develop and source professional learning around the use of multiple devices and technology within the classroom, specifically aimed at utilising technology as a means to individualise learning.
- Improve teacher capacity to collaborate and share best practice across multiple professional learning communities using technology.
- Enable students to become digital leaders who assist both staff and students with digital technologies.

Improved Classroom Usage of Technology

Strengthen alignment of technology usage with Positive Behaviour for Learning, in order to create self-directed learners who are technologically capable and responsible and who perceive technology as tools to produce high quality work. .

- Technology used as an effective learning tool to

Success criteria for this strategic direction

Strengthened Digital Literacy and Citizenship

- Student achievement and confidence navigating an increasingly complex digital world will be greatly improved.
- Emerging school leaders feel empowered to lead research projects and initiatives within the school and feel confident using technology to share the findings of their research projects.
- Positive Behaviour For Learning practices reflect technology as a driver of individualised learning, and supports classroom management of devices.

Improved Classroom Usage of Technology

- Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.
- Technology will be implemented through extensive refinement and implementation of projects, processes and practices that aim to foster a culture of high expectations and innovation.
- Students have a device for use within classroom settings and are confidently able to use the device for appropriate purposes.
- Teachers are becoming innovative with teaching practice, embedded firmly within the use of technology as a tool, with a just in time approach to technology training available for all staff at point of need.

Evaluation plan for this strategic direction

Question: *Is technology being used expertly and integrated into lessons to support learning in all Key Learning Area's?*

Data: *Information Technology usage in classrooms monitored through Google Classroom usage, student surveys and teacher surveys. Bring Your Own Device*

Strategic Direction 2: Digital Literacy and Leadership

Initiatives

- enhance and supplement learning in all learning environments. Encourage use by staff and students in all learning environments to effectively use and understand data and the impact of modern learning tools in learning.
- Strengthen the use and management of mobile phones and mobile devices in order to develop capable self-directed learners who can utilise devices to direct their learning.
 - Investigate micro-credentialing as a way to personalise student learning. Add micro-credentialing to school portfolios leading to business standard Linked-In profiles for senior students.
 - Develop systems and practices that ensure responsible usage of technology.
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Evaluation plan for this strategic direction

(BYOD) data tracked, monitored and analysed biannually. Staff surveys regarding Information Technology professional development delivered within the school. Parent consultation heavily included in the BYOD process.

Analysis: *Continual discussion with school community to analyse data.*

Implications: *BYOD and purchasing decisions reflect analysis of data. Decision regarding Murwillumbah Education Campus (MEC) technology will utilise data from both schools to guide the implementation of technology in the MEC.*

Strategic Direction 3: Wellbeing

Purpose

Enhance the wellbeing of our learning community in order to ensure that students are known, valued and cared for.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase student Tell Them From Me results in the areas of expectation of success, advocacy and sense of belonging by 4.5%.

Achieve by year: 2025

Increase in positive responses to Be You 'Measures of Success' focus questions by 10%.

Attendance <80%

Achieve by year: 2023

Decrease the percentage of students attending less than 80% of the time by 7.5%.

Initiatives

School Community Wellbeing

Whole School Wellbeing increases students' academic achievement, school completion, improved mental health and a more pro-social and responsible lifestyle.

- Form Action Team (Wellbeing team) in order to identify ways in which the school community is already supporting mental health and wellbeing and ways we can improve. Gather information across our learning community via Be You survey, including Analysing Be You survey data with Wellbeing Team.
- Wellbeing Action Plan developed which is realistic and attainable. Share action plan with learning community and any challenges are identified and addressed proactively and sensitively. Monitor progress of the Action Plan and communicate achievements with our learning community. Conduct a formal review of our Action Plan.

Positive Student Engagement

Continue to build a positive school culture focused on high expectations of student engagement through improved student wellbeing:

- Targeted leadership program focusing on attendance as part of the Leadership Institute.
- Collaborate with the wellbeing team and students to improve positive engagement. Create new wellbeing structures and reporting procedures in order to consistently review, implement and communicate wellbeing initiatives to all staff.
- Maintain Tier 1 features of PBL and utilise data to inform practice and implementation of PBL Tier 2. Re-model PBL team in line with analysis of data.

Success criteria for this strategic direction

School Community Wellbeing

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- 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.

Positive Student Engagement

- 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.
- 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.

Evaluation plan for this strategic direction

Question: *To what extent have we achieved our purpose and can demonstrate impact and improvement of enhanced wellbeing?*

Data: *Utilise Tell Them From Me survey results, Be You survey results, Attendance data, PBL Audit tools and Be You reflection tools.*

Analysis: *Ongoing analysis and reflection will occur throughout the implementation of initiatives.*

Implications: *The findings of the analysis will inform the future directions and annual budget allocation.*