

# School plan 2018-2020

## Woonona High School 8410



# School background 2018–2020

## School vision statement

To inspire, inform and equip those who will shape our world.

## School context

Woonona High School is located between the mountains and the sea in the Northern Illawarra. We have approximately 750 students from Year 7–12. We are a comprehensive co-educational school serving the community of northern Wollongong. Every student is provided opportunities to develop skills that will carry them beyond their school years. Our students thrive in an environment that promotes independent, resilient and confident learners. Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of a breadth and depth of academic subjects as well as an extensive Vocational Education and Training programs and alternative patterns of study. Our school also offers specialised elective subjects throughout the junior school.

Woonona High School has a strong commitment to quality teaching and quality assessment with a focus upon high expectations. HSC results are consistently impressive, with a large number of students enrolling in university and TAFE courses of their choice. Our co-curricular program is designed to enrich students' experience at Woonona High School and develop essential life skills. Students can participate in a variety of activities including music and dance, drama and band, circus and surfing, academic competitions, public speaking, writing competitions and debating. We foster the idea of being part of and giving to the community. Providing student leadership opportunities are a priority for the school, with students at all levels encouraged to take on leadership roles. We have a strong, active Student Representative Council, with students elected from all years to represent the interests of their peers. We have a proud history of high-level sporting achievement across a variety of sports. A strong student welfare ethos and productive partnerships with parents and the wider community enhances our goal of providing opportunities for all students to succeed.

## School planning process

Our school plan is currently being developed in consultation with staff and the wider community of Woonona and its neighbouring townships. Woonona High School engaged in a school evaluation of all key pedagogical and well being areas throughout 2017. The information and recommendations from this evaluation formed the impetus for this exciting and future focused plan.

A working team represented by all levels in the school, formulated and analysed survey and focus group questions and responses. Importantly, the data attained from the 2017 school evaluation was used to frame the surveying of staff, students and parents throughout 2017. Consequently, this information, the 2010 Melbourne Declaration, the Schools Excellence Framework and Wellbeing Framework guided parents, student focus groups and all staff in the development of the strategic directions for 2018–20.

In September 2017, the School Executive attended a conference in which a school vision was development and strategic directions were narrowed and enhanced. The results of the day were then presented to all staff for consultation and faculty interpretation of the processes, practices, people and products

After redrafting, the plan was then presented to executive members, students, staff and parents for feedback and final editing.

# School strategic directions 2018–2020

**Purpose:**

To produce independent, adaptable, collaborative learners who think critically and creatively. To engage teachers in a culture of reflective practice and collaborative professional learning.

**Purpose:**

To develop innovative, flexible learning spaces and engaging pedagogies that enhance students' future-focused skills. These will support a diverse, responsive curriculum.

**Purpose:**

To develop authentic connections so that student learning is valued and enhanced by all stakeholders and outcomes are explicitly linked to our students' future in the world.

# Strategic Direction 1: Inspired Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To produce independent, adaptable, collaborative learners who think critically and creatively. To engage teachers in a culture of reflective practice and collaborative professional learning.</p>	<p><b>Students</b></p> <p>Build the skills to self-assess utilising success criteria, assessment rubrics and peer and self-reflection strategies. They will build their resilience and independence as self-regulated learners.</p>	<p>Explicit instruction in formative processes to build the capacity for self-regulation in students. Professional learning to enable teachers to explicitly teach students effective use of formative strategies.</p>	<p><b>Practices</b></p> <p>Every student engages in formative feedback, including peer and self-assessment strategies, to demonstrate critical thinking and deep engagement with their learning.</p>
Improvement Measures	<p><b>Staff</b></p> <p>The school embeds a culture of evidence-informed, responsive pedagogy and collaborative professional learning where teachers and leaders build their capacity to facilitate improvement for every</p>	<p>Every teacher works collaboratively in a variety of modes in order to reflect upon and constantly adapt their teaching practice to meet the individual needs of learners, for continuous school improvement.</p>	<p>Every teacher demonstrates appropriate use of data, research and student work samples. Every teacher utilises a variety of collaborative evidence-informed practices in order to engage in deep reflection upon their teaching.</p>
<ul style="list-style-type: none"> <li>Increased proportion of students demonstrate deep reflection and intellectual engagement in their learning</li> </ul>	<p><b>Leaders</b></p> <p>The school embeds a culture of evidence-informed, responsive pedagogy and collaborative professional learning where teachers and leaders build their capacity to facilitate improvement for every</p>	<p><b>Evaluation Plan</b></p> <p>Semester One, 2018: Identify and justify appropriate information sources to generate baseline data. These data sources may include; HSC data, Tell Them From Me survey, Teaching and Learning programs, Assessment Tasks, Woonona High School whole school evaluation (including student, staff, parent and community surveys and focus groups).</p>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>Assessment tasks incorporate student peer and self assessment strategies leading to greater student ownership of their own learning.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers engage in a variety of collaborative practices and demonstrate an improved ability to reflectively justify their professional learning against the Australian Professional Standards for Teachers.</li> </ul>	<p><b>Parents/Carers</b></p> <p>Develop an understanding of the school's approach to pedagogy, including formative and peer assessment, so that they can actively support their child's learning.</p>	<p>2018 – 2020: Conduct an annual cycle of evaluation to ascertain progress made and establish the consecutive year's milestones.</p>	<ul style="list-style-type: none"> <li>Teaching and learning programs are differentiated for individual student learning needs and demonstrate student achievement of outcomes through program review and student work samples. Differentiated pedagogies and responsive teaching practice result in increased engagement in learning.</li> </ul>
<ul style="list-style-type: none"> <li>Increased number of teachers demonstrate evidence of working at the level of 'Highly Accomplished' and 'Lead.'</li> </ul>	<p><b>Community Partners</b></p> <p>Support the high expectations of the school by providing a range of experiences and opportunities to enrich student learning</p>	<p>Data sources pertinent to Strategic Direction 1 may include: student work samples, peer observations of students' peer and self-assessment processes, meeting agendas and minutes (faculty, Learn to Learn team, Staff PL etc), Teacher PDPs, TPL budget data.</p>	<ul style="list-style-type: none"> <li>Every teacher increasingly articulates a meaningful rationale for and plans their personal professional learning, based on the Australian Professional Standards for Teachers and the School Plan.</li> <li>Enhanced leadership capacity, reflected in greater collaboration, self-reflection, high expectations and cohesive strategic school teams.</li> </ul>

