

Strategic Improvement Plan 2022-2026

Woonona High School 8410



School vision and context

School vision statement

Woonona High School is committed to being the school of choice for the local community, meeting the needs of all students. Every student, every teacher and every leader will be challenged to demonstrate at least a year's improvement, each and every year.

To achieve academic excellence, and to prepare students for post school pathways, we use research, evidence based practices to drive teaching and learning and build strong foundations in literacy, numeracy and deep content knowledge. Building student agency will build the confidence of each of them to learn, adapt and succeed in their post school pathway.

Woonona High School is a vibrant and innovative, proudly comprehensive high school that values strong community partnerships. Student success is driven by excellence in teaching and learning delivered by world class educators in a safe, nurturing and supportive learning environment. Our students are confident, creative individuals who enrich our local and global community.

School context

Woonona High School is a coastal comprehensive high school serving the community in the northern Illawarra. Every student is provided with opportunities to develop skills as independent and confident learners that will carry them beyond their school years.

The school has experienced a 50% growth in student numbers over the last 6 years. In 2022 there are 900 students at the school. Modelling predicts that there will be a further 5% growth each year over the next 3 years. Amongst the student population, 5% identify as Aboriginal and Torres Strait Islander, and 6% have language background other than English.

The school's staffing entitlement in 2022 is 66.1 FTE teaching staff, which includes 1 Principal, 2 Deputy Principals, and 10 Head Teachers. There is a school funded Instructional Leader position. There are two Autism classes and one class for students with emotional disturbances in our Support Unit. There are three Student Support Learning Officers in the Support Unit, and three in the mainstream to support students with additional learning needs.

In administration, there is one School Administration Manager and 9 School Administration Officers who support the staff to deliver curriculum.

Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of traditional academic subjects as well as an extensive Vocational Education and Training program. With strong links to TAFE, the University of Wollongong, and the local business community, we effectively cater for the diverse learning needs of our students. In 2022, 100% of students surveyed attained entry to the post school pathway of their choice.

Woonona High School has a focus on innovative pedagogies and has been explicitly embedding the teaching of the 4Cs - Communication, Creativity, Critical Reflection and Collaboration. Woonona High School has established a Community of Practice amongst local primary and high schools to collaborate in expanding our understanding of these pedagogies. Developing agency in all learners in the school - students and teachers - is a priority in this work.

Providing student leadership opportunities are a priority for the school, with students at all levels encouraged to take on leadership roles. We have a strong, active Student Representative Council, with students elected from all years to represent the interests of their peers.

We have a proud history of high-level sporting achievement across a variety of sports. The promotion of a healthy, active lifestyle is a priority of the school and the local community. Further leadership opportunities are available through the House Captain pathway.

A strong student wellbeing ethos and productive partnerships with parents and the wider community enhances our goal of providing opportunities for all students to succeed.

School vision and context

School vision statement

School context

Woonona High School promotes meaningful partnerships within and across our Community of Schools (CoS). We foster the talents of our gifted and talented students, provide enrichment activities for our Aboriginal students, and enhance the opportunities of students to experience cultures from different countries including our sister school relationships with Kitazono and Koganiei Kita High Schools in Tokyo, Japan.

Our co-curricular program is designed to enrich students' experience at Woonona High School and develop essential life skills. Students can participate in a variety of activities including music and dance, chess, academic competitions, sport and debating. We foster the idea of being part of and giving to the community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, differentiated and research informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data and feedback to inform teaching.

Improvement measures

Numeracy growth

Achieve by year: 2023

Students will demonstrate growth in numeracy using internal data sources.

Reading growth

Achieve by year: 2023

- Expected growth in student reading, evidenced by internal data (accelerated reader).

HSC achievement - top 2 bands

Achieve by year: 2023

- 3.5% uplift in the proportion of students achieving the top 2 bands for HSC to meet the system negotiated lower bound target.

HSC achievement - top 3 bands

Achieve by year: 2023

- 5% uplift in the proportion of students achieving the top 3 bands for HSC to meet the system negotiated lower bound target

Aboriginal student HSC attainment

Achieve by year: 2023

- Uplift in the proportion of Aboriginal students achieving the top 3 bands for HSC from the baseline by 3%.

Achieve by year: 2026

Initiatives

Highly Effective Teaching Practice

All teachers demonstrate a shared understanding of explicit, evidence-informed teaching practice and demonstrate this within their subject areas.

Effective classroom practice will be enhanced through using high impact teaching strategies, collaboratively developed and teachers will be supported to implement and embed. This support will be provided through strategically planned professional learning and whole-school structures and processes, including middle school leadership and enhanced processes for the collection and reflection upon data.

Curriculum implementation and HSC High Leverage Strategies will also be an important activity within this initiative, with a shared focus on developing teachers' skills in utilising effective pedagogies in these areas.

