

Strategic Improvement Plan 2021-2025

Hay War Memorial High School 8119



School vision and context

School vision statement

At Hay War Memorial High School we are committed to educating students to be confident capable citizens with the capacity to contribute to our community.

We are responsive to students academic needs and higher education, training and work aspirations through the implementation of the compressed curriculum, vocational curriculum and programs and explicit teaching strategies to build strong skills in literacy and numeracy. This is underpinned by every student and every teacher being challenged to continue to learn and improve every year.

School context

Hay War Memorial High School is a comprehensive co-educational rural school situated on the land of the Wiradjuri and Nari Nari peoples who are the traditional custodians. The school has an enrolment of 150 students which includes 19.3% of Aboriginal descent. The school was established in 1923 as a co-educational comprehensive high school and war memorial. The school is the only war memorial high school in the Commonwealth of Nations. The school has a unique background, close community ties and an ability to provide a personal educational experience for the students.

The school's staffing entitlement in 2023 is 22 teaching staff and 6.4 non-teaching staff. The school also employs School Learning and Support Officers, School Administrative Officers and a temporary in-built relief teacher from school funds. As of 2023 our teaching staff had 2.13% turnover and the ratio of beginning teachers to experienced teachers was 20%. The tenure of the principal is better than the achieved benchmark.

The majority of the school's equity funding is used to support initiatives developed in the 2021-2025 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school is committed to continually improving effective teacher practices through evidence based staff professional learning. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our practice in individualised and differentiated learning.

The school will continue and refine Curiosity and Powerful Learning (CPL), Leading Evidence, Evaluation and Data (LEED) and protocols for Positive Behaviour for Learning (PBL) programs in order to improve student attendance and engagement. These programs will further develop the effective teacher practices that research shows will lead to enhanced 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 ways of deepening the knowledge base of their students.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

HSC attainment

- Improvement in the percentage of HSC course results in the top three bands by 2%.

Reading growth

Achieve by year: 2023

NAPLAN Expected Growth

- An increase in Check-in Assessment mean scaled score for reading in Year 8 for 2023 compared with Year 8 in 2022.

Numeracy growth

Achieve by year: 2023

NAPLAN Expected Growth

- An increase in Check-in Assessment mean scaled score for numeracy in Year 8 for 2023 compared with Year 8 in 2022.

Achieve by year: 2025

- All Year 7-10 students achieve or exceed their co-developed learning goals based on the learning progressions.

Initiatives

Highly effective practices

Improve effective classroom practice through systematic and ongoing review processes that focus on clear programming of explicit teaching practice, formative assessment principles, integration of Learning Progressions, Project Based Learning and Aboriginal Education strategies.

Success criteria for this strategic direction

Teachers and leaders collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement, which meet the learning needs of all students.

Teachers demonstrate high quality skills in explicit teaching and differentiation.

Assessments are developed and applied across the whole school to promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

The school identifies expected growth for each student.

School data demonstrates that student progress and achievement are greater than students at statistically similar schools on external measures.

School based teacher teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, culture, literacy and numeracy programs.

Evaluation plan for this strategic direction

Question, Data, Analysis and Implications

Q: What has been the impact of using consistent, explicit teaching protocols, on student performance?

D: External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations and student work samples.

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

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

Achieve by year: 2025

- All teachers demonstrate high quality skills in explicit teaching and differentiation.
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Strategic Direction 2: Teacher growth and collaboration

Purpose

To improve teaching practice by working collaboratively within and across faculties to enhance student outcomes.

Improvement measures

Achieve by year: 2025

Staff 'Tell Them From ME' (TTFM) Data indicates an increase of 25% in the area of teacher collaboration.

Achieve by year: 2025

Student 'Tell Them From ME' TTFM Data indicates an increase of 30% in the area of explicit teaching practices and feedback.

Initiatives

Powerful Learning

Build the capability of school executives to lead school improvement, to identify Higher Potential and Gifted Education students and build the capacity of teachers to support the learning of HPGE students.

Success criteria for this strategic direction

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

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice to support the continuity of learning for all students.

Evidence informed teaching methods optimise learning progress for students and are embedded across the school.

Teaching staff demonstrate and share their expertise within the school and with other schools.

Evaluation plan for this strategic direction

Question, Data, Analysis and Implications

Q: What has been the impact of Curiosity and Powerful Learning and Leading Evaluation, Evidence and Data (LEED) training?

D: Teaching programs, classroom observations, student work samples, mentoring records, staff / student surveys and Tell Them From Me survey data.

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

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

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

To ensure that all of our students are able to connect, succeed and thrive, there will be a planned approach to build on the whole school wellbeing Positive Behaviour for Learning and Restorative Practice processes that support high levels of wellbeing and engagement.

Improvement measures

Attendance >90%

Achieve by year: 2023

To increase the percentage of students with attendance above 90% of the time to above the lower bound system negotiated target of 69.6%.

Wellbeing

Achieve by year: 2023

To increase the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM wellbeing data to be above the lower bound system negotiated target of 63.3%.

Initiatives

Student wellbeing and engagement

Align all wellbeing and engagement processes with the School Wellbeing Framework, informed by researched informed practices.

Success criteria for this strategic direction

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students wellbeing and learning, including complex trauma and behaviour difficulties.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Evaluation plan for this strategic direction

Question, Data, Analysis and Implications

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

D. Wellbeing Framework Self assessment pre and post data, Personalised Learning Pathways, student attendance plans, wellbeing reports, suspension data., extra-curricular data and Tell Them From Me – student wellbeing, family satisfaction.

A. Analyse the data to determine the extent to which the purpose has been achieved.

I: What are the implications for our work? Future directions and next steps.