

# Strategic Improvement Plan 2021-2024

## Willyama High School 8491



WILLYAMA  
HIGH SCHOOL

CONNECT • INSPIRE  
EXCEL - TOGETHER

# School vision and context

## School vision statement

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To embed a powerful supportive culture that challenges all students and staff to be higher order thinkers through reflecting on themselves as learners. Staff utilise evidence-based teaching practices to engage 21st century learners, equipping students with the dispositions and technology to be active and informed citizens in a diverse and dynamic society.

## School context

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Willyama High School is a 7-12 comprehensive high school of 534 students, including 123 Aboriginal students, located in Broken Hill in Far West NSW. Our school prides itself on our banner statement of Connect, Inspire, Excel - Together which drives the way our school goes about its business its day. Connecting with people and building relationships inspiring each other to do our very best in every possible way. Our school is staffed with 49 teachers and 19 administrative and support staff. There is a relatively high turnover of teachers each year. Our school was built as a second high school in Broken Hill in 1974. As the population of Broken Hill has declined, our school has been challenged to come up with innovative approaches to continue to provide a wide range of opportunities and experiences to engage and inspire students. There is curriculum collaboration with Broken Hill High School in the Reaching Across the Secondary Program (RASP) for Stage 6 courses. Our school has three students involved in the virtual selective high school Aurora College for English, Mathematics and Science. Our school maintains strong links with Western Institute of TAFE (Broken Hill campus) who offer courses such as Automotive Studies and Human Services in Stage 6. Our school's key values are respect, responsibility and cooperation. The expectations and behavioural standards of these values are explicitly taught. The priorities in our school plan attempt to address the long term needs of students who live in an isolated rural environment to build their capacity to be successful lifelong learners in an increasingly complex world.

To inform this Strategic Improvement Plan, authentic community consultation with students, staff, parents and our local AECG (Aboriginal Education Consultative Group) has occurred. Our school has completed a situational analysis that has identified three areas of focus.

The high level areas for improvement are:

- 1. Student Growth and Attainment** with a focus on improving the capacity of all staff to explicitly teach and maximise reading skills across the full range of range of abilities through a major whole-school strategy. Data-informed practices and personalised learning will be a focal point to enhance student performance measures in literacy, specifically reading. This includes targeted approaches for equity groups including Aboriginal learners.
- 2. Evidence-Based Practice (What Works Best)** with a focus on improving learning progress and achievement for all students through effective classroom practice. Increased teacher collaboration through high-impact professional learning with peer lesson observations and feedback based on What Works Best research will be a focal point to drive continuous improvement.
- 3. Technology for Teaching and Learning** with a focus on ensuring quality, modern technology is accessible to all students and staff to best support teaching, learning and administrative practices. Constantly upskilling the digital literacy skills of staff and students will be a focal point to maximise learning through using technology to improve curriculum delivery and assessment including differentiation, formative assessment and feedback.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in 'reading' and to build strong foundations for academic success, we will explicitly implement a major whole-school reading strategy and develop and monitor student growth targets. They will be specific, data-driven and responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

#### Reading - Top 2 Bands

- Increase the percentage of students achieving in the top 2 bands in reading to 20.2%.

### Target year: 2023

#### Reading - Expected Growth

- Increase the percentage of students achieving expected growth in reading to 64%.

### Target year: 2022

#### Numeracy - Top 2 Bands

- Increase the percentage of students achieving in the top 2 bands in numeracy to 19%.

### Target year: 2023

#### Numeracy - Expected Growth

- Increase the percentage of students achieving expected growth in numeracy to 70%.

### Target year: 2022

#### HSC Achievement- Top 3 Bands

- Increase the percentage of students achieving in the top 3 bands in the HSC to 58%.

### Target year: 2022

## Initiatives

### A Whole-School Reading Strategy

- Use high-impact professional learning to increase the capacity of staff to improve all students' reading levels through a focus on a major whole-school strategy (eg Big 6) for the explicit teaching of reading.
- Implement whole-school structures, led by our school literacy team, to guide the explicit teaching of 'reading' across all subjects by all teachers.
- Provide formal mentoring or coaching to improve practice to ensure the ongoing development and improvement of all staff.

### Student Growth Targets (Reading)

- Implement and embed a school-wide system to identify growth targets for individual students in 'reading', using internal progress and achievement data.
- Promote and demonstrate professional learning in data concepts, analysis and use of student assessment data and related tools.
- Narrow the focus by identifying one reading element and sub-element of the literacy progressions to focus on and provide high-impact professional learning for all staff.
- Build the capacity of teachers to develop and maintain teaching and learning programs that describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

## Success criteria for this strategic direction

All teachers understand and explicitly teach reading to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF: *Professional Standards*)

Our school uses systematic and reliable assessment information to evaluate student learning in 'reading' over time and implements changes in teaching that lead to measurable improvement. (SEF: *Assessment*)

The school identifies growth targets for individual students in reading, using internal progress and achievement data. (SEF: *Student Performance Measures*)

Students are aware of - and most are showing - expected growth on internal school progress and achievement data. (SEF: *Student Performance Measures*)

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using an explicit, whole-school reading strategy? Have staff engaged with professional learning? Are they implementing it in programs and classrooms? Are growth targets in place and being used effectively by all teachers?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Reading Progressions and Woodcock Reading results); teaching programs; classroom observations; teacher surveys; student work samples; coaching records; School Excellence Framework assessments.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Aboriginal Student Achievement

- Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to 30%.

