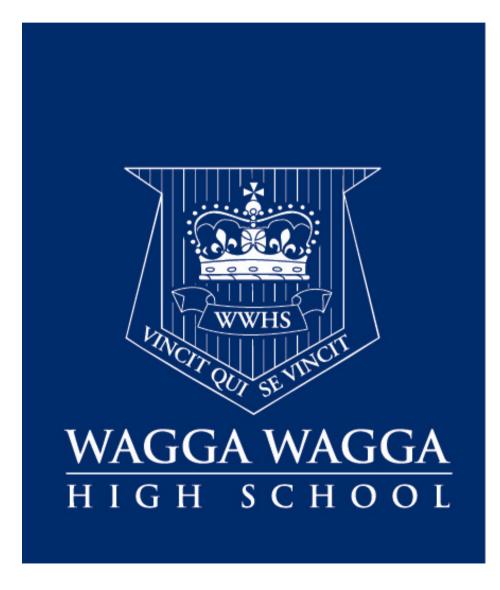# School plan 2018-2020

Wagga Wagga High School 8142

School vision statement

We aim to provide a safe setting for our students linking to educational experiences and opportunities which encourage personal growth and success in an engaging learning environment.

School context

Wagga Wagga High School (WWHS) was established in 1912 and moved to its present site, initiating the name "the high school on the hill", in 1917. The school is a large co–educational, inclusive, comprehensive high school situated in a large regional centre. The enrolment for 2018 is 1068 students including an Indigenous population of 70 and an ESL population of over 70 students, many of whom were once refugees from Africa, Burma and the Middle East. Almost 40 languages are spoken in the school.The school has a broad range of programs which include: an academic selective class in each of Years 7 to 10, a Year 10 engagement and vocation class, a highly effective learning support team, an excellent performing arts program, a broad vocational education program, an extensive careers program and inclusive support classes for students with disabilities. The school is a Positive Behaviour for Learning school with the core values of Respect, Responsibility and Challenge and there are proactive student welfare programs to enhance student wellbeing. HOW2Learn is being implemented to further enhance quality teaching practices.The school has excellent facilities with a Trade Training Centre for vocational education, a commercial kitchen which includes a student run café, a ten hectare farm for rural education, assembly hall, sporting facilities including a gymnasium and well landscaped school grounds.The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active and involved Parents & Citizens Association. Close links have been established with partner primary schools, Charles Sturt University, the Riverina Institute of TAFE and

School planning process

Our strategic directions have been created after a thorough analysis of school data and were developed by staff, parents and students.Parents were consulted through surveys and discussions at a number of P&C meetings. The final draft of the plan was distributed to P&C members for further feedback. Students were consulted though surveys and meetings with school captains and members of the Student Representative Council. All staff were directly involved in writing our strategic directions during staff meetings. The strategic directions were further refined by the school executive and communicated to all staff for further feedback. Staff were then divided into smaller writing groups to write the purpose statement for each of the 3 strategic directions which were then refined by the school executive. Three writing teams from the school executive then completed the 5Ps for each strategic direction.Implementation of the plan will be monitored by the school executive along with the school P&C. The school's executive will have direct responsibility and accountability as team leaders, for the implementation, monitoring and evaluation of the plan.

STRATEGIC DIRECTION 1
Teaching

STRATEGIC DIRECTION 2
Learning

STRATEGIC DIRECTION 3
Community

Purpose:

To provide and foster a culture of professional growth to support all staff to enhance teaching practices aligned with the Professional Teaching Standards.

Purpose:

To provide a whole school approach to the delivery of quality learning experiencesthat are focussed and differentiated thereby enabling students to developstrong identities as self–directed learners. Students to be independent andsuccessful learners as staff providing a meaningful, challenging and supportiveenvironment that promotes lifelong learning.

Purpose:

To provide a safe and supportive school environment that further enhances a culture of respect and responsibility and supports the wellbeing of students and staff. Collaboration with the wider community will enhance opportunities for staff and students to develop their leadership skills.

Strategic Direction 1: Teaching

Purpose

To provide and foster a culture of professional growth to support all staff to enhance teaching practices aligned with the Professional Teaching Standards.

Improvement Measures

Improved collaboration and learning culture

Increased use of evidence–informed pedagogy by all teachers

TPL aligned with PDP and Strategic Directions

People

Students

Be willing to engage in a variety of teaching styles andstrategies to promote greater understanding.

Provide timely and respectful feedback to teachers on their learning experiences.

Staff

Use data to adjust teaching strategies to maximise impact onstudent learning.

Work collaboratively to ensure that their pedagogy alignswith practices that are shown through research to have a high probability ofsuccess.

Parents/Carers

Engagein activities around assessment and teaching strategies

Leaders

Establish and improve processes which build the capacity ofthe school community to use data and engage in evidence–based conversationsabout school improvement. (particularly related to teaching practices)

Develop and model a strong commitment to and buy–in for staffand students towards achieving this quality teaching.

Usecomprehensive knowledge of current research to lead and expand professionallearning opportunities for all staff that focus on quality teaching.

Processes

Develop the teaching community to maintain Performance Development Plans to meet the needs of teachers, enhance quality teaching and improve student outcomes.

Implement collaborative approach through the development of learning partnerships between staff to enhance quality teaching and improve student outcomes.

