

# School plan 2018-2020

## Wyong High School 8166



# School background 2018–2020

## School vision statement

Wyong High School showcases educational excellence through ensuring all students are successful learners, confident and creative individuals and active and informed citizens. Our staff work collaboratively to provide engaging curriculum to meet the diverse needs of all students. The school builds strong partnerships with the broader community that provides diverse support and opportunities for every student.

## School context

Wyong High School has an enrolment of 750 students, including 110 Aboriginal students and 7% of students from non-English speaking backgrounds. The school features information technology selective classes and the cohort includes six Special Education support classes.

WHS has a strong and active Parent and Citizens' Association and Ngara Aboriginal Education Consultative Group that work in partnership with us to support school initiatives. We are an active member of the Wyong Learning Community, having established productive links with our partner schools and implemented initiatives of which some include; Year 6 transition, Taste of Wyong and STEM programs. The school forms part of the Lakes Trade Training Centre and offers diverse training and vocational opportunities to its students including significant linkage to university programs including the P-TECH program.

The school enjoys a mix of both highly experienced and early career teachers and seeks to give an authentic voice to Wyong High School students in the areas of school governance, teaching and learning, wellbeing, community involvement, leadership and learning environments through participation in the Central Coast Student Voice Alliance.

Wyong High school continues to focus on quality student learning outcomes in literacy, numeracy and engagement and caters for a broad range of activities including performing arts, cultural, sporting, vocational and academic pursuits. Our established positive, respectful relationships across the WLC ensure a collective commitment to ensuring quality learning outcomes for all students.

## School planning process


In 2016 the school participated in external validation process. The results of this process have indicated areas of strength and areas for development to be targeted in the 2018–2020 School Plan.

Positive learning culture is a continued focus through a deep understanding of and shared commitment to high expectations across the school learning community. A whole school focus on the Positive Behaviour for Learning (PBL) program ensures student, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing leading to improved student learning outcomes. This is evidenced through Tell Them From Me (TTFM) and weekly review of PBL data. A continued focused approach to individualised learning where students with additional learning needs are being identified early and parents/carers are increasingly involved in planning and supporting learning directions. Internal and external data is being used to identify those students in Stage 4 who are capable of progressing beyond the middle bands of NAPLAN and PLPs are developed to improve student performance and increase value-added data.

WHS continues to encourage students to recognise and respect cultural identity and diversity and we continue to develop and expand upon projects and initiatives in partnership with the Ngara AECG. Teachers are now working together across KLAs in scheduled focus meetings on literacy and numeracy, technology and AVID and are strategically targeting student learning needs. As a Bump It Up school, there is a focus on greater use of data analysis with assessment practices to monitor student learning and improved school performance.

The school has engaged the broader community for feedback on school performance and perceptions. The strategic resourcing of a paraprofessional has seen an increase in community partnerships. School resources are targeted to improve learning spaces and greater access to technology.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
SUCCESSFUL, RESPECTFUL,  
RESPONSIBLE LEARNERS

**Purpose:**

Students are literate, numerate, creative and productive 21st Century citizens who are respectful and responsible learners working as learning partners to achieve success.



**STRATEGIC  
DIRECTION 2**  
EXCELLENCE IN EDUCATION

**Purpose:**

All teachers have the capacity to implement a collaborative and engaging curriculum to meet the diverse needs of all students.



**STRATEGIC  
DIRECTION 3**  
SUCCESSFUL AND  
PRODUCTIVE  
PARTNERSHIPS

**Purpose:**

Ensure a range of collaborative connected partnerships that provide future focused opportunities for every student.

# Strategic Direction 1: SUCCESSFUL, RESPECTFUL, RESPONSIBLE LEARNERS

## Purpose

Students are literate, numerate, creative and productive 21st Century citizens who are respectful and responsible learners working as learning partners to achieve success.

