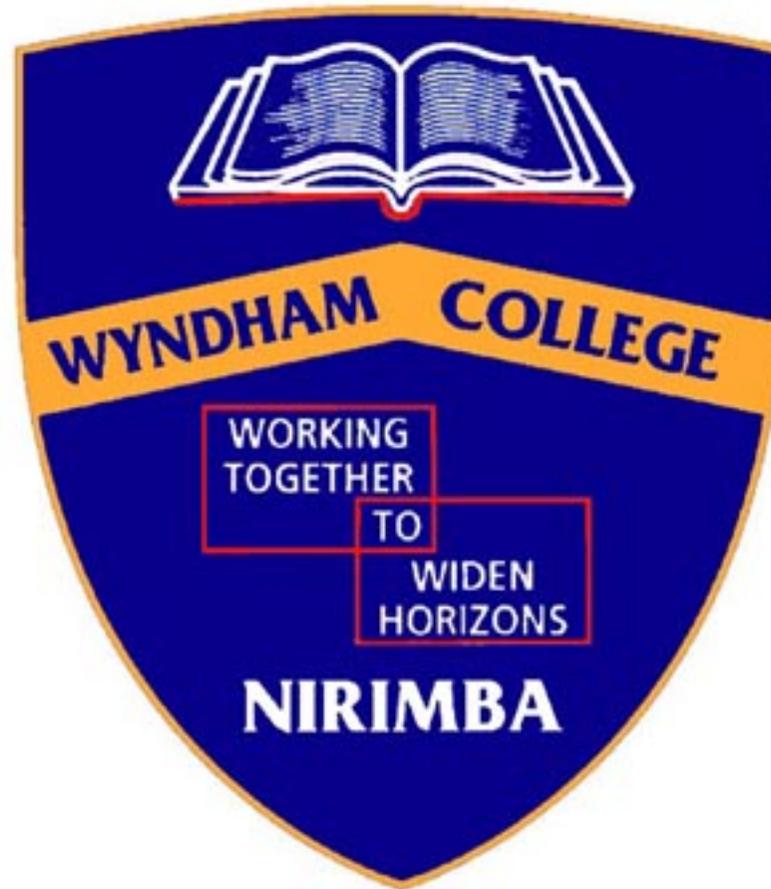


# Strategic Improvement Plan 2021-2024

## Wyndham College 8277



# School vision and context

## School vision statement

At Wyndham College, we work in partnership with the whole school community to create a safe supportive environment which will challenge and enable all students to identify and move towards reaching their potential.

At Wyndham College we are committed to educating a diverse community, within an environment of inclusion, to become responsible and successful learners focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year. To achieve academic excellence and prepare students for higher education, training and work we identify what works best and use explicit teaching strategies to enhance students literacy and numeracy understanding. There is a focus on metalanguage, deep content knowledge and understanding underpinned by a belief that every student has the ability to learn and adapt. Thereby becoming responsible citizens.

Our legacy will be the nurturing of young adults who have developed a love of learning, a suite of skills, a global outlook and a willingness to constructively participate in the wider community.

## School context

Wyndham College provides a range of educational options for stage 6 students. The College offers a broad range of senior curriculum, supported by an extensive student well-being and support program.

Wyndham College is located in Quakers Hill on the Nirimba Education Precinct, and is a comprehensive senior high school and currently draws students from the three partner schools within the Nirimba Collegiate (Quakers Hill, Riverstone and Seven Hills High Schools). From 2021- the collegiate partners will be offering stage 6 courses. Wyndham College will be a stand alone stage 6 school in the Nirimba Collegiate. The College, with its reputation for the provision of high quality education, attracts a significant number of students from non-government school. In future years this will be the target market for the college.

The College partners within the Nirimba Education Precinct are: Western Sydney University-The College Nirimba Campus, Western Sydney Institute of TAFE (Nirimba College) and the Catholic Education Office Parramatta Diocese (St John Paul II Catholic College).

Wyndham College is a comprehensive secondary school with a Support Unit which has four classes, located in Sydney's North Western area. The student population of 629 has been fluctuating over the last four years. Our school community is diverse. While many students have a non-English speaking background, 4% require some level of EAL/D (English an additional language or dialect) support. Six percent of all students identify as having an Aboriginal and /or Torres Strait Islander background. Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence. The school's staffing entitlement in 2021 was 56 teaching staff and 14 non-teaching staff. The school also employs a Head Teacher Technology from school funds. Our executive staff is stable with the majority being here for more than five years. There is a 5% turnover of staff each year. The school enjoys the support of its diverse community. We have fostered strong partnerships with universities, TAFE, other tertiary institutions, businesses and community groups. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

