

Strategic Improvement Plan 2023-2026

Winmalee High School 8573



School vision and context

School vision statement

Winmalee High School is an environmentally conscious, positive education school committed to supporting students holistically; focusing on the wellbeing and learning needs of all students. Within an inclusive and supportive environment, students learn mastery of skills and knowledge and create high-quality work, whilst becoming resilient learners, supporting them to adapt and respond to life's challenges, for now and the future.

Through delivery of quality teaching and learning programs and the fostering of strong, respectful relationships students are inspired to achieve their personal best. Opportunities for students to explore and develop their creative, active and academic abilities whilst enhancing their learning and wellbeing through an array of curricular and co-curricular programs aim to build lifelong skills and character. Held in high regard throughout the community, Winmalee High School values and models mutual respect and acceptance for all.

School context

Winmalee High School is a Year 7-12 comprehensive secondary school located in the Blue Mountains. The traditional custodians of the land are the Darug and Gundungurra people.

Student enrolment remains around 800 students. Over 90% of the school student population were born in Australia. The vast majority of students have English as their home language and 7% of our students have a language background other than English. Just under 5% of our students identify as having an Aboriginal background.

Our school has a teaching staff of approximately 55 teachers and a team of school administrative officers, regular casuals, temporary teachers and SLSOs. Our executive staff is stable with the majority being here for more than five years. Our annual staff turnover is less than 10%.

Winmalee High is a Positive Education and Positive Behaviour for Learning (PBL) school, focusing on building resilient learners in conjunction with taking pride in being safe, respectful learners. Relationships with our feeder schools and partnerships between staff, students, parents and the community are highly valued.

The school has an active learning and support team that develops plans and programs to support student learning, complemented by the Learning Hub, which provides tailored support for students. The school is committed to continually improving effective classroom practices. Staff professional learning is undertaken to ensure that both literacy and numeracy levels are enhanced through improved data collection and analysis which underpins our belief in individualised and differentiated learning. Individual Student Plans, Personalised Learning Pathways and Student Goals are used to assist teachers to know their students and support their learning.

Winmalee High School has a focus on maintaining and improving Higher School Certificate performance, utilising staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty continues to develop ways of deepening the knowledge base of their students.

The school has a strong reputation for its quality teaching, academic results and leadership programs including; The Student Representative Council, The Duke of Edinburgh program, extensive visual, creative and performing arts programs, including high quality whole school musicals and successful sports programs and participation. Students represent the school across the region and state in music, drama, dance ensembles and a wide range of sporting activities. School resources are used to support the broadening of student skills and leadership opportunities beyond the classroom and in the wider community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to support students to achieve their own goals and also meet the schools' System Targets in literacy, numeracy and HSC. Our teachers will use internal and external data to target specific literacy and numeracy skills and link them to subject outcomes, so that relevant skills can be explicitly taught.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Increase the % of course results in the top 3 bands from 65.1% (baseline) to 71.4% (lower bound target)

Aboriginal student HSC attainment

Achieve by year: 2023

100% of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Reading growth

Achieve by year: 2023

An increased proportion of 2023 Year 7 and 8 students attaining a 'C' or above in selected KLA outcomes in Semester 2, compared with Semester 1 2023.

Numeracy growth

Achieve by year: 2023

An increased proportion of 2023 Year 7 and 8 students attaining a 'C' or above in selected KLA outcomes in Semester 2, compared with Semester 1 2023.

Initiatives

Internal Data Measures

Establish effective school wide internal data measures for literacy and numeracy and improve student results in external assessments.

- *Link data selected Stage 4 Literacy and Numeracy skills to subject content outcomes to track and monitor progress of student progress towards Targets.*
- *Review faculty grading and benchmarking processes to ensure consistent teacher judgement when applying A-E grade scale.*
- *Analyse NAPLAN, HSC and HSC Minimum Standards and check-in data to identify target skills/ areas.*
- *Targeted use of data to support student skill development (SCOUT, RAP) to inform teaching and learning programs.*

Success criteria for this strategic direction

The school has mapped appropriate content outcomes to key literacy and numeracy skills for all Stage 4 courses. This data allows the school to track student progress against our Targets.

Each faculty has specific systems established which allow specific literacy and numeracy skills to be explicitly taught, assessed and tracked, showing measurable improvement in outcomes linked to skills.

Internal data is used in conjunction with external data to support moderation of assessments and ensure consistent evidence based judgments.

Teachers collaborate to share knowledge of external assessments, data, feedback and other information to consolidate a consistent approach to adjust programs and strategies to support the learning needs and success of all students.

Progress towards School Targets can be seen incrementally each year.

Evaluation plan for this strategic direction

Question: What has been the impact of establishing internal data measures and how have the faculty systems impacted on student performance measures? Do teachers collaborate, use data to reflect and adjust practice? Is there an improvement in student results in internal and external data?

Data:

- NAPLAN
- HSC
- HSC Minimum Standards
- A-E Grades in Academic Reports
- Mapping of outcomes to literacy and numeracy skills
- Teaching resources and programs
- Registrations, reflections and work samples

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- SEF EV and S-aS
- Data analysis with implications on teaching and learning.

