

WSS APPROACH TO IMPROVEMENT 2024

GUIDING PRINCIPLES

- School Vision and values and WSS context
- School community – we are all in this together
- School culture – everyone is responsible
- Inclusive Practices – how we meet the needs of all our young people
- Students are at the centre – how are we having impact (student voice)
- Literacy and Numeracy is central to our approach to improvement



**GOAL 1: POSITIVE
BEHAVIOURS FOR
LEARNING (WELLBEING)**

**GOAL 2: LITERACY
IMPROVEMENT (EQUITY
AND EXCELLENCE)**

**GOAL 3: TEACHING &
LEARNING (EFFECTIVE
LEARNERS)**

SITE IMPROVEMENT PLAN

Positive Behaviours for Learning

Literacy

Teaching & Learning

Actions

- Learners feel they belong to the school community by having safe and inclusive spaces
- Learners are supported to align behaviours to school expectations matrix
- Learners demonstrate the school values as part of the WSS school community
- Learners have access to tier 1, tier 2 and tier 3 behaviour and engagement interventions (Learner Framework)
- Learners built resilience to engage with learning

- Teachers improve literacy outcomes through implementation of Before, During and After reading strategies
- Teachers improve literacy outcomes through quality differentiated teaching practice
- Teachers use diagnostic data to plan for multiple entry and exit points
- Teachers use responsive teaching practices in learning spaces to meet the needs of all students

- High quality Curriculum aligned to Australian Curriculum and SACE
- High quality pedagogy through the implementation of Anatomy of Learning Blocks framework and high impact teaching strategies and QDTP
- High quality task design and assessment practices
- Ongoing analysis and interpretation of data by teachers and students to inform teaching & learning and assessment
- Curriculum is linked to contextualised pathways relevant to our students

Indicators

70% Tiered Fidelity Inventory score (PBfL) - currently 63%
60% Important Adult at School (WEC) - currently 55%
60% Connectedness to school (WEC) - currently 55%

90% of Year 7 & 8 students requiring Sounds Write Wave 2 or 3 intervention will be identified based on Literacy screening Data
All classes engage in at least 1 BDA activity per unit of work

50% A and B grades - Year 7 to 12



AREAS OF IMPACT

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EFFECTIVE TEACHERS

- Smaller class sizes
- Reduced F2F teaching load
- Paired classes in year 7 and 8
- Professional Learning aligned to site improvement strategy
- Resource allocation and investment to support teachers in the classroom
- Holistic support for our young people

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EVIDENCE BASED APPROACHES

- FLO redesign
- Positive Behaviours for Learning
- Literacy/Numeracy Guidebooks
- Trauma informed practices
- Restorative Justice
- Zones of regulation
- Practice guides
- High Impact Teaching Strategies
- Science of Reading Model

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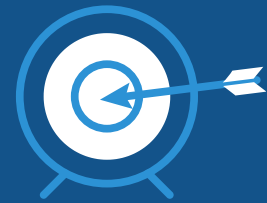
EMPOWERED LEADERSHIP

- Instructional Leadership framework
- Professional Development mentors
- Leadership charter
- Building leadership capacity
- Reduced leader loads to address complexity

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SCHOOL SUPPORT STRUCTURES

- WAVE
- Unit/Special Class
- Alternative Learning Programs
- MS House structures
- Inclusive Learning team
- Aboriginal Education team
- Clontarf Academy
- Learner Wellbeing Centre and wellbeing team
- Home Group Program
- Extracurricular activities



EVIDENCE OF IMPACT

Improvement in Suspension and Exclusion data
Decrease in ARD support needed
Increased attendance and reduced truancy
All students have relevant post school pathway
Increased student retention rates
Improvement in student completion rates

WHAT DOES SUCCESS LOOK LIKE?

Calm, inclusive and safe classrooms
Engaged students and community
Sense of belonging and connection
Students feel proud of their school
Consistent teaching & learning practices