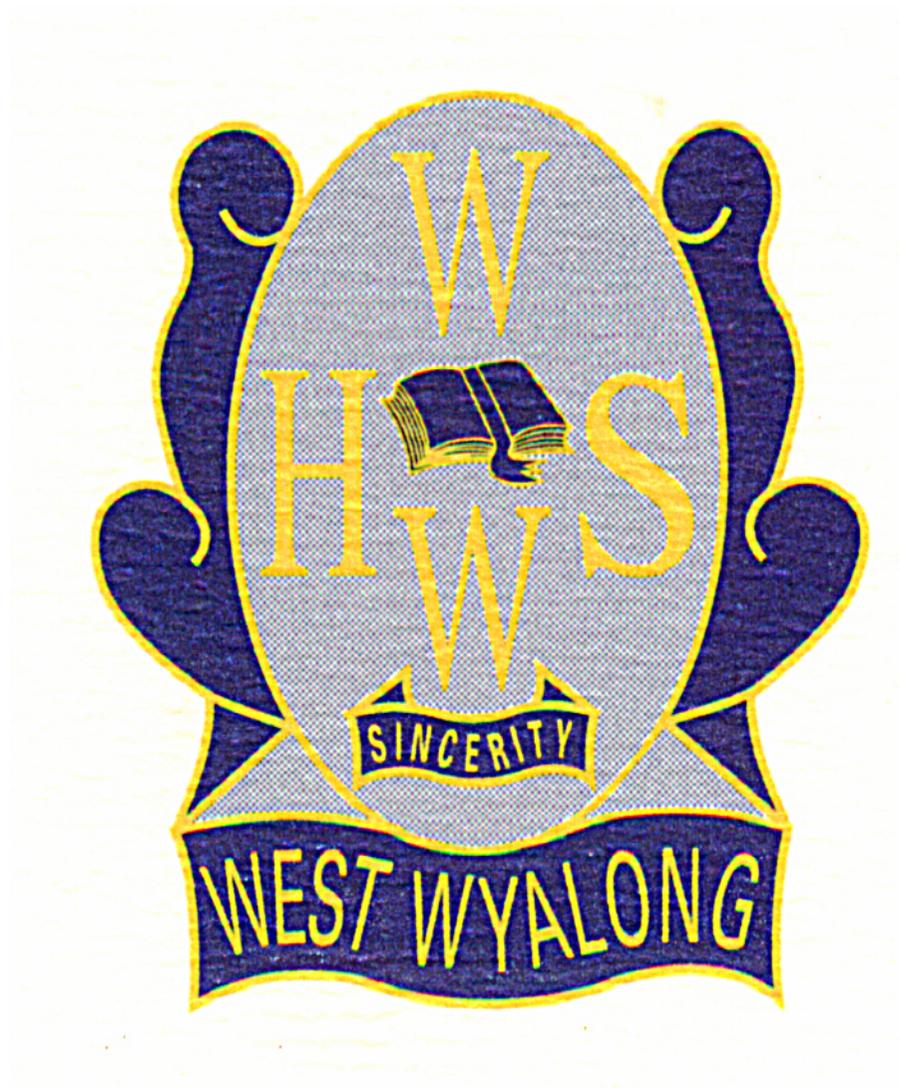


School plan 2018-2020

West Wyalong High School 8392



School background 2018–2020

School vision statement

West Wyalong High School is committed to providing a nurturing environment in which students and teachers continually challenge themselves. Teachers will personalise learning, and work together as an inclusive whole school community to inspire students to be confident participants in our ever-changing world.

School context

West Wyalong High School is a comprehensive rural education school that serves the town of West Wyalong and surrounding villages in the Bland Shire. The school enrolment 7 to 12 is approximately 310 including approximately 10% indigenous students.

The school continues to maintain strong links with partner primary schools through our long running middle school program. This program supports the transition of Year 5 and 6 students to high school.

Our curriculum in senior high school integrates a strong vocational education focus including Construction, Hospitality, Primary Industries and Metals and Engineering.

The school has productive relationships with the community and values the partnerships with the Bland Shire Council, Riverina TAFE, West Wyalong Local Aboriginal Lands Council, Evolution Mine and the Lake Cowal Foundation.

School planning process

The school underwent an extensive two year consultation process. The process started with a whole school review of teaching and learning and included consultation with all stake holders. The whole school review formed the starting point for establishing the school vision, strategic directions and improvement measures. These were then interrogated by all stake holders to establish the current vision, direction and evaluation mechanisms for this school plan.

This consultation and interrogation process included the following processes and stakeholders:

- Student focus groups
- Student personal learning profiles
- Staff planning workshops
- Staff focus groups
- Leadership team forums
- Parent focus groups
- Parent meetings – information nights, performance nights, excursions, parent teacher nights
- Partner schools – regular meetings
- Community focus groups
- West Wyalong Local Aboriginal Lands Council
- Community partners feedback eg work placement and work experiences surveys and site visits.
- Local Council – youth development forums, community events
- School evaluations
- School data
- SWOT analysis

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Teaching and
Leadership

Purpose:

To strengthen whole school and interschool relationships and to support the development of all staff in implementing evidence based teaching strategies.



