

Strategic Improvement Plan 2023-2026

Walgett Community College - High School 8475



School vision and context

School vision statement

Vision:

Excellence in education with improved student outcomes through excellence in teaching, high expectations, a focus on *language and culture* fostering resilient, positive and supportive relationships in partnership with the community.

Motto:

Courage and Excellence

Values:

Respect

Safety

Learning

School context

Walgett Community College-High School is located approximately 280km north of Dubbo. Walgett has a population of approximately 2300 and is situated in a remote, rural context. Student enrolment Year 7-12 is 91 students, including approximately 97% Aboriginal and Torres Strait Islander students.

The school implements the Connected Communities strategy and is committed to providing a broad, high quality education for all students through a diverse, relevant curriculum with a focus on student and community engagement. The school is well resourced including two trade training centres. There is a strong focus on improving literacy and numeracy outcomes. Active partnerships are established between the school and the community.

The school website is <https://walgett-h.schools.nsw.gov.au/>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy, implementing effective, evidence based teaching methods and develop consistent teaching and learning practices to support continual progress and achievement for all students.

Improvement measures

Reading growth

Achieve by year: 2023

The percentage of questions answered correctly by Year 7 - 10 students in the Check In assessment increases from semester 1 to semester 2.

Numeracy growth

Achieve by year: 2023

The percentage of questions answered correctly by Year 7 - 10 students in the Check In assessment increases from semester 1 to semester 2.

HSC achievement - top 2 bands

Achieve by year: 2023

20% improvement in students achieving in the Top 2 HSC bands (system-negotiated target)

HSC achievement - top 3 bands

Achieve by year: 2023

40% improvement in students achieving in the Top 3 HSC bands (system-negotiated target)

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the percentage of Aboriginal students attaining the HSC by 5% each year whilst maintaining their cultural identity (school determined target)

Initiatives

Highly Effective Teaching Practices

- Strengthen school based structures and processes for teacher collaboration, feedback and development.
- Develop whole school approaches to literacy and numeracy instruction.
- Develop High Impact Professional Learning for literacy and numeracy teaching and intervention.
- Create literacy and numeracy teams with clear responsibility for improving teacher knowledge and practice.

Curriculum Provision

- Build the capabilities of all staff to embed Aboriginal perspectives into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and as a result, all students.
- Develop deep staff understanding of the Literacy and Numeracy curriculum progressions.
- Review and develop whole school curriculum to support high expectations for student learning.
- Develop learning alliances with other schools and organisations to maximise learning.

Success criteria for this strategic direction

- Aboriginal students are increasingly achieving at or above national minimum standards and overall levels of literacy and numeracy achievement are improving.
- Aboriginal students are staying at school until Year 12 (or equivalent training)
- Aboriginal students are transitioning from school into post-school options such as training and/or employment.
- Consistent and evidence based teaching strategies across all classrooms (**SEF Effective Classroom Practice** - Explicit Teaching)
- Systems embedded to facilitate teacher collaboration, modelling and feedback to drive improvement in teaching practice (**SEF Learning and Development** -Collaborative Practice and Feedback)
- Student learning and courses of study are monitored regularly to ensure continued challenge and maximum learning (**SEF Curriculum** - Curriculum Provision).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved progress in student outcomes in Literacy and Numeracy?

To what extent has the school built high-quality curriculum implementation and evidence based practice across all classrooms/stage/faculties?

Data:

The 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 the school's future directions:

- External Assessment

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Best Start Year 7
- Scout - Value added data
- HSC minimum standards
- ROSA requirements
- Check in assessment
 - Internal Assessment
- Literacy and numeracy : Learning Progressions
- Faculty Teaching Programs
 - Student PLPs
 - Focus groups
 - Lesson observations
 - SEF SaS
 - Whole school curriculum map

Analysis:

The evaluation of this data will regularly be used to inform:

* the selection of teaching strategies in relation to student learning needs

* the impact of the implemented strategies on student learning

- learning adjustments (differentiation) to

enable all students to access curriculum

* teacher professional learning and school resourcing

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Evaluation plan for this strategic direction

-Regular professional discussion of the Connected Communities Key Deliverables and the School Excellence Framework elements and themes.

-Executive team and whole staff reflective sessions.

-Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to inform next steps.

Implications:

After analysing the data a determination will be made as to:

-future actions (short, medium and long term)

-the use of data to inform annual reporting and progress against improvement measures.

- professional learning opportunities

Strategic Direction 2: Build a culture of High Expectations.

Purpose

To build a culture of high expectations where all students are expected to make learning progress

Improvement measures

TTFM Student Survey - Expectations for Success

Achieve by year: 2026

Expectations for Success in TTFM at least 85% positive responses.

