

School plan 2018-2020

Whitebridge High School 8390



School background 2018–2020

School vision statement

Whitebridge High School is a future focused educational community committed to value, respect, responsibility and fostering individual talents in an inclusive environment building capacity for lifelong learning.

School context

Whitebridge is a proudly comprehensive high school that offers its students the best educational opportunities, in an inclusive, safe and secure learning environment. We are committed to a broad, balanced and relevant curriculum that extends students in all areas of learning and develops their skills to be successful in our constantly changing world. The diverse curriculum is designed to support all students to grow as learners and it challenges students to achieve their best.

The curriculum places emphasis on the fundamentals of literacy and numeracy as well as catering for students' creative, technological, cultural, vocational and sporting interest and aptitudes through both curriculum courses and extra curricula programs. The school offers a unique Wilderness Program that enhances students' personal development and forms part of our strong focus on student wellbeing.

While valuing our past traditions, the school is a leader in addressing the opportunities arising from a rapidly changing world and educational landscape. It is at the forefront in offering Asian languages and cultural experiences to students as well as aligning quality-teaching programs, assessment and reporting to the national curriculum.

Whitebridge High School offers quality environments that enrich learning and celebrates positive relationships between teachers, students, the school and its community. We are a proud member of the Whitebridge Community of Schools fostering and enhancing communication between partner primary schools and our high school so that students and their families can enjoy a high quality kindergarten to Year 12 educational experience.

The school is comprehensive in its curriculum and inclusiveness. It aims to achieve excellence and equity and incorporates extension programs for gifted and talented students and support programs for students with learning difficulties.

Our school values are Learning, Respect and

School planning process

The school participated in external validation in 2017 engaging in rigorous self assessment against the School Excellence Framework successfully completing the validation process and gathering comprehensive feedback from which to determine key priorities. Parents were engaged in consultation through community forums and P&C meetings. Staff participated in evaluation workshops and data analysis. Students had input through the schools participation in the Tell them from me survey which provided rich data to inform school directions and areas for improvement. The school was regularly represented and engaged in discussion at local Minimbah AECG meetings and also maintains quality partnerships with local business and community through a range of ongoing programs.

The school's executive team, in consultation with the P&C and the student leadership group, will monitor implementation of the school plan. The executive staff will have direct responsibility and accountability for the implementation of the plan and the evaluation of its impact.

School background 2018–2020

School vision statement

School context

Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to learn good citizenship and community responsibility

School planning process

School strategic directions 2018–2020




STRATEGIC DIRECTION 1

Inspired Learning

Purpose:

Develop a high expectations learning environment where students are challenged to achieve academic growth through engaging and relevant curriculum programs that focus on developing learner skills for further success. Students will be inspired to take positive learning risks to achieve personal improvements in a safe and supportive school.



STRATEGIC DIRECTION 2

Innovative Evidence Based Teaching

Purpose:

Create a stimulating and engaging learning environment underpinned by high expectations and innovative evidence based teaching practices that enhances student learning outcomes and meets the diverse needs of students, staff and community



STRATEGIC DIRECTION 3

Strategic Leadership and School Improvement

Purpose:

Whitebridge HS staff embrace leadership responsibilities. Quality administrative systems and practices support all stakeholders. School leaders build capacity and inspire a professional learning culture that promotes high expectations and community engagement resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Inspired Learning

Purpose

Develop a high expectations learning environment where students are challenged to achieve academic growth through engaging and relevant curriculum programs that focus on developing learner skills for further success. Students will be inspired to take positive learning risks to achieve personal improvements in a safe and supportive school.

Improvement Measures

25 % Increase in student school level engagement measured using Tell Them From Me survey. From average 6.05 / 10 in 2017.

10 % increase in students achieving proficiency at Year 9 in the NAPLAN domain of numeracy from 26% in 2017.

30% of all HSC results achieved in the top 2 Bands up from 24% in 2017, and a 20% reduction of results in the lowest 2 bands of HSC performance.

People

Students

Students build their skills to utilise the ALARM scaffold and specific learning skills to enhance their literacy and numeracy. They self reflect and use feedback to improve.

Students

Students make successful transitions to future learning and employment with the skills to make informed contributions to the environment as global citizens.

Staff

Staff engage in regular and systematic professional learning targeting improved student learning outcomes and specific learner skills. Improved learning spaces are valued through Learning Centre ownership and maintenance of classrooms. Staff use a variety of innovative engaging teaching strategies underpinned by evidence of student performance data and What Works Best.

Parents/Carers

Parents will become partners in learning through engaging with enhanced communication strategies within the school. They seek feedback on their child's progress and reinforce the schools high expectations and school values to support a continuity of learning for their child.