Strategic Direction 2: Quality Teaching and Learning

Purpose

Our purpose is to ensure that teachers are supported by evidence based, targeted professional learning to support a high-quality learning environment where all students make measurable learning progress. Through explicit and evidence-based teaching strategies, teachers will evaluate their impact on learning, use assessment data and reflectively adapt their practice to support student learning.

Improvement measures

Effective Classroom Practice

Achieve by year: 2026

Against the Element of Effective Classroom Practice in the School Excellence Framework, the school is focused on the themes of explicit teaching and lesson planning, rated as Excelling through self-assessment and external validation processes.

Collaborative Practice and Feedback

Achieve by year: 2026

Against the Element of Learning and Development in the School Excellence Framework, the school is focused on the theme of Collaborative Practice and Feedback, rated as Excelling in self assessments and external validation processes.

Initiatives

Professional learning in evidence-based practices

Implement quality professional learning for staff in research and evidence-based strategies to improve teacher practice, prepare for syllabus reform and impact on learning for all students.

- *Engagement of teams in the Quality Teaching Framework and coding using Quality Teaching Rounds (QTR).*
- *Professional learning and sharing of evidence based effective and explicit teaching strategies.*
- *Engagement in professional learning for Curriculum Reform and collaborate with writing of new programs.*
- *Review student work samples, teacher and student reflections, assessment and reporting data to measure the impact of evidence-based practices on student learning.*
- *Engagement in HSC analysis to inform teaching practice and development of teaching and learning resources.*
- *Further build staff understanding of TTFM questions to enhance student understanding of how survey questions relate to school experiences..*

Success criteria for this strategic direction

The school has school based Quality Teaching Round teams which understand and use the QTF and are engaged in regular Quality Teaching Rounds observations and coding sessions.

Teachers are equipped with and use practical and evidence based strategies which are known to have a high impact on student learning and support a school wide approach to effective teaching to optimise learning for all students.

Teachers discuss, collaborate, share progress and success of evidence-based strategies and are able to articulate and show evidence of the impact of their teaching on student learning and progress.

Teachers demonstrate a knowledge and understanding of the TTFM survey questions, the SEF element for Explicit Teaching and they engage in collaborative professional discussions to inform their practice.

Evaluation plan for this strategic direction

Question: What has been the impact of establishing QTR teams, implementing QTR and coding on teaching and teacher collaboration? What impact have the evidence-based practices had on student learning progress? Has TTFM data from students and teachers been impacted positively by the activities to support growth in teacher practice and student learning?

Data:

- QTR coding sheets, Teacher evaluations and reflections, observations.
- Data analysis samples.
- Resources developed, teaching and learning programs.
- Student feedback and evaluations, student focus groups
- Student work samples, programs, lesson resources, data analysis, registrations and reflections.

Strategic Direction 2: Quality Teaching and Learning

Evaluation plan for this strategic direction

- SEF EV and S-aS.

Strategic Direction 3: Wellbeing and Engagement

Purpose

Our purpose is to build upon the school's positive education practices to ensure students feel connected, feel a sense of belonging to the community and are achieving and engaged at school. The school will teach evidence-based skills and strategies to equip students to achieve their goals, increase student advocacy and voice, promote safety and self-care, take responsibility for their own learning and experience success throughout their schooling and at important transition points.

Improvement measures

Attendance >90%

Achieve by year: 2023

The % of students attending 90% of the time increases from 64.5% (baseline) to 72.3% (lower bound target)

Wellbeing

Achieve by year: 2023

Student Tell Them From Me Data increases in the area of Sense of Belonging from 59.4% (baseline) to 63.0% (lower bound target)

Initiatives

Students are connected and are engaged at school

Increase student engagement and participation in their own learning and wellbeing.

- *Continue to build staff and student knowledge and engagement with the TTFM themes and questions on belonging and engagement to enhance student understanding of how they relate participation in activities and school experiences to the survey.*
- *Adjust and carefully plan schoolwide structures, wellbeing and resilience activities, lessons, surveys, supports and experiences, to work with families and care for students, including embedding restorative practices into school procedures.*
- *Establish systems of support to promote belonging and promote regular attendance and increase rapid response for early intervention support.*
- *Review and adjust calendar events and planning to incentivise attendance.*
- *Engage in targeted and tailored professional learning with Real Schools to utilise strategies that support positive behaviour.*

Success criteria for this strategic direction

Teachers demonstrate a knowledge and understanding of the TTFM survey questions and consider connections between school practices, skills and strategies taught to students and they support students to relate these connections to the survey.

There is a school-wide collective responsibility for student wellbeing and engagement and links between structures, activities and experiences are clear and work to support all students, whilst involving parents and carers.

Attendance data is regularly analysed and the attendance team and LST work with school staff, parents/carers, department personnel and external agencies to follow rapid response interventions.

Staff engage in professional learning, coaching and mentoring with Real Schools and foster collegial professional dialogue and authentic reflection on practice.

Evaluation plan for this strategic direction

Question: Has student attendance improved? Does TTFM show improvement in belonging and engagement? How well do wellbeing activities and programs impact our students and their sense of wellbeing and belonging? How well are we utilising restorative practices as a school?

Data:

- TTFM survey data, SEF EV and S-aS
- Attendance data, school, year and specific groups, LST meeting minutes
- Parent/carer feedback/participation data,
- Teacher reflections and feedback
- Student focus groups and survey data.