Through our extensive Situational analysis we have identified and are committed to continually improving effective classroom practices (*School Excellence Framework- SEF*) with staff professional learning (*SEF Learning & Development*) being the key to ensuring this. All staff have and will continue to engage in professional learning in the What Works Best Framework (WWBF). This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection (*SEF Data Skills & Use*), analysis and use which underpins our belief in individualized and differentiated learning (*SEF Learning Culture*). The school will introduce and refine programs in order to improve student engagement (*SEF Effective Classroom Practice*) in Stage 6. The programs will further develop the effective classroom practices that research shows will lead to enhanced

# School vision and context

## School vision statement

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## School context

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learning outcomes for students. There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop their own HSC targets and strategic plans.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student growth and development. We will focus on explicit, evidence based and researched-informed teaching and leading.

## Improvement measures

**Target year: 2024**

### Student growth and attainment

- Increase the proportion of Aboriginal students attaining the Higher School Certificate with an Australian Tertiary Admission Rank (ATAR) at the same level or better than the whole population of their peers whilst maintaining their cultural identity.
- Increase the proportion of English as an Additional Language or Dialect (EAL/D) students attaining a Band 5 or 6 from 2020 baseline with an ATAR at the same level or better Higher School Certificate than their peers.
- All Special Education students attain a Life Skills Higher School Certificate.
- Increase the proportion of students attending school more than 90% of the time from the school identified baseline.
- All students achieve their collaboratively determined learning goals.

**Target year: 2022**

### Higher School Certificate attainment

- Improve the percentage of students in the top two bands of Higher School Certificate to a minimum of the lower bound target of 23.8%
- Improve the percentage of students in the top three bands of Higher School Certificate to a minimum of the lower bound target of 56.5%.
- 75% of students who have been identified as not achieving minimum standards in numeracy, reading and writing do so in Year 11.

## Initiatives

### Highly Effective Teaching Practices

Improve effective classroom practice through a focus on quality teaching, explicit teaching practice, formative assessment and differentiated strategies for all students:

- Embed the use of student performance measures to inform explicit best teaching practice. (*SEF Data Skills and Use*)
- Literacy and numeracy practice is informed by evidence and research and embedded in teaching programs. (*SEF Learning and Development*)
- Analyse, review and improve the use of formative and summative data sources, HSC and Minimum Standards data (incorporating NAPLAN) to identify target areas to monitor and reflect on teacher effectiveness. (*SEF Data Skills and Use*)
- Connect with data analysis experts, *Educational Analysis and Consulting*, to support staff in their understanding of data analysis and the development of effective teaching and learning strategies. (*SEF Data Skills and Use*)

### Supporting Teacher Growth

Staff collaborate with other stakeholders to ensure efficacy and continued focus on quality teaching:

- Embed the What Works Best (WWB) research elements into classroom practice. Teachers observe and collaborate on the implementation of the elements in different classroom settings. (*SEF Effective Classroom Practice*)
- Lead and establish support for teacher performance development, cross-faculty collaborations and evidence-based programs and lessons. (*SEF Educational Leadership*)
- Develop and implement quality Elective Professional Development to meet the needs of a diverse student learning population. (*SEF Learning and Development*)
- Embed High Impact Professional Learning (HIPL)

## Success criteria for this strategic direction

Consistent collaboration occurs as teachers share academic, wellbeing data and feedback about student progress and achievement to meet the learning needs of all students. (*SEF Data Skills and Use*)

Quality assessments are utilised to provide consistent and comparable judgement of student learning so every student can demonstrate achievement of some or all course outcomes. (*SEF Effective Classroom Practice & Assessment*)

Teachers know their students, identify learning needs and capabilities to differentiate teaching programs supporting and responding to student needs. (*SEF Effective Classroom Practice*)

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures. (*SEF Data Skills and Use*)

Progress and achievement of equity and identified groups is equivalent to, or greater than, the progress and achievement of all students in the school. (*SEF Effective Classroom Practice & Learning Culture*)

There is a whole school approach to literacy and numeracy programs. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success measured by improved student progress and data. (*SEF Learning Culture*)

All students achieve minimum standard in numeracy, reading and writing in Year 11 through support from specialist teachers. (*SEF Learning - Student Performance Measures*)

## Evaluation plan for this strategic direction

### Evaluation plan

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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**Target year: 2024**

### Supporting teacher growth

- All teachers demonstrate, through observation, evidence of the What Works Best (WWB) research elements.
- All teacher programs and observations show embedded effective teaching practices from targeted High Impact Professional Learning (HIPL).