Community Partners

Community leaders will continue to actively support the school through specific programs and partnership opportunities

Processes

Academic and Pastoral Wellbeing

- Annual wellbeing activities planned and scheduled to meet student needs.
- Year meetings with focus on learning and wellbeing scheduled each term.
- Review recognition and reward programs for students
- Year group camp program implemented and enhanced
- Study skills sessions and transition planning meetings held for Year 12 students.

High Expectations and Engaged Learning.

- Participation in TTFM
- Increase engagement of student voice in school leadership
- Students will take ownership of their own learning and achieve improved outcomes.
- Improvements to school learning environments
- GATS opportunities created and encouraged.
- Visible leadership strategies and classroom walkthroughs
- High expectations clearly articulated and consistent across all Learning Centres
- Staff provide challenging teaching and learning activities that are underpinned by a culture of high expectations.

Learning Skills

Practices and Products

Practices

Evidence based practices are used to inform teaching and learning.

Teachers use a variety of teaching, learning and assessment strategies that support student engagement, wellbeing and learning outcomes.

All staff engage students in high quality innovative lessons that are delivered in quality classroom environments.

Learning spaces are maintained and improved to foster increased student engagement in learning.

Students actively respond to feedback in learning demonstrating high expectations through self-directed learning.

Students are highly informed and active participants in wellbeing programs.

Students demonstrate a range of learning skills with confidence utilising technology as a key tool for learning.

Products

Wellbeing processes are strategically planned and support all students to connect, succeed, thrive and learn.

Student HSC results demonstrate 10% improvement in Band 6 results with a subsequent reduction in Band 1.

Increased student performance due to high expectations from staff, communities and students.

Strategic Direction 1: Inspired Learning

People

that build transition skills for students at all stages of learning.

Leaders

Leaders will support classroom pedagogy and learning environments through effective resourcing, visible leadership practices and provision of professional learning to provide opportunities for all students to achieve success as learners.

Processes

- Staff professional learning targeting evidence based practices which have resulted in high achievement across all stages of learning.
- Increase use of ICT as tool for learning
- Clearly articulated success criteria and feedback mechanisms for student improvement
- Audit learning skills for success with explicit teaching embedded in programs
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Evaluation Plan

HSC, Naplan, ICAS & internal data analysis
TTFM and SEF self assessment.

Strategic Direction 2: Innovative Evidence Based Teaching

Purpose

Create a stimulating and engaging learning environment underpinned by high expectations and innovative evidence based teaching practices that enhances student learning outcomes and meets the diverse needs of students, staff and community

Improvement Measures

Literacy & numeracy strategies are embedded in all class programs and registered for implementation.

80% of students achieve equal to or above expected growth in Year 9 writing as measured by NAPLAN (62% in 2017).

Quality teaching improvements are evident through staff participation in Quality Teaching Rounds with an effect size of greater than .4

Relevant course programs adhere to New HSC requirements and are resourced appropriately for implementation in 2019.

People

Students

Students build their skills to utilise the ALARM scaffold and specific learning skills to enhance their literacy and numeracy. They self reflect and use feedback to improve.

Staff

Staff will adopt a whole of school approach to the explicit teaching of literacy and numeracy using the ALARM scaffold. They will actively engage in Professional Learning & Quality Teaching Rounds and collaborate with colleagues towards a culture of continuous improvement. Staff will develop consistency of practice across the school and achieve PDP goals and professional growth.

Parents/Carers

Parents and community develop an understanding of the school's learning focus and key strategies for student improvement, They demonstrate support for the school and are active partners in embedding high expectations into school culture.

Leaders

Leaders adopt a coordinated approach to improved literacy and numeracy through quality PL, visible leadership where explicit pedagogies are valued and an expectation of improvement in literacy and numeracy standards across the school.

Processes

Literacy and Numeracy

- Extensive data analysis NAPLAN & HSC to inform teaching and learning programs.
- Identification of students needing support Minimum Standard and Bump it up.
- Explicit teaching of literacy and numeracy standards within all course programs.
- Student workshops and executive sharing of work samples and feedback mechanisms for success criteria.

Professional Learning and Collaboration

- Staff PL in Australian Standards and PDP implementation.
- QTRs and Professional Learning Communities established across LCs.
- Regular and targeted Professional learning in evidence based teaching practice inclusive of James Nottingham, Hattie, new HSC, assessment, feedback, data analysis, curriculum differentiation etc.
- Staff engage with wider professional networks.
- Community partnerships in learning through collaborative practice and open communication.

Consistency and Quality of practice

- Comprehensive induction program implemented. Support for beginning teachers through the "Strong Start Great Teacher" initiative.
- Support program for teachers seeking

Practices and Products

Practices

Literacy and Numeracy is embedded and explicitly taught across the school using a consistent approach(ALARM) to bring about Improvements in growth for student literacy and numeracy as measured by NAPLAN.

Teachers use data to inform and differentiate their teaching and learning.

Teachers openly engage in collaborative practices and professional observations, giving and receiving feedback to enhance their practice. PLC cross-curricular operate within the school to embed QTR practices.