## Evaluation plan for this strategic direction

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improvement, ensuring students grow in their learning.

# Strategic Direction 2: Evidence-based practice (What Works Best)

## Purpose

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In order to build staff capacity through a school-wide focus on professional learning and collaboration to maximise quality, evidence-based teaching practices to enhance student performance.

## Improvement measures

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### Target year: 2022

#### Attendance

- Increase the percentage of students attending greater than 90% of the time to 61%.

### Target year: 2022

#### Wellbeing

- Increase the percentage of students reporting expectations for success, advocacy and sense of belonging at school to 66%.

### Target year: 2024

#### Collaboration

- Increase the school mean of 7.3 for teacher collaboration reported on the TTFM surveys to above the NSW government norm of 7.8.

## Initiatives

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### High Impact Professional Learning (What Works Best)

- Support all staff members' Professional Development Plans through a whole school approach to developing professional practice, based on What Works Best research.
- Continue to embed professional learning structures, including timetabled cross-curricular professional learning groups, to enable teachers to actively evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice.
- Improve teachers' knowledge of, and capacity to implement, evidence-based effective teaching strategies based on What Works Best themes: high expectations, explicit teaching, effective feedback (see SD3), use of data to inform practice, assessment, classroom management, wellbeing and collaboration.

### Collaborative Practice (Lesson Observations)

- Facilitate negotiated peer observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Improve the capacity of our teachers to employ evidence-based effective teaching strategies
- Embed structures that engage our teachers in professional discussions and provide opportunities for them to collaborate to improve teaching and learning in their classes, year groups, stages, faculties or for particular student groups.
- Provide formal mentoring or coaching to improve practice to ensure the ongoing development and improvement of all staff.

## Success criteria for this strategic direction

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There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF: *Effective Classroom Practice*)

Effective evidence-based teaching methods are identified, promoted and modelled, and students' learning environment is monitored, demonstrating growth. (SEF: *Effective Classroom Practice*)

Our 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. (SEF: *Learning and Development*)

## Evaluation plan for this strategic direction

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

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures; TTFM surveys, attendance data, teaching programs; classroom observations; student work samples; coaching records; SEF assessments.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.

# Strategic Direction 3: Technology for Teaching and Learning

## Purpose

In order to improve the digital literacy skills of staff and students for more effective use of technology to facilitate and support teaching and learning practices.

## Improvement measures

### Target year: 2024

#### 1:1 Device Strategy

- Fully implement 1:1 device strategy so that all students and staff have full time access to a quality device and have developed high-level digital literacy skills.

### Target year: 2024

#### Technology

- Increase the school mean of 7.2 for technology use reported on the TTFM teacher surveys to above 8.0. (NSW gov't norm is 6.7)

### Target year: 2024

#### Explicit & Timely Feedback Using Technology

On the TTFM teacher surveys, increase:

- 'Teachers use technology to give students immediate feedback on their learning' from 7.4 to 8.2; and
- 'Students receive written feedback on their learning activities at least once every week' from 4.4 to 7.0.

## Initiatives

### Digital Literacy Skills of Students

- Ensure quality, modern technology is accessible to all students (through 1:1 device program) and is effectively used to enhance learning.
- Improve the level of authentic student engagement with technology for learning.
- Continually improve the digital literacy skills of all students through a whole-school coordinated approach led by our school's technology team.

### Digital Literacy Expertise of Staff

- Ensure quality, modern technology is accessible to all teachers and support staff to best support teaching and learning.
- Continually develop the capacity of teachers to integrate technology into lessons and continually improve in line with the latest technological advances.
- Fully develop the capacity of all administrative staff to be able to effectively and efficiently use available technology and systems.
- Use technology to provide explicit, specific and timely formative feedback related to defined success criteria to support improved student learning.
- Use technology and digital classrooms to differentiate curriculum delivery to meet the needs of students at different levels of achievement.

## Success criteria for this strategic direction

Technology that supports learning is available and expertly integrated into lessons by teachers. (SEF: *School Resources*)

Administrative staff are expert users of available technology and systems. (SEF: *School Resources*)

All our students regularly engage with technology and improve their capacity to use it effectively and efficiently in their learning.

Our teachers routinely review learning with each student both in class and on work submitted, ensuring all our students have a clear understanding of how to improve. (SEF: *Effective Classroom Practice*)

Our teachers use technology to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. (SEF: *Curriculum*)

Our staff demonstrate and share their expertise within our school and with other schools. (SEF: *Learning and Development*)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions and monitoring and assessing student progress.. (SEF: *Data Skills and Use*)

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using technology in teaching and learning? Do teachers and students engage with the technology and look to improve their skills? Do teachers use technology effectively to differentiate learning and to give explicit, timely and specific feedback in their classes?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student

## Evaluation plan for this strategic direction

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performance measures; TTFM surveys, teaching programs; classroom observations; student work samples; SEF assessments.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring teachers and students grow in their learning.