

Strategic Improvement Plan 2024-2027

Woniora Road School 5609



School vision and context

School vision statement

Woniara Road School aims to provide a safe and inclusive environment with a strong focus on equitable outcomes, opportunities and experiences for all students. Staff work in partnership with parents and the wider community, to foster independence, resilience, accountability and a sense of achievement in our students. By providing engaging academic programs in a highly supportive environment, the school will enable students to achieve academic goals and have an improved sense of wellbeing. These new positive trajectories will then be leveraged to support successful transitions to meaningful post school pathways.

By instilling a culture of inclusivity which celebrates the strengths of everybody in our school community, we believe our students can feel valued and inspired to have a renewed sense of hope and persevere through their learning journey to fulfil their potential.

School context

Woniara Road School is a School for Specific Purpose located in Hurstville. The school offers full-time enrolment for 42 secondary-aged students from the Southern Sydney Metropolitan area who have been offered placement via referral to a regional placement panel. All students have been diagnosed with an internalising emotional disorder and/or mental health issues and have been referred after extended periods of disengagement from learning through either non-attendance and/or safety concerns in the mainstream environment stemming from their mental health issues.

Woniara Road School offers a mainstream curriculum through a shared enrolment with Sydney Distance Education High School in Years 11 & 12, with HSC completion and/or vocational certification the transitional goal for all students. It offers flexible learning spaces which cater for both face-to-face curriculum delivery and a distance education model.

In addition to classroom teachers and school learning support officers, the school deploys additional specialist teaching staff through the SSP Staffing Methodology Review and RAM Equity Funding in literacy, numeracy, PDHPE and visual arts. The school also has a full-time Student Support Officer (Youth Worker).

The school works in close consultation with parents, carers, mental health professionals, community supports, and the students themselves, to take a planned approach to support each student's cognitive, emotional, social and wellbeing needs. The personalised learning and support plans provide educational experiences and opportunities combined with wellbeing management strategies that develops students' social skills, independence, sense of self-worth, and responsibility.

The whole-school undertook a comprehensive situational analysis and the external validation process to inform the strategic directions of this school improvement plan. From this analysis two key areas came forward:

- Ensuring high quality teaching and learning experiences to build a solid literacy and numeracy foundation for students to thrive post school.
- Leveraging feelings of belonging and connectedness to reframe student achievement around high expectations and post-school aspiration.

Strategic Direction 1: Student growth and attainment

Purpose

Students will be able to achieve ambitious learning goals by being given the opportunity to reengage in learning through high quality face-to-face learning experiences delivered by expert teachers. They will also demonstrate improved literacy and numeracy outcomes, that will provide them with autonomy and agency to choose a positive post school pathway.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increased proportion of 2024 student cohort achieving the HSC minimum standard compared to 2022 and 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increased proportion of 2024 student cohort achieving the HSC minimum standard compared to 2022 and 2023.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increased proportion of the students achieving in the top three bands from 2024-2027 when compared to 2020-2023.

Initiatives

Explicit Teaching in Face-to-Face Curriculum Delivery

- **Stage 4 and Stage 5 Woniara Road School Face-to-Face Curriculum Delivery:** Teachers use evidence to plan for the intentional use of explicit teaching strategies. Teachers are able to manage the cognitive load of students as they learn, providing the right balance of challenge and support for every learner. Effective and meaningful learning intentions are communicated and deconstructed in student-friendly language, modelled by the teacher and shared in ways that make sense to students to ensure they know what they are learning and why. Success criteria are co-constructed with students and are referred to throughout a lesson or sequence. They are also aligned to the syllabus and in language students can understand. 'Learning Walks' are a daily occurrence and teachers and students are able to answer the '5 questions': (1 What are you learning? How are you doing? How do you know? How can you improve? Where do you go for help)
- **Stage 6 Sydney Distance Education High School 'Tutorial' sessions:** Distance Education curriculum is adjusted and augmented through timetabled tutorial sessions with expert teachers who clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

High Impact Professional Learning

- The school leadership team enables learning that is continuous and coherent, and driven by student need in both academic and non-academic outcomes. There is a culture and structures, including supporting resources, that build a cycle of professional learning which enables learning and growth in every teacher.
- Collaborative and applied professional learning opportunities lead to the strengthening of effective teacher practices, specifically in Effective Feedback and Explicit Teaching. They are propelled and critically challenged by expert input, to learn, shape and strengthen their practice.