## Improvement Measures

1. Improved attendance targets across all years from 89% 2017– 90% 2018, 91% 2019 and 92% 2020
2. Growth in the top 2 Bands in NAPLAN Reading and Numeracy Year 9 from 2018 implementation phase to 14% 2019 and 16% 2020
3. Increase average HSC score from 2017 baseline which matches SSSG schools to equal or better state average performance
4. Student interest and motivation aspect of TTFM data shows an increase from 2017 baseline score of 23% to meet or exceed the NSW Government norm of 28%

## People

### Staff

Value the opportunity to maintain student attendance and develop engaging and responsive programs.

### Leaders

Have the skills to support staff to identify, implement and evaluate targeted literacy and numeracy teaching and learning strategies

### Parents/Carers

Value high expectations and regular feedback to support improved learning outcomes for students

### Students

Understand the need to set high expectations and engage with learning opportunities

### Community Partners

Value their contribution to student learning

## Processes

### Data Informed Practices

Implement whole school data practices that ensure staff engage with relevant quantitative sources to identify areas of success and individual learning need with particular focus on literacy and numeracy.

### Collaborative Practice

Whole school focus on developing targeted literacy, numeracy, AVID and technology strategies with processes that support sharing of effective strategies to address areas of need.

## Evaluation Plan

Regular tracking and evaluation of milestones across all identified areas.

Student, staff and community surveys and responses using a variety of tools including TTFM

Targeted professional learning for all staff aligned to PDP, student learning needs and school strategic directions

Ongoing professional learning and sharing of practices with use of collecting and evaluating data to inform future directions

Regular and ongoing feedback on student, staff and school progress

## Practices and Products

### Practices

All staff actively monitor and respond to student attendance data as measured by SENTRAL

Consistent whole school implementation and evaluation of agreed PBL systems and strategies

All T&L programs are responsive to student needs and incorporate literacy, numeracy, AVID and technology to empower student learning as evidenced in all programs

Focused teams (AVID, literacy, numeracy and technology for learning) work collaboratively to collect, analyse and respond to data in order to improve student learning outcomes

### Products

Attendance improves from 89% to 92% as measured by SENTRAL data

Student NAPLAN data will improve incrementally by 2% for literacy and numeracy annually

Annual HSC data analysis and evaluation indicates a consistent increase in student achievement for all subjects of bands 5 and 6 in HSC performance

Annual analysis of data indicating increased retention in years 11 and 12 with HSC attainment and/or recognised qualification or pathway

# Strategic Direction 2: EXCELLENCE IN EDUCATION

## Purpose

All teachers have the capacity to implement a collaborative and engaging curriculum to meet the diverse needs of all students.

## Improvement Measures

1. Staff collaboration TTFM data shows an increase from 2016 baseline score of 7.4 to meet or exceed the NSW Government norm thus supporting innovative and collaborative practices to improve learning outcomes for all students

2. By 2020 the Year 7–9 NAPLAN school value added baseline score of 34.7 is increased to the minimum score of 40.0

3. By 2020 the Year 9–12 school value added baseline score of 23.4 is increased to the minimum score of 25.0

## People

### Staff

Value the sharing of expertise to improve student literacy, numeracy and broader learning needs.

### Students

Work in partnership with staff to identify and address improved learning outcomes

### Leaders

Build capacity of all staff to use data effectively to enhance student learning and their own professional development

### Parents/Carers

Work as learning partners to improvement student learning

### Community Partners

Value opportunities to engage with the school and improved student learning outcomes.

## Processes

### Data Informed Practices

Review and strengthen whole school practices that build the capacity of staff to evaluate the effectiveness of teaching and learning programs through data analysis and formal and informal assessment processes to create responsive teaching that targets individual support and identifies areas for intervention.

### Collaborative Practice

Implement a team, faculty and whole school approach to professional learning that builds collaborative practice and provides opportunity for meeting and sharing program development, effective strategies, data and assessment practices in literacy, numeracy, AVID and technology strategies.

## Evaluation Plan

Regular tracking and evaluation of milestones across all identified areas.