Inclusive Teaching and Learning

Staff will be supported to understand and implement effective differentiation for all student groups across the school.

Action learning teams will share their work on Differentiation, Universal Design for Learning and the HPGE strategy. Professional learning to support teachers will occur through staff and faculty processes.

Whole-school processes and procedures will be embedded so that staff are confident in using student data to adjust their teaching and learning to meet the needs of their students.

Success criteria for this strategic direction

Highly Effective Teaching Practice

All teachers are committed to implementing the most effective explicit teaching methods to optimise learning progress for students across the full range of abilities.

Assessment tasks, teaching and learning programs and lesson observations demonstrate consistent application of the explicit teaching model across the school, with teaching and learning programs showing evidence of revisions based on feedback of teaching practices, consistent and reliable student formative assessment practices and continuous tracking of student progress and achievement.

The systematic collection, analysis and sharing of literacy and numeracy data informs planning for student's wellbeing and learning needs and their ongoing success.

Inclusive Teaching and Learning

Teaching and learning programs across the schools show evidence that they are differentiated to address student needs, ensuring that all students are challenged and that adjustments made lead to improved learning.

There is an integrated approach to quality teaching, curriculum planning and delivery, and assessment practices ensuring continued challenge and maximum learning.

Evaluation plan for this strategic direction

Question: What has been the impact of our focus on highly effective teaching practice and inclusive teaching and learning?

Data:

* Internal school data from evaluation processes.

* Best start data

Strategic Direction 1: Student growth and attainment

Improvement measures

- All teachers demonstrate high quality skills in explicit teaching and responsive pedagogy individualised for students' needs. An increased percentage of students report that they set goals to help them learn. The majority of teachers report that they clearly communicate Learning Intentions and Success Criteria in most of their lessons.

Effective Teaching Practice

Achieve by year: 2026

All teachers demonstrate a shared understanding of highly effective, evidence-based teaching methods and demonstrate this within their subject areas.

Individualised Teaching and Learning

Achieve by year: 2026

All teachers demonstrate a shared understanding of differentiation for all student groups and demonstrate this within their subject areas. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Evaluation plan for this strategic direction

- * Teaching and learning programs.
- * Class observations and work samples.
- * NAPLAN
- * Value-added data at HSC level
- * PAT Maths data
- * Accelerated Reader Assessments.
- * MACQLit Program.
- * Quicksmart Program Data
- * Check in assessments
- * NCCD evidence
- * A cycle of professional learning and evidence collection embedded into whole-school management plan.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The school will report on its progress each year through the Annual Report.

Implications: A cycle of continually collecting data, reflecting upon best practice and seeking student feedback will lead to a culture of enhanced teacher reflection and collaboration. Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide individualised, differentiated teaching and learning so that the needs of all students are being effectively met.

Strategic Direction 2: Innovative Teaching and Learning

Purpose

Our purpose is to build the skills in students to become independent, lifelong learners and to equip them for success for their life after school. Our teachers will utilise pedagogies of engagement, including technology, to develop students' skills in communication, collaboration, critical reflection and creativity. Collaborative practice will be embedded amongst students and teachers in order to increase opportunities for self reflection and ensure consistent best practice across the school.

Improvement measures

Agile, Adaptive Teaching and Learning

Achieve by year: 2026

Teaching and learning programs across key learning areas incorporate elements of the pedagogy of engagement, in order to develop students' skills in collaboration, communication, creativity and critical reflection.

Collaborative Practice

Achieve by year: 2026

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Initiatives

Agile, Adaptive, Engaged Teaching and Learning

Systems and processes are developed and implemented to build confidence in teachers to adapt their pedagogy of engagement to develop students' creativity, communication, collaboration and critical reflection.

This will involve:

- Continuous cycle of professional development to build teacher confidence around 4Cs pedagogies
- Cross faculty action learning teams embedding outcomes of action research
- Utilising data to inform teaching practice

Collaborative Practice

Opportunities for teacher collaboration and self reflection will be provided to improve teaching practice. Opportunities to build a transparent learning culture will fostered and evident.

This will involve:

- Opportunities for teachers to observe engaging teaching in action and reflect on these practices
- Analysing data to inform existing and future teaching practice
- Evidence collection of teaching practice including analysis of student engagement, learning outcomes and self reflection to plan future learning experiences for students.
- Establishing teacher mentoring relationships as a means to enhance learning, engage in reflective practice, and refine teaching.

Success criteria for this strategic direction

Agile, Adaptive, Engaged Teaching and Learning

The school's curriculum provision supports high expectations for student learning. A whole school pedagogical framework ensures that lessons are structured to reflect the current research base for effective teaching to optimise learning.

Reflective practice will be evident amongst teachers and students, underpinning a culture of continuous improvement and high expectations.