## Initiatives

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with a focus on differentiation for targeted students, including high potential and gifted students. (*SEF Learning and Development*)

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of using consistent, explicit enquiry-based teaching practice on student performance? Do teachers collaborate to evaluate, reflect on and adapt What Works Best into practice?

**Data:** External student performance measures (HSC Results Analysis Package (RAP), Scout data), internal student performance measures, teaching programs, classroom observations, student work samples, transition to meaningful employment or further education data.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.

# Strategic Direction 2: Wellbeing of Students and Staff

## Purpose

To provide an educational environment that enhances student development as independent, resilient learners and citizens. We will focus on providing opportunities and initiatives that will ensure a sense of belonging and inclusivity.

## Improvement measures

### Target year: 2022

#### Wellbeing

Increase in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School (Wellbeing Indicators) to between the overall wellbeing School Targets of 65.9% and 70.9%.

Increase in the proportion of students reporting *Advocacy at School* to between the School Targets of 59.26% and 64.26%.

Increase in the proportion of students reporting *Expectations for Success at School* to between the School Targets of 76.89% and 81.89%.

Increase in the proportion of students reporting a *Sense of Belonging at School* to between the School Targets of 61.77% and 66.77%.

### Target year: 2024

Decrease the proportion of students attending less than 80% of the time.

Increase the proportion of Year 11 and 12 students with 90% attendance in all courses.

Decrease the number of unexplained absences by improving communication with parents/carers .

The School Excellence Framework (SEF) 'Wellbeing' element within the Learning domain is validated as 'Excelling'.

## Initiatives

### Student Belonging and Inclusivity

Develop strategies and implement bespoke programs to ensure inclusivity of students in leadership and educational opportunities:

- Strengthen the wellbeing opportunities for our students within the wider community, including the Nirimba Collegiate, Nirimba Learning Community and the Nirimba Education Precinct (NEP). (*SEF Learning Culture & Wellbeing*)
- Provide a supportive environment and embed wellbeing programs through which students can connect, build skills in resilience and independence along with self reliance. (*SEF Learning Culture & Wellbeing*)
- Embed HIPL and support for all staff in implementing whole school wellbeing programs, tailored to student need. (*SEF Learning Culture & Wellbeing*)
- Embed processes for parents to connect, communicate and engage with the school. (*SEF Learning Culture & Wellbeing*)
- Ensure specialised student services are available for all students. (*SEF Learning Culture & Wellbeing*).

### Attendance Monitoring and Uplift

Establish and consistently implement a school-wide attendance management and intervention strategy:

- Ensure comprehensive attendance monitoring and reporting processes are embedded for all students in all courses. (*SEF Wellbeing & Learning Culture*)
- Embed explicit systems for communication with students, staff and parents as early intervention strategies for non-attendance. (*SEF Effective Classroom Practice, Learning Culture & Wellbeing*)
- Develop and implement attendance support strategies with students, staff and parents/carers. (*SEF Wellbeing & Learning Culture*)
- Establish and implement explicit awards/rewards for

## 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. (*SEF Learning Culture & Wellbeing*)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (*SEF Learning Culture & Wellbeing*)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (*SEF Learning Culture & Wellbeing*)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (*SEF Learning Culture & Wellbeing*)

## Evaluation plan for this strategic direction

**Question** - Have student attendance and retention rates increased for all students? Have students engaged in the opportunities provided by the college? Are students more accountable for their own attendance and success? What is the impact of the specialised, wellbeing programs?

**Data** - TTFM survey, attendance data, involvement in wellbeing programs.

**Analysis** - Analyse data to determine student engagement and participation.

**Implications** - Students are engaged and connected. Where do we go from here? Future directions and next steps

### Initiatives

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- attendance at the College. (*SEF Effective Classroom Practice, Learning Culture & Wellbeing*)
  - Analyse and use data sets to enable staff to know, value and care for each student to enhance connections and improve engagement. (*SEF Effective Classroom Practice, Learning Culture & Data Skills and Use*)
  - Ensure HIPL on attendance and wellbeing is targeted, relevant and embedded in practice across the college. (*SEF Wellbeing, Learning Culture & Data Skills and Use*)
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# Strategic Direction 3: Making Connections for Learning

## Purpose

To foster a culture which encourages students and staff to develop experiences, make connections and build partnerships within and beyond the College. We will focus on co-designing educational pathways for all students. Professional learning will build staff capacity and foster education leadership.

## Improvement measures

### Target year: 2024

A minimum of 95% of students transition to higher education, training and/or work as a result of our targeted, intensive transition program.

The School Excellence Framework (SEF) theme of 'Transitions and continuity of learning' in the 'Learning culture' element within the Learning domain is validated as 'Excelling'.

100% of Aboriginal and Torres Strait Islander students complete Year 12.

