

School Strategic Plan 2019-2023

Wangaratta High School (8425)



Submitted for review by Bradley Moyle (School Principal) on 09 January, 2020 at 03:43 PM

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School Strategic Plan - 2019-2023

Wangaratta High School (8425)

School vision	<p>The vision for Wangaratta High School is to empower all students to grow academically, socially and emotionally. An outstanding learning environment built on high expectations for success will enable all students, with support, to experience quality teaching within a positive climate for learning. Our graduates will be independent, lifelong learners who are equipped to make a positive impact on the world around them.</p>
School values	<p>Wangaratta High School's values are Respect, Ready to Learn, Safe and Personal Best. We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us. We model and demonstrate being ready to learn by ensuring we regularly attend, arrive on time and come prepared with all the necessary materials to make the most of the learning opportunities available. We strive for excellence, which means trying our hardest and doing our personal best.</p>
Context challenges	<p>Over the last 10 years Wangaratta High School has seen considerable change in a large number of areas including leadership, staffing, facilities and expectations. Over the course of the previous Strategic Plan some of these areas have commenced to see stability and as a result an improvement and lift in school performance. Over the period 2020-2023 the school will be working to address key challenges in:</p> <ul style="list-style-type: none">a. Student Numbers - including stabilising and then growing current enrolment numbers, including higher retention rates at Years 10-12.b. Student Attendance - for all students but with a particular focus on vulnerable cohorts.c. Excellence in Teaching & Learning<ul style="list-style-type: none">• learning achievement and growth for all students, including students from equity funded and vulnerable cohorts.• flexible and challenging curriculum that leads to recognised achievement and accreditation• teaching and support that assesses and responds to the needs of individual students• tracking for success and impactd. Professional Leadership<ul style="list-style-type: none">• developing the confidence, competence and capacity of middle and senior leaders• leadership visibility• culture of high expectations for growth, development and achievement for every student

	<p>These contextual challenges are supported by our School Review findings in 2019 that included:</p> <p>To what extent is data used to inform planning, teaching and learning at student point of need? The Panel agreed that data was being used by school leaders to inform the strategic direction of school improvement strategies. The use of student learning evidence and data were not yet consistently used to track or measure the impact of teaching and learning programs. The review fieldwork established that data analysis to inform curriculum planning and differentiated teaching and learning varied across learning areas. Teacher judgments were informed by student assessment; however the Panel agreed that the triangulation of multiple tasks or assessments was not yet commonplace.</p> <p>To what extent are agreed instructional practices embedded? The Panel found Wangaratta High School had a documented Instructional Model (IM). During class observations the Panel observed that the elements of the model were not always evident, and consistency varied throughout the school. All teachers who participated in the focus groups during field work could identify the elements of the model, however the Panel agreed that understanding of purpose and effective use were emerging. Explicit teaching and student independent practice were the most commonly teaching and learning strategies observed.</p> <p>To what extent are students engaged and have ownership in their own learning and pathways? The Panel agreed that calm and orderly learning environments were evident across the school and that positive relationships were highly valued. The Panel agreed that student leaders were empowered to be symbolic leaders and had a recent role in shaping the school culture. Student voice was evident in choice in topics and presentation style in classes observed. Students could influence their learning via their pathway, topic and subject choices. Student ownership of their achievement varied through the school, and the Panel the High School was emerging in relation to student ownership in their learning and pathways.</p>
<p>Intent, rationale and focus</p>	<p>Wangaratta High School will be seeking to make further and strong improvements in the following areas over the period 2020-2023:</p> <ul style="list-style-type: none"> • Student learning growth • A positive climate for learning • Collaborative instructional practice • Student learning outcomes informed teaching and learning • Distributive instructional leadership. <p>This work is captured throughout our Strategic Plan 2020-2023, which contains three key goals described below with their rationale.</p> <p>Goal 1 - Maximise student learning growth and achievement for every student An analysis of the school's NAPLAN, VCE and VCAL data identified not all students were achieving learning growth or expected learning outcomes. The Panel agreed that further development of teacher accuracy of judgments and enhanced curriculum</p>

understanding, and delivery were needed to achieve and maintain continuous improvement in student learning outcomes. Additionally, the school's teacher judgment compared with NAPLAN results identified discrepancies and lower than expected value add in student learning growth. A focus on a whole school approach to further develop curriculum planning and delivery for student point of need supported by a structured approach to instructional and shared leadership was therefore identified as an area requiring future focus.

Goal 2 - Strengthen student engagement and connectedness to school and their peers.

When students are empowered as learners and leaders, actively contributing to both their own education and to whole school initiative, their self-efficacy and engagement is enhanced and they experience significant growth in motivation, wellbeing and achievement. Classroom observations and focus groups identified student voice and agency in their learning was limited. The school's Attitude to School Survey data for student voice and agency was lower than all other variables. A focus on a whole school focus on student engagement and ownership of learning and pathway planning supported by a structured approach to instructional and shared leadership were therefore identified as areas requiring future focus.