Consistent practices are used across the school with transparent processes and open communication to support teachers in their work.

Teachers actively seek higher levels of accreditation and are supported to progress in their career. Accreditation and the wellbeing of new teachers is supported using the Strong Start and Great Teachers model.

Products

100% of teaching programs have literacy and numeracy strategies embedded for improved student outcomes.

100%of staff complete professional learning in evidence based teaching practice and use data to inform programming and improvements.

QTR's have been implemented and enhance school wide collaboration and quality of practice.

Strategic Direction 2: Innovative Evidence Based Teaching

Processes

accreditation and those seeking higher levels of accreditation.

- Clear communication of school implementation procedures which are accessible to all staff. Executive conferencing. Extensive analysis of data measures to inform teaching and learning. Learning Centre leaders engage in PL, updated NESA release and programming in readiness for HSC 2019.

Evaluation Plan

Staff Feedback & observations, NAPLAN / HSC Data, SEF self assessment.

Strategic Direction 3: Strategic Leadership and School Improvement

Purpose

Whitebridge HS staff embrace leadership responsibilities. Quality administrative systems and practices support all stakeholders. School leaders build capacity and inspire a professional learning culture that promotes high expectations and community engagement resulting in sustained and measurable whole school improvement.

Improvement Measures

School administrative systems and procedures are clearly articulated and accessible to all staff.

Learning centre reviews provide positive feedback and direct actions for continuous improvement in teaching and learning.

80% capture of 6–7 enrolment of students living within the Whitebridge High School zone (77% 2017).

Parents report positive perceptions above other Government Schools average from 5.7 / 10 in 2017 as partners in learning. Measured across the 7 domains of the perspectives of parents TTFM survey.

People

Students

Students use administrative systems and processes to support their learning. They engage in school wide communication systems to enhance engagement and interact positively with others across school and community activities

Staff work collaboratively with parents to enhance already effective partnerships working in a positive and timely manner to improve student outcomes. Staff are supported by systems that enhance their work and build a culture of high expectations. Staff engage openly with school communication systems and protocols to ensure they are informed.

Parents engage with existing and new communication strategies to be active partners with the school. Parents will show ongoing support through attendance at school events and activities.

Community partners will continue to engage through the WCoS in collaborative professional development, transition and communication initiatives such as WTV to support the directions of the school. Business partners and community agencies will share a reciprocal benefit through their ongoing engagement and transparency of school communication.

Leaders are committed to the delivery of communication protocols that create an informed and engaged school community. Distributed leadership practices sustain and promote a culture of high expectations and administrative systems are clearly defined to enhance consistency and school operations

Processes

Administrative Systems and Processes

- Term plan developed and widely distributed.
- Roles and responsibilities of all staff reviewed and clearly communicated.
- List of key school programs and personnel developed for consistency of information.
- AZT requirements and compliance measures addressed and evidence collated.
- Policies and implementation procedures for school effective operation developed to enhance consistency and efficiency.

High Expectations Culture

- Learning Centre reviews will continue engaging collaborative expertise from colleague schools.
- Learning Centre leaders and teachers will facilitate continual improvement in teaching and learning from the results of LearningCentre reviews.
- Visible leadership strategies inclusive of executive walkthroughs implemented.
- Teaching programs and HSC support reviewed and feedback provided to staff.
- Resourcing planned to improve school environment through planned maintenance and school funded works.
- Mentoring program for aspiring leaders via accreditation HA/LEAD, promotion pathways, distributed leadership.

Communication and Engagement

Practices and Products

Practices

Staff demonstrate leadership skills within learning centres and across all areas of the school.

Students and parents are active partners in school leadership.

Leadership mentoring is embedded in collaborative practice.

Teachers regularly engage with relevant policies and procedures that are regularly reviewed and communicated.

Collegial experts in curriculum areas are openly invited to participate in learning centre reviews to observe current practices and provide feedback for improvement.

Teachers consistently utilise communication systems to ensure high level communication across all facets of the school.

Products

Staff demonstrate an awareness of administrative systems and implementation procedures that enhance consistency and efficiency of operation.

Staff, students and community use streamlined communication platforms to remain informed of school organisation and events.

Parents increase their attendance at school events.

Learning Centre reviews continue to highlight strengths and opportunities for continued improvement.

Strategic Direction 3: Strategic Leadership and School Improvement

People

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Leaders

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Processes

- Ongoing participation in the DoE communication and engagement program.
- Community engagement sessions to be held each term.
- Streamline and consolidate various forms of media.
- Review and update website using the school website server.

Use existing systems to enhance daily communication for staff and students.

Evaluation Plan

Monitoring achievement of PDP goals, TTFM, Community Forum, Survey, SEF self assessment.

Strategic Direction 3: Strategic Leadership and School Improvement

People

to enhance consistency and school operations.