

Strategic Improvement Plan 2022-2026

Willans Hill School 5550



School vision and context

School vision statement

Willans Hill School is a community of learners. Students are challenged to learn through personalised and inclusive programs to become valued members of society. Our focus on wellbeing, student growth and community connections empowers our students to become confident, resilient and independent learners. Success is underpinned by strong relationships, engaging and explicit instruction, delivered by committed and passionate staff.

School context

Willans Hill School is located in Wagga Wagga and caters for 71 students from age 4 to 18 with moderate or severe intellectual disabilities. Some students also have a physical disability, language or sensory impairment and/or neuro-developmental disorder. We run 10 classes of mixed ability, each class has a maximum of 8 students, with 10% of students identifying as Aboriginal and 20% of students having English as an Additional Language or Dialect. In addition to the teacher, a school learning and support officer works in each classroom to support the teacher to deliver high quality, individualised learning programs.

A Personalised Learning and Support Plan is developed in consultation with parents and carers, and reviewed throughout the year. This plan incorporates individual goals for each student as well as Australian Curriculum and NSW NESA outcomes. All programs in our school are planned with the priority of providing every opportunity for active student engagement in an environment focused on learning.

Through our consultation process with parents and carers, students, staff and aboriginal community, our high level areas for improvement were identified to be the measurement of student growth and attainment to inform practice and to support wellbeing through practices that promote engagement.

Teachers continually strive to create and maintain safe and challenging learning environments. The school demonstrates a strong commitment to supporting all students to develop their numeracy and literacy skills, in particular providing students with a way to communicate with the world around them. The school is committed to and provides an excellent work experience program and post school transition program for our high school students.

Willans Hill School is an inclusive environment that supports learning, teaching and connection. We value relationships and strong partnerships, including those with external agencies and therapeutic providers.

Strategic Direction 1: Student growth and attainment Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Literacy

Achieve by year: 2026

Increased proportion from 2024 baseline, of students meeting or exceeding individual expected growth, measured against Phonics knowledge and word recognition in National Literacy progressions.

Student Growth in Numeracy

Achieve by year: 2026

To increase average student growth from 5 growth points to 10 growth points per year on the Willans Hill Numeracy Expanded Progressions.

Initiatives

Data skills and use to inform teaching

Embedding sustainable whole-school processes for collecting and analysing data with a focus on literacy and numeracy as an integral part of daily instruction. We will support and build teacher capacity to collect and analyse student data and use this data to inform and develop high quality teaching and learning programs and individualised personalised learning goals for each student.

Participation in the CSUS project and Assessment for Complex Learners Trial will support the school to collect and analyse data in the areas of literacy, numeracy and communication using new assessment tools for students with a disability.

Evidence-Based Teaching Practices

A structured whole school approach to developing evidence based teaching practices:

• professional learning in literacy, numeracy and communication.

• Data collection and analysis

Success criteria for this strategic direction

Data skills and use to inform teaching

- Embedded systematic processes for the regular collection and analysis of data to evaluate student learning and growth over time.
- A whole school approach using the most effective evidence-based teaching methods to optimise learning progress for all students.
- Student achieve expected growth or higher than expected growth on internal individual progress measures.

Evaluation plan for this strategic direction

Question:

To what extent has data collection and analysis and consistent evidence based teaching had on student performance?

Data:

Data sources will be collected and analysed by relevant teachers, leaders and teams. A range of internal performance measures will be utilised, this includes but is not limited to Personalised Learning Support Plans.

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Quality teaching

Purpose

To create a culture of continuous improvement where staff are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies.

Initiatives

High Impact Professional Learning

Building teacher capacity through collaborative practices and a focus on high quality evidence-based teaching strategies to improve student learning outcomes.

Building Collective Efficacy

Building shared belief that through collective action, teachers can influence student outcomes and increase achievement for all students.

Success criteria for this strategic direction

High Impact Professional Learning Model

- Classroom teachers communicate progress to students with learning intentions and success criteria in numeracy and literacy.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria.
- Teachers, students, parents, stakeholders and the community can identify and using learning dispositions.
- The school uses systems that facilitate collaboration, professional dialogue, classroom observation, and modeling of effective teaching practice and feedback.

Evaluation plan for this strategic direction

Question

To what extent have collaborative practices with a focus on evidence-based teaching strategies improved student learning outcomes?

Data

Teacher perception surveys conducted to collate individuals professional opinions on the effectiveness of professional learning models.

Whole school assessment data plotted and used to determine trends and teaching.

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will

Strategic Direction 2: Quality teaching

Evaluation plan for this strategic direction

guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring student growth across the curriculum.

Strategic Direction 3: Wellbeing and Connections

Purpose

A strategic and planned approach to ongoing improvement that is focused on individualised student learning and wellbeing through strong collaborative relationships and improved systems and processes.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 82.8% in 2023 to 83.8% by 2027.

Initiatives

Student Wellbeing

There is a strategic and planned approach to develop whole school learning and wellbeing processes that supports all students.

Community Connections

Effective partnerships in learning with students, parents, external agencies and the community delivers a holistic approach to learning so students achieve their best and continually improve.

Success criteria for this strategic direction

Students Wellbeing

- The school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing.
- There is a school-wide collective responsibility for student learning and success, which is shared by parents, students and the broader community.
- Teachers, parents and the community work together to support processes that ensure student absences do not impact on learning outcomes.

Community Connections

- Teachers directly and regularly engage with parents to improve understanding of student learning.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

Evaluation plan for this strategic direction

Question:

To what extent have strategic and planned process to wellbeing improved attendance and engagement?

Data

Attendance data

Tell Them From Me Survey

Internal parent surveys

Internal data sources related community connection and culture

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement

Evaluation plan for this strategic direction

measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.