Goal 3 - Improve the health, wellbeing and resilience of all students

The school has made significant steps to embed a positive culture for learning throughout the 2016 to 2019 School Strategic Plan. The Panel determined that the next steps for the school was to further support student wellbeing, health and resilience supported by a structured approach to instructional and shared leadership. The Panel noted that with greater student ownership and agency resilience also needs to be a focus for school improvement.

Over the course of the Strategic Plan these goals will be addressed through the delivery of 8 key improvement strategies that support school improvement and align with the DET Framework for Students Outcomes.

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Goal 1	Maximise student learning growth and achievement for every student
Target 1.1	VCE By 2023, the VCE mean study score will be at or above 28 (28 in 2019).
Target 1.2	VCAL By 2023, the VCAL completion rates will increase to 95 percent (36% in 2019).
Target 1.3	NAPLAN – Benchmark Growth By 2023, the percentage of medium to high growth Year 7 to Year 9 as measured by benchmark growth in NAPLAN will increase to; <ul style="list-style-type: none">• Reading from 58 percent (2019) to 75 percent• Writing from 64 percent (2019) to 75 percent• Numeracy from 70 percent (2019) to 75 percent
Target 1.4	NAPLAN – Band By 2023, increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN to:

	<ul style="list-style-type: none"> • Year 9 Reading from 52 percent (2019) to 75 percent • Year 9 Writing from 38 percent (2019) to 75 percent • Year 9 Numeracy from 78 percent (2019) to 80 percent
Target 1.5	<p>NAPLAN – Band (disadvantaged cohort)</p> <p>NAPLAN – BAND</p> <ul style="list-style-type: none"> • By 2023, improve percentage of 'disadvantaged' students achieving in the top two bands in NAPLAN writing from zero (2019) to 5 percent • and decrease bottom to bands from 75 percent (2019) to 50 percent
Key Improvement Strategy 1.a Curriculum planning and assessment	Further develop, document and embed whole school collaborative approaches to curriculum, planning and assessment
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed the agreed Wangaratta High School Instructional model include evidence based High Impact Teaching (learning) Strategies
Key Improvement Strategy 1.c Evaluating impact on learning	Enhance data collection, analysis and evaluation of student learning growth over time.
Goal 2	Strengthen student engagement and connectedness to school and their peers.
Target 2.1	Attitudes to School Survey (AToS)

	<p>By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will increase to:</p> <ul style="list-style-type: none"> • Classroom behaviour from 52 percent (2019) to 60 percent • Student Voice and Agency from 39 percent (2019) to 50 percent • High Expectations for Success from 70 percent (2019) to 75 percent
Target 2.2	<p>Attitudes to School Survey (AToS)</p> <p>By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will increase to:</p> <ul style="list-style-type: none"> • Effective teaching time from 60 percent (2019) to 70 percent • Effort from 64 percent (2019) to 75 percent • Self-regulation and goal setting from 59 percent (2019) to 70 percent
Target 2.3	<p>Staff Opinion Survey (SOS)</p> <p>By 2023, the positive percentage endorsement rate on the Staff Opinion Survey (SOS) will increase to;</p> <ul style="list-style-type: none"> • Academic emphasis from 30 percent (2019) to 45 percent • Collective efficacy from 28 percent (2019) to 50 percent • Teacher collaboration from 20 percent (2019) to 47 percent
Key Improvement Strategy 2.a Evaluating impact on learning	<p>Enhance student ownership of their learning pathway through a range of support mechanisms implemented from Year 7, including Career Action Plans</p>

Key Improvement Strategy 2.b Building practice excellence	Enhance student connectedness to school. through embedding School Wide Positive Behaviours Program
Key Improvement Strategy 2.c Instructional and shared leadership	Develop and embed opportunities for genuine student agency
Goal 3	Improve the health, wellbeing and resilience of all students
Target 3.1	Student Absences By 2023, reduce average unapproved absences from 13.3 days (2019) to less than five days, Year 7 to Year 12.
Target 3.2	Student Attitudes to School Survey (AToS) By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will increase to: <ul style="list-style-type: none"> • Sense of connectedness from 47 percent (2019) to 57 percent • Advocate at school from 66 percent (2019) to 70 percent • Teacher concern 37 percent (2019) to 45 percent
Target 3.3	Staff Opinion Survey By 2023, the positive percentage endorsement rate on the Staff Opinion Survey (SOS) will increase to: <ul style="list-style-type: none"> • Participation of select sample from 79 percent (2019) to 85 percent • Trust in students and parents from 31 percent (2019) to 47 percent

	<ul style="list-style-type: none"> • Collective responsibility from 77 percent (2019) to 81 percent
Key Improvement Strategy 3.a Health and wellbeing	Embed a whole school approach to explicit teaching of social and emotional health and wellbeing programs.
Key Improvement Strategy 3.b Instructional and shared leadership	Build staff capacity to partner with relevant stakeholders to enhance social and emotional health of students.