Collaborative Practice

Positive, collaborative relationships are evident among staff, promoting increased teaching/leading capacity and positive wellbeing.

Effective collaborative processes and practices (including cross faculty teams, coaching and mentoring) are embedded in a range of contexts across the school, enabling best practice to be identified and shared within and across faculties.

Faculty processes for collaborative programming, task design and moderation of assessment are embedded to inform teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness.

Evaluation plan for this strategic direction

Innovative Teaching Practices

Question: What has been the impact of our focus on agile, adaptive, engaged teaching and learning and collaborative practices on innovative teaching and learning?

Data:

-Class observations

Strategic Direction 2: Innovative Teaching and Learning

Evaluation plan for this strategic direction

- Work samples
- Teaching programs
- Meeting minutes
- Surveys
- Focus groups
- TPL materials.
- School management plan

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The school will report on its progress each year through the Annual Report.

Implications: The findings from the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to ensure continuous improvement.

Strategic Direction 3: Wellbeing, Belonging and Culture

Purpose

Our purpose is to create a safe and inclusive environment where students attend regularly as a result of positive engagement with their learning and co-curricular opportunities. A range of initiatives will be introduced to foster students' sense of belonging to their school and wider community and enhance school culture. The school will take a holistic approach to wellbeing, underpinned by the Wellbeing Framework to develop the whole child through strong partnerships.

Improvement measures

Wellbeing

Achieve by year: 2023

8% uplift in the proportion of students reporting positive wellbeing, moving towards the system negotiated lower bound target.

Attendance >90%

Achieve by year: 2023

23% uplift in the proportion of students attending school 90% of the time or more, moving towards the system negotiated lower bound target.

Initiatives

School Culture and Belonging

The school is focused on building both individual and collective wellbeing through a climate of care and positivity. Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing via a whole school system covering all domains of the Wellbeing Framework and PERMA model of positive education.

- Establish whole school systems and processes that are underpinned by the use of wellbeing data to identify and support student needs and allow for timely and effective communication to the whole school community.
- Strategic use of school resources to support student needs based on the school situational analysis, Tell Them from Me, Be You and Mission Australia surveys and Sentral data.
- Embed continuous professional learning for all staff on the Wellbeing Framework to allow for the development and/or implementation of evidence-based welfare programs and activities.

Wellbeing

Evidence-based strategies will be established and sustained to foster a positive culture of wellbeing for all students so that they feel connected, respected and supported.

The school is focused on building both individual and collective wellbeing through a climate of care and positivity. Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing via a whole school system covering all domains of the Wellbeing Framework.

School Culture and Belonging

Improve students' sense of belonging and connectedness (culture, diversity and identity) by providing opportunities

Success criteria for this strategic direction

Wellbeing

The school has implemented evidence-based change to whole school practices and processes resulting in measurable improvements in wellbeing and engagement to support learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes and that a strategic and planned approach to wellbeing supports the needs of all students so they can connect, succeed, thrive and learn.

School systems and processes enable all students to have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

School Culture and Belonging

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing and aspirational expectations to ensure optimum conditions for student learning across the whole school.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and measures, shares and addresses community feedback.

The leadership team measures school community (teacher, parent and student) satisfaction and shares its analysis and actions in response to the findings with its community to support a culture of continuous improvement.

Evaluation plan for this strategic direction

Question: What has been the impact of the school's work in implementing a whole school wellbeing approach and programs for student leadership, culture and belonging?

Strategic Direction 3: Wellbeing, Belonging and Culture

Initiatives

for students to actively connect to learning through meaningful, engaging and rewarding experiences.

A safe and healthy school environment will be enhanced by creating positive and respectful relationships between students, teachers, parents and the wider community through fostering active participation and developing connections with these stakeholders.

Evaluation plan for this strategic direction

Data:

- * Annual data from SCOUT
- * Situational Analysis
- * Tell Them from Me
- * Be You
- * Mission Australia Youth Surveys.
- * Sentral data from wellbeing, attendance and activities modules.
- * Staff and student feedback on individual programs and whole school structures
- * Student surveys and focus groups
- * Student work samples and teaching programs.
- * Staff reflection on wellbeing professional learning
- * Learning Support and Wellbeing team minutes.
- * Strategically evaluating the schools wellbeing approach in relation to the School Excellence Framework and NSW Wellbeing Framework for Schools.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be triangulated regularly to determine if the additional structures, programs and opportunities have created greater connection to school and enhanced school culture. The school will report on its progress each year through the Annual Report.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation, as well as future school planning to provide continuous wellbeing support and promote and continuously improve school culture and connectedness to school. This will ensure all students are known, valued and cared for at Woonona

Strategic Direction 3: Wellbeing, Belonging and Culture

Evaluation plan for this strategic direction

High School.