**STRATEGIC
DIRECTION 2**
Personalised Learning

Purpose:

To create a learning culture within our school underpinned by differentiated teaching with high expectations. Parents and students are committed partners in planning for learning.



**STRATEGIC
DIRECTION 3**
Futures pathways

Purpose:

To provide aspirational expectations for all students and have effective partnerships with parents and the wider community to support student pathways.

Strategic Direction 1: Quality Teaching and Leadership

Purpose

To strengthen whole school and interschool relationships and to support the development of all staff in implementing evidence based teaching strategies.

Improvement Measures

All staff demonstrate an understanding and use the coaching model to improve teacher quality and leadership.

People

Students

Students – provide work samples and feedback that reflects improved literacy and numeracy outcomes.

Staff

Staff – work collaboratively to understand individual student literacy and numeracy needs. Interpret relevant data and adjust teaching strategies for personalised learning, to maximise student learning.

Parents/Carers

Parents/carers – engage in communication and support strategies for improved student learning.

Leaders

Leaders – develop improvement processes within the school community that is based on evidence. Establish a culture of coaching to improve the leadership capacity of staff and students.

Processes

Teacher Professional Learning

Draw on current research and training to implement a coaching and mentoring model approach to literacy and numeracy teaching practices.

Developing Leadership capacity.

Implement a whole school approach for aspiring leaders and leadership succession planning.

Evaluation Plan

Progress towards improved measures will be evaluated through individual teachers Performance Development Plans, Tell Them from Me teacher survey and participation in related professional learning.

Practices and Products

Practices

Continuous collaboration, professional learning and coaching resulting in strategic approaches to literacy and numeracy.

Coaching underpins quality leadership development and succession planning.

Products

Whole school coaching and mentoring support to ensure the ongoing development and improvement of all teachers.

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Strategic Direction 2: Personalised Learning

Purpose

To create a learning culture within our school underpinned by differentiated teaching with high expectations. Parents and students are committed partners in planning for learning.

Improvement Measures

Increased percentage of students achieving Bands 5 and 6 in the HSC.

At least 80% of students demonstrating expected growth per semester in the literacy and numeracy progression scales.

Increased number of students achieving the top two NAPLAN bands by 10%.

People

Students

Students – respond to clear plans and goals through meaningful feedback.

Staff

Staff – maintain accurate records and work collaboratively in year group teams to interpret student needs and develop appropriate strategies for individual student learning.

Parents/Carers

Parents/carers – engage in activities to support the implementation of personalised learning plans.

Community Partners

Leaders – lead and maintain processes within faculties to personalise teaching and learning in line with student learning plans. Promote conversations and provide professional advice about catering for individual student needs.

Processes

Teacher Professional Learning

Implement regular professional learning that focusses on the needs of individual students within each Year group. Develop a co-ordinated approach to record student growth and communicate clear learning goals. Develop teacher capacity to maximise the use of DET PLAN software.

Student Learning Plans

Design and implement a system to engage parents in the learning aspirations of their children.

Evaluation Plan

Progress towards improvement measures will be evaluated through monitoring and evaluating Individual/Personalised Learning Plans, Tell Them From Me surveys, participation at parent/teacher meetings, PLAN and SCOUT data.

Practices and Products

Practices

Structures are in place to enable regular meetings to collaboratively analyse and use data for differentiated teaching and learning.

Teachers, students and parents are effective partners in planning for learning.

Conduct parent/teacher feedback sessions each term.

Products

All Teaching/Learning programs are differentiated for individual student learning and teacher feedback provides clear expectations for future growth.

Student personal learning plans include parent contributions.

Strategic Direction 3: Futures pathways

Purpose

To provide aspirational expectations for all students and have effective partnerships with parents and the wider community to support student pathways.

Improvement Measures

All students have a clear documented pathway for future learning. Increase the proportion of students completing VET courses and increase the involvement of parents in student career planning.

People

Students

Students – interact in career planning and engage in suitable learning experiences that align with future aspirations.

Staff

Staff – familiarise themselves with student pathways and integrate relevant experiences into classroom teaching.

Parents/Carers

Parents/carers – participate in future career planning meetings.

Leaders

Leaders – implement and monitor the integration of career aspirations into teaching programs and collaboratively lead supported pathways for all students

Processes

Aspiring Expectations

Design and implement a whole school approach for raising expectations and student educational motivation.

Documented future pathways

Enhance future pathway procedures for all students that results in them aspiring to attain their goals.

Evaluation Plan

Progress towards improvement measures will be evaluated through Individualised Future Pathways plans, Tell them From Me surveys, Post School destination data, participation in future career programs, participation at Parent/Teacher meetings.

Practices and Products

Practices

Teachers, students and parents are effective partners in planning for future career aspirations and the pursuit of excellence.

Shared school-wide responsibility is evident to support student pathways for future learning

Teacher professional learning integrates strategies for increasing student motivation, engagement and expectations

Products

All Teaching/Learning programs are differentiated for individual student learning and teacher feedback provides clear expectations for future growth.

Student personal learning plans include parent contributions.