MSaBP Pulse Staff Survey

Achieve by year: 2026

Pulse survey Q8 (The WCCHS Team works together to improve our work practices and processes) - continued improvement in positive responses (agree/strongly agree).

Student Attendance

Achieve by year: 2026

Aboriginal students will have attendance rates at or above the state average - 84.8%.

Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending >90% of the time from baseline target of 10.7%.

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School from baseline of 69% positive responses.

Initiatives

Learning Culture

- Establish a professional learning community focused on the continuous improvement of teaching and learning.
- Develop opportunities for students to experience a range of educational and extra-curricular activities to support learning.
- Plan and embed the use of ICT to enhance learning and engagement across the College.
- Develop consistent and systematic processes to maximise student attendance at school.

Wellbeing

- Establish clear and consistent expectations for student behaviour across the College.
- Develop, document, and communicate clear roles and responsibilities for all staff
- Implement a comprehensive approach to health and wellbeing.

Success criteria for this strategic direction

- Attendance rates for Aboriginal students are equal to the state average (**CC KD**).
- Aboriginal children are increasingly developmentally ready to benefit from schooling - in their physical health, social competence, emotional maturity, language and cognitive skills and communication (**CC KD**).
- Staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class (**CC KD**).
- A positive school environment where teachers and SLSOs work together to deliver educational outcomes for WCCHS students (**MSaBP**).
- Demonstrated commitment within the school community that all students will make learning progress (**SEF Learning Culture** - High Expectations).

Evaluation plan for this strategic direction

Question:

To what extent have we improved the learning culture of the College?

To what extent have we established a positive school environment?

Data:

The 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 the school's future directions:

- TTFM Survey Results
- Student PLPs
- Focus groups

Strategic Direction 2: Build a culture of High Expectations.

Evaluation plan for this strategic direction

- Lesson observations
- SEF SaS
- Sentral data
- Teacher feedback from PL
- ICT data
- Excursion data - student participation and feedback.

Analysis:

The evaluation of this data will regularly be used to inform:

- future PL for all staff.
- adjustments to roles and responsibilities.
- refinements to behaviour management processes.
- adjustments to teaching and learning and extra-curricular programs.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion of the Connected Communities Key Deliverables and the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to inform next steps.

Implications:

After analysing the data a determination will be made as to:

- future actions (short, medium and long term)

Strategic Direction 2: Build a culture of High Expectations.

Evaluation plan for this strategic direction

- the use of data to inform annual reporting and progress against improvement measures.
- professional learning opportunities

Strategic Direction 3: Community Engagement

Purpose

To engage with the community and value their identity, culture, goals and aspirations and be responsive to their needs.

Improvement measures

Achieve by year: 2026

All staff trained in certificate I Gamilaraay language and Aboriginal staff trained in Sista Speak and Bro Speak.

Achieve by year: 2026

100% students successfully using the Gamilaraay Language.

Achieve by year: 2026

100% students engaged and completion of learning and assessment tasks in 'Language and Culture' and the program 'Healthy Culture, Healthy Country

Student Wellbeing

Achieve by year: 2026

All students participate in Health Checks through partnership agreement with WAMS.

Community Partnerships

Achieve by year: 2026

The school will establish and maintain formal collaboration agreements with WAMS, PCYC and TAFE to support student wellbeing.

Initiatives

Local language and culture

- Continue to develop and implement a Gamilaraay language and culture program for all students at the College.
- Continue to build cultural understanding of staff to support effective engagement with students and families.

Communication and Engagement

- Build community partnerships where parents, families and community organisations collaborate to develop a culture and language for improved student engagement and outcomes.
- Embed systems and processes for regular communication and engagement with parents and caregivers about their child's progress and wellbeing.

Success criteria for this strategic direction

- Staff report that professional learning opportunities build their understandings and connections with the community.
- Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.
- Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.
- Aboriginal language and culture is taught, acknowledged and celebrated in the College and community (**MSaBP**).
- Parents and community members engage in school related activities to build a cohesive educational community (**SEF Educational Leadership - Community Engagement**).

Evaluation plan for this strategic direction

Question:

To what extent to all students have opportunities for leadership and voice. To what extent does the school actively plan for and implement student wellbeing programs.

Data:

- TTFM survey data
- Student/Parent/Staff forums data
- Attendance data (Sentral)
- Behavioural data (Sentral)
- Attendance at Parent Workshops
- Student forum feedback.

Analysis:

The evaluation plan will involve:

Evaluation plan for this strategic direction

-Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

-Regular professional discussion around the School Excellence Framework elements and themes.

-Executive team and whole staff reflective sessions.

-Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implication:

After analysing the data a determination will be made as to:

-future actions (short, medium and long term)

-the use of data to inform annual reporting and progress against improvement measures.

Please note: the achievement of these elements are conditional upon being adequately staffed systemically.