Student, staff and community surveys and responses using a variety of tools including TTFM

Targeted professional learning for all staff aligned to PDP, student learning needs and school strategic directions

Ongoing professional learning and sharing of practices with use of collecting and evaluating data to inform future directions

Regular and ongoing feedback on student, staff and school progress

## Practices and Products

### Practices

Teachers and students implement whole school structures to improve student performance and use of assessment for, as and of learning with explicit feedback

Teachers are demonstrating innovative and collaborative practices to improve learning outcomes for all students and have the capacity to analyse and use data to track and improve student performance across all identified areas with a focus on literacy and numeracy in all programs

All TPL aligned to WHS strategic directions, the Professional Development Framework and NESA accreditation and registration requirements

### Products

Staff consistently evaluate teaching and learning programs, assessment structures and feedback practices that are compliant with NESA registration requirements and ensure that learning outcomes for students continue to improve

All students requiring a PLP have a collaboratively developed plan for improved student outcomes

All staff actively engage in the development of their PDP and work towards achieving identified goals to ensure for ongoing improvement

All teaching staff contribute to a school improvement team and implement agreed strategies at a faculty level to address school priority areas

# Strategic Direction 3: SUCCESSFUL AND PRODUCTIVE PARTNERSHIPS

Purpose	People	Processes	Practices and Products
<p>Ensure a range of collaborative connected partnerships that provide future focused opportunities for every student.</p>	<p><b>Staff</b></p> <p>Value the importance of regular communication and actively recognise student and school success</p>	<p><b>Data Informed Practices</b></p> <p>Embed and strengthen student, parent, community, industry, business and school partnerships targeting and embedding employability skills into curriculum and extra curricular initiatives..</p>	<p><b>Practices</b></p> <p>Offer a range of opportunities for parent/caregiver involvement</p> <p>Work in partnership with local community, industry and businesses to embed targeted employability skills into school curriculum and extra-curricular initiatives</p> <p>Provide a flexible and diverse curriculum to cater for student and community needs</p> <p>Multi-modal communication forms between WHS and parents/caregivers, community, educational providers, industry and business</p>
Improvement Measures		<b>Collaborative Practice</b>	
<p>1. Parents feel welcome aspect of TTFM data shows an increase from 2017 baseline score of 6.3 to meet or exceed the NSW Government norm of 7.4 with increased parental and community interaction at school based events</p> <p>2. Increased opportunities for students to have active partnerships and pathway options with community, educational providers, industry and business partners</p> <p>3. Parents are informed two-way communication with parents aspect of TTFM data shows an increase from 2017 baseline score of 6.0 to meet or exceed the NSW Government norm of 6.6</p>	<p><b>Leaders</b></p> <p>Understand learning is a collaborative partnership and effectively support a variety of tools for communication</p>	<p>Implement and build a variety of communication and consultative practices with all learning partners that include regular feedback on student learning, wellbeing, employability skills and pathways and curriculum opportunities.</p>	
	<p><b>Parents/Carers</b></p> <p>Access and engage with appropriate forms of school communication</p>	<b>Evaluation Plan</b>	<b>Products</b>
	<p><b>Students</b></p> <p>Understand the value of engaging in partnership with the school to maximise opportunities for future pathways</p>	<p>Regular tracking and evaluation of milestones across all identified areas.</p> <p>Parent and community surveys and responses using a variety of tools including TTFM</p> <p>Targeted parental/caregiver involvement in school events and activities</p> <p>Ongoing professional learning for staff to meet curriculum needs</p> <p>Regular and ongoing communication and feedback on student, staff and school progress</p>	<p>Increased parent/caregiver involvement in school initiatives and events</p> <p>Increased parent/caregiver, community, educational providers, industry and business involvement in educating WHS students through established projects and programs</p> <p>Students are better equipped to make informed decisions around pathways into future success beyond school</p> <p>Improved communication with parents/caregivers</p>
	<p><b>Community Partners</b></p> <p>Actively work in partnership with the school to provide genuine opportunities for students</p>		