How2Learn

Strengthen evaluative culture and practice by regularly evaluating quality sources of data to inform future teaching and learning.

Evaluation Plan

All data will be analysed collaboratively:

1. Tell them from me survey
2. PLAN data
3. SCOUT data including Power BI graphs (N Gunter)
4. NAPLAN data
5. Lesson plans/teaching programs
6. Classroom observation data
7. Teacher reflection
8. Student unit evaluation survey

Practices and Products

Practices

Collaboration and reflection on learning results in anexplicit teaching approach to targeted outcomes which is research informed.

The use of data collection and collaborative evaluation isembedded practice to inform decisions.

Products

Structures are in place to enable regular meetings andopportunities to collaboratively plan, reflect, improve and deliver evidenceinformed pedagogy.

Systemsare embedded where teachers make informed and consistent judgments aboutstudent progress based on deep knowledge and understanding of the syllabus andlearning progressions.

Strategic Direction 2: Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiencesthat are focussed and differentiated thereby enabling students to developstrong identities as self–directed learners. Students to be independent andsuccessful learners as staff providing a meaningful, challenging and supportiveenvironment that promotes lifelong learning.

Improvement Measures

Increase in the proportion of students achieving proficiency in linewith the Premier's Priorities – Minimum HSC standard

External results at or above state average.

70% Achieving above expected growth in Literacy and Numeracy

People

Students

Students will develop the capabilities to independent,active and focused learners who develop their critical thinking, collaborativeand communication skills to achieve their learning goals.

Staff

Teachers will develop engaging and appropriate learning experiencesfor students and engage in planned professional learning to enhance theirskills to meet the learning needs of all students.

Parents/Carers

Work collaboratively with school staff to support studentachievement in learning, engagement and wellbeing.

Leaders

School leaders will

Promote a positive learning environment

Establish structures and processes to identify, address and monitorstudent learning needs.

Support teams in the use of data to inform pedagogical practices.

Processes

Implement timely and targeted interventions for students to achieve to their potential will reflect best practices. Students and staff working to achieve high expectations and develop a culture of rigour within all areas of the school.

Strengthen students tailored support, extension and enrichment. (LaST, ILP, PLP and Specialist classes {7S, Triple E, ACE, Triple S,9K}, Special Education)

Develop staff to include the language of ALARM in teaching, learning and assessment programs.

Employ an Aboriginal Educationofficer to further develop relationships with our community andincrease support for Aboriginal students in the school. Continuingto tutor and have staff mentors within the school.

Evaluation Plan

External assessment results (HSC, NAPLAN, VALID).

Analysis of Scout Data

Teaching and Learning Programs

TTFM surveys

Practices and Products

Practices

Relevant learning adjustments for identified students willbe embedded in teaching and learning programs.

Students will use the language of learning from programs, such as ALARM and HOW2Learn, to describe, plan and self–regulate their learning processes revealing their capacity to be lifelong independent learners and effective collaborative learners.

Products

Results from external tests (eg. HSC, NAPLAN, VALID, etc)will show that our students are achieving at or above state average

Teaching programs, registrations and student work sampleswill demonstrate meaningful and challenging learning experiences and thelanguage of learning.

Strategic Direction 3: Community

Purpose

To provide a safe and supportive school environment that further enhances a culture of respect and responsibility and supports the wellbeing of students and staff. Collaboration with the wider community will enhance opportunities for staff and students to develop their leadership skills.

Improvement Measures

All staff consistently use PBL as a means to set high expectations within their classes.

Data indicates an improved movement towards school goals and expectations.

Increased communication with agencies to be involved in the school and student engagement.

People

Students

Provide a supportive environment for peers and staff. Students also engage in programs to develop strategies to manage their wellbeing.

Staff

Understand wellbeing structures that students can access and have an understanding of staff wellbeing supports in the DoE.

Staff work collaboratively to ensure the wellbeing of the school community, providing a supportive and safe environment.

Parents/Carers

Work together as a team to ensure and enhance the wellbeing and educational outcomes of students at the school.

Leaders

Establish clear structures to enable students, staff, parents, carers and the community to be supported and given opportunities to develop their leadership skills.

Processes

Positive Behavior for Learning (PBL) to form the basis of the school's welfare and discipline system. This will form a baseline platform for rigor and high expectations. Staff will be continually trained and upskilled in this process to gain a consistent approach across the school. Scripts provided for staff to address discipline issues.

Wellbeing programs developed by introducing an anti–bullying and drug awareness format to enhance and support systems in place within the school. Sessions delivered by all stakeholders – teachers, students and community groups with the inclusion of parents.

Outside agencies involved in the school to address needs of all students to improve their outcomes with education.

Evaluation Plan

Evidence of a safe and supportive school community by evaluating a range of data including Sentral, suspensions data, attendance data and surveys.

Partnerships with agncies continues to devlop with a common goal of student success.

Practices and Products

Practices

Core values are used consistently in all aspects of school and community life. Individual learning plans are developed and used for targeted students.

Wellbeing programs are guided by the analysis of data.

Staff collaborate with the wider community to enhance student learning.

Leadership development is informed by data and need.

Systems are imbedded within the school to support, manage and guide student and staff wellbeing.

Products

Outside agencies support wellbeing and leadership.

A learning and wellbeing environment exists in all areas of the school where students are supported, managed and guided.

Leadership opportunities are available within the school and its structure.