There is an annual uplift in the proportion of Aboriginal and Torres Strait Islander students moving into further education.

Increase the percentage of High Potential and Gifted Education (HPGE) students challenged in their learning using the 'High skill/ High challenge data in Tell Them From Me survey (TTFM).

### Target year: 2024

The School Excellence Framework (SEF) 'Learning and Development' element within the Teaching domain is validated as 'Excelling'.

The School Excellence Framework (SEF) 'Educational Leadership' element within the Leading domain is validated as 'Excelling'.

### Target year: 2024

## Initiatives

### Co-designing Educational Pathways

Establish pathways and consistently transition students to meaningful post school destinations:

- Embed a goal setting program with all year 11 and 12 students to co-design educational learning pathways that includes ongoing support, mentoring and review throughout Stage 6 to ensure the goals continue to reflect their post school desires. (*SEF Learning Culture & Curriculum*)
- Collaborate with collegiate partners to develop and implement an extensive transition program from Stage 5 into Stage 6 to enable students to make informed subject choices. (*SEF Learning Culture & Curriculum*)
- Continue to increase collegiate, precinct and community connections to broaden student potential. (*SEF Learning Culture*)
- Embed processes that inform and engage parents/guardians and students of relevant and meaningful career pathways with education and industry experts. (*SEF Learning Culture*)
- Analyse and review the impact of Vocational Courses for students through post school destination surveys for all school leavers. (*SEF Learning Culture & Data Skills and Use*)
- Provide opportunities for ATSI students to be successful in retention programs and post-school educational pathways. (*SEF Learning Culture & Wellbeing*)
- Capitalise on the opportunities that exist on the Nirimba Education Precinct for ATSI students to be part of the Western Sydney University Pathways to Dreaming, Australian Indigenous Mentoring Experience (AIME) and Defence Force Youth traineeship programs - Defence Indigenous Development Program, Indigenous Youth Program with RAAF and Indigenous Traineeships. (*SEF Learning Culture*)

## Success criteria for this strategic direction

Students are engaged in the goal setting program that co-designs their educational learning pathways. (*SEF Learning Culture & Curriculum*)

Students transitioning from Wyndham College can articulate their skills and capabilities relevant to post school pathways. (*SEF Learning Culture*)

Student curriculum choices are directly linked to their post school pathways. (*SEF Learning Culture & Curriculum*)

A greater number of our HPGE students access tertiary programs as part of their Stage 6 pattern of study. (*SEF Learning Culture & Curriculum*)

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. (*SEF Educational Leadership*)

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (*SEF Educational Leadership*)

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. This drives ongoing, schoolwide improvement in teaching practice and student results. (*SEF Learning and Development & Educational Leadership*)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (*SEF Educational Leadership*)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (*SEF Educational Leadership &*

# Strategic Direction 3: Making Connections for Learning

## Improvement measures

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Parent exit surveys reflect improved satisfaction with College ethos and practices.

Improved parent Tell Them From Me (TTFM) survey data around 'parent engagement in learning'.

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## Initiatives

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### Building Staff Capacity and Fostering Educational Leadership

Establish a collaborative HIPL framework that enhances staff capacity in teaching and leading:

- Engage in the Nirimba Learning Community (NLC) Leadership and Mentoring Program to coach, mentor and develop staff capacity and leadership. *(SEF Educational Leadership & Learning and Development)*
  - Provide and support leadership opportunities within faculties and across the whole school. *(SEF Educational Leadership & Learning and Development)*
  - Embed targeted and meaningful HIPL opportunities through consultation with all staff to achieve the goals of the school plan, faculty plans and individual PDP goals. *(SEF Educational Leadership & Learning and Development)*
  - Embed ongoing professional learning programs that will support teacher induction, early career teachers and aspirational teachers to attain accreditation at higher levels. *(SEF Educational Leadership & Learning and Development)*
  - Maintain and strengthen relationships and partnerships with other schools, professional learning communities and associations and Department staff to provide ongoing coaching and mentoring support for teacher and leader professional development and improvement. *(SEF Educational Leadership & Learning and Development)*
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## Success criteria for this strategic direction

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*Learning and Development)*

## Evaluation plan for this strategic direction

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### Evaluation plan

**Question:** Have our students been able to develop and articulate the skills and capabilities they need for their post school pathway? Have all staff participated in relevant professional learning? Have staff engaged with opportunities for leadership and career development?

**Data:** Feedback from exit interviews, Tell Them from Me survey results, Professional Learning (PL)data

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved. Professional learning evaluation via MyPL

**Implications:** Staff feel supported to meet their professional needs in a changing educational environment. Where do we go from here? Future directions and next steps.