

# Strategic Improvement Plan 2022-2026

## Coomealla High School 8494



# School vision and context

## School vision statement

*Coomealla High School is a learning environment that has high expectations for students and staff, achieved through delivery of quality teaching, learning, wellbeing and enrichment programs. The school works in partnership with parents and school community to develop students who are confident and successful learners with pathways to adulthood.*

## School context

Coomealla High School (population 240, 44% Aboriginal students) is located on Barkindji country in the Wentworth Shire close to the Victorian regional hub of Mildura. As a comprehensive high school, it offers a broad curriculum from Year 7 to 12 in a caring and friendly environment where teachers know their students and focus on academic achievement and wellbeing, in a positive school culture. The school has a dedicated team of teaching, counselling and learning support staff, with a Support Unit of 3 classes (3 x MC and 1 x IM) and a flexible learning class for small group learning. The school benefits from working closely with the Parents and Citizens Association and the local Aboriginal Education Consultative Group and is committed to building these connections.

The school has identified the need to focus on student growth and attainment through the development of a whole school approach in reading (literacy) and numeracy. This will be achieved through the effective use and analysis of data to inform an individualised approach to learning support, and a strong focus on reading in every classroom, every day.

The school has a commitment to the implementation of powerful learning structures that strengthen student improvement in the HSC, positive and respectful behaviour, support for a diverse range of students and quality teaching in every classroom.

The school is committed to building transition to work skills, connections in the community and successful pathways to life beyond school, for students. With the inclusion in the Connected Communities Strategy, a major focus for the school is to improve equity outcomes with focused learning support and raised achievement and cultural safety for all students, the embedding of cultural awareness in all classrooms and the development of a school environment that embraces local Aboriginal culture and history and meaningful interaction with community.

# Strategic Direction 1: Student growth and attainment

## Purpose

Data informed practice will be used to support the explicit, quality instruction of literacy and numeracy.

## Improvement measures

### Reading growth

Achieve by year: 2023

Demonstrated growth in reading for all students in year 7 as measured by PAT tests.

An increased proportion of students in Years 8-9 can demonstrate reading growth compared to 2022 as measured by Check-In.

An increased proportion of students in Years 8-9 can demonstrate numeracy growth compared to 2022 as measured by Check-In.

An increased proportion of 2023 students in Year 10, 11 and 12 achieving HSC Minimum Standards for Reading compared to 2022 and 2021.

An increased proportion of 2023 students in Year 10, 11 and 12 achieving HSC Minimum Standards for Numeracy compared to 2022 and 2021.

### Numeracy growth

Achieve by year: 2023

An increased proportion of students in Years 8-9 can demonstrate numeracy growth compared to 2022 as measured by Check-In.

An increased proportion of 2023 students in Year 10, 11 and 12 achieving HSC Minimum Standards for Numeracy compared to 2022 and 2021.

## Initiatives

### Highly effective teaching practices

Build teacher capacity in explicit teaching of literacy and numeracy and curriculum through high impact professional learning where teachers will work collaboratively to implement and refine their teaching practice to support student growth and attainment.

### Data informed teaching and learning

Embed effective systems across the school to collect and analyse a range of data sources to track student growth and attainment to provide information for teachers to effectively plan and deliver quality learning experiences for students.

## Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities

## 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

Check in Assessment

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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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: Excellent teaching and quality systems

### Purpose

Quality learning environments will be delivered for all students with effective whole school systems, practices and priorities that embed explicit teaching practices and high expectations across the school.

### Improvement measures

#### HSC achievement - top 2 bands

Achieve by year: 2023

Increase the percentage of student achievement in the top 2 bands of the HSC by 6.6% from the system negotiated baseline.

#### HSC achievement - top 3 bands

Achieve by year: 2023

Increase the percentage of HSC students achieving the top 3 bands by 6.1%

### Initiatives

#### HSC improvement

Implementation of powerful, whole school structures that have a clear focus on staff working collaboratively and engaging in professional learning to support the explicit teaching of curriculum across all key learning areas and generate improvement in HSC attainment.

#### High expectations culture

Develop systems and structures across the school to build safe and respectful learning environments with consistent teaching practices in instruction, assessment and feedback. High impact professional learning focused on high expectations, orderly classrooms and the explicit delivery of curriculum to support student growth and improvement. Teachers will work collaboratively to continually refine their practices.

### Success criteria for this strategic direction

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

### 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 whether 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

## Strategic Direction 2: Excellent teaching and quality systems

### Evaluation plan for this strategic direction

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- Staff Performance and Development Plans
- 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: Connections and belonging

### Purpose

Connections, belonging and cultural safety will be built for every student through a positive school culture, wellbeing initiatives and by strengthening quality connections within and beyond the school community.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

TTFM Wellbeing Data (advocacy, belonging, expectations) increases by 6% from the system negotiated baseline.

#### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time by 8.5% from the system negotiated baseline.

### Initiatives

#### Connections

Students will be supported through curriculum, enrichment and transition experiences at school and in the community, to plan for and develop skills for a successful pathway to adulthood.

The school will build and develop strong partnerships across stakeholders in the community to support positive attendance and achievement at school and a positive school culture.

#### Belonging

Every student is known and cared for by school staff, is able to access support and share their voice in respectful and culturally safe learning environments.

Student attendance will be supported through quality teaching and enrichment programs, outreach support and personalised approaches to cater for a diverse student population.

### Success criteria for this strategic direction

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 engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

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.

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.

### Evaluation plan for this strategic direction

There is a shared responsibility to deliver education that engages the school community in Aboriginal history, culture and language. The evaluation will determine whether 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: Connections and belonging

### 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.