# Strategic Direction 2: Innovative Learning Environment

Purpose	People	Processes	Practices and Products
To develop innovative, flexible learning spaces and engaging pedagogies that enhance students' future-focused skills. These will support a diverse, responsive curriculum.	<b>Students</b>  Students are actively engaged in and take responsibility for their learning, understand the relevance of transferable skills and develop and apply future focused skills.	Staff investigate and experiment with the use of flexible learning environments.  Build capacity in all staff to understand and implement evidence based practices to best meet the needs and learning outcomes of all students.	<b>Practices</b>  Staff use the most appropriate learning environment for the delivery of a diverse and innovative curriculum.  All faculties draw on valid research to develop and implement innovative programs that facilitate improvement in learning outcomes for students and prepare them for their future.
Improvement Measures	<b>Staff</b>  Staff develop, implement and evaluate teaching and learning activities that facilitate improved learning outcomes for all students.	<b>Evaluation Plan</b>  Semester One, 2018: Identify and justify appropriate information sources to generate baseline data. These data sources may include; HSC data, Tell Them From Me survey, Teaching and Learning programs, Assessment Tasks, Woonona High School whole school evaluation (including student, staff, parent and community surveys and focus groups).  2018 – 2020: Conduct an annual cycle of evaluation to ascertain progress made and establish the consecutive year's milestones.  Data sources pertinent to Strategic Direction 2 may include: student, staff, parent and community focus groups, analysis of Sentral/EDVAL data regarding the use of flexible learning spaces.	<b>Products</b>  All faculties can demonstrate strategic and creative use of current and future learning environments by: <ul style="list-style-type: none"> <li>Increased purposeful use of flexible learning environments to facilitate curriculum delivery</li> <li>The rationale for the use of flexible learning environments is embedded within programs throughout the school</li> <li>All faculties can present a plan that outlines best learning environments to develop future focused skills</li> </ul>
<ul style="list-style-type: none"> <li>Increased effective and purposeful use of flexible learning environments, linked to learning outcomes, throughout the school</li> <li>All faculties develop, pilot or explore a diversity of curriculum delivery and opportunities for future focused skills development and assessment</li> <li>Increase in student understanding and capacity to reflect upon their own future focused, transferable skills as a result of their identification of individual learning goals.</li> </ul>	<b>Leaders</b>  The school executive investigates and supports the implementation of an innovative curriculum and builds the capacity of staff to draw on research into future focused pedagogies.		<ul style="list-style-type: none"> <li>Assessment tasks and teaching and learning activities across KLAs incorporate future focused skills and a continuum of general capabilities.</li> <li>The school timetable allows for increased collaboration both within and between faculties that facilitates the use of innovative pedagogies and varied teaching practices</li> </ul>
	<b>Parents/Carers</b>  Parents and carers are active partners in their child's learning. They are authentically engaged with our school and support the provision of an innovative learning environment		
	<b>Community Partners</b>  Provide access to enriched learning environments in which students authentically engage with workplaces of the future.		

# Strategic Direction 3