Success criteria for this strategic direction

- The school's curriculum provision promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations, where appropriate. Students' learning pathways are longitudinally monitored to ensure sustained challenge and optimal learning outcomes.
- There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development.
- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

The strategic direction team will determine how effective the initiatives of 'Face-to-Face curriculum provision' and 'Meaningful Assessment' are in both challenging and supporting students to thrive academically.

Evidence of in both the adjusted Distance Education curriculum (Stage 6) and Woniara Road School curriculum delivery (Stage 4 & 5). The school will use the following internal and external data sources to regularly analyse the effectiveness of the proposed initiatives to guide future directions.

- Learning Walks and Talks.

Strategic Direction 1: Student growth and attainment

Initiatives

- Teachers and Leadership Teams are responsible for the impact on student progress and evaluate how adjustments in their practice following professional learning impact on student progress and achievement.

Evaluation plan for this strategic direction

- Data Walls
- Internal assessments (Essential) and PLAN2 Teacher Observations.
- Stage 5 Learning Intention Tracking.
- Personalised Learning and Support Plan Goals.
- Student surveys and feedback.
- HSC and Minimum Standard results.
- Distance Education Exit Slips and Reports.

During the ongoing analysis, the extent to which the initiatives are raising student outcomes will be determined and used to guide adjustments and changes to these initiatives.

Strategic Direction 2: Building Connectedness and Aspiration

Purpose

The need for all members of the school community to feel a positive sense of connection and the possibility of success is integral to student's achieving positive outcomes. It is the foundation on which student attendance, reengagement and all other ensuing growth is built upon, and is integral for all Woniora Road School students to finish school ready to succeed in their chosen pathway as an informed, responsible and confident citizen.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increased proportion of the students completing VET from 2024-2027 when compared to 2020-2023.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Increasing the proportion of students entering University, Training or Work post transition from Woniora Road School from 2024-2027 when compared to 2020-2023.

Attendance

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

Achieve by year: 2027

To increase the schools attendance rate by an uplift of 3.3% from 46.7% to 50% by 2027.

Initiatives

Attendance through belonging and connection

- The school implements creative and innovative projects, specifically through the Student Representative Council, to highlight student voice and build a culture of participation, inclusion and success.
- All staff uphold a warm and inclusive school culture where all students feel both safe and heard, so that they know that they are known, valued and cared for by the school.
- Positive staff wellbeing that leads to a strong sense of collective efficacy that is underpinned by Informal mentoring, team teaching and an authentic sense of hope and positivity.

High Expectations transitions

- The school sets out to 'reframe' student perspectives and narrative and has high expectations for every student to succeed and thrive with the aid of extensive personalised learning and wellbeing supports.
- Students are encouraged and supported to access high quality vocational education and training (VET) in schools, school-based apprenticeships and traineeships, and HSC pathways, so that they can experience success outside of the school.
- Students are at the centre of an extensive transition planning process with a school team that is connected to relevant external supports.
- Navigation of the early stages of post-school school transitions are supported and tracked through the 'Year 13' program.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.
- There is systematic approach for supporting the diverse range of student transition needs, to ensure the continuity of learning and wellbeing of all students from entry to post school. Students and parents/carers are engaged early as key collaborators in all transition processes.
- There is a high expectation culture of high attendance rates being possible for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences can be reduced significantly to minimise the impact on learning outcomes.

Evaluation plan for this strategic direction

The strategic direction team will determine how effective the initiatives of 'Attendance through belonging and connection' and 'High expectations transitions' are in reengaging students in learning so that they finish school ready to succeed in their chosen pathway as an informed, responsible and confident citizen.

The school will use the following internal and external data sources to regularly analyse the effectiveness of the proposed initiatives to guide future activities.

- Scout Attendance Data.
- PLSPs Goal setting and evaluation.
- 6 Star Wellbeing Survey Data.
- Tell Them From Me Data.

Evaluation plan for this strategic direction

- Stage 6 TVET enrolment and completion.
- Post-school destination data.

During the ongoing analysis, the extent to which the initiatives are building student engagement and attendance as well as raising aspiration will be determined and used to guide adjustments and changes to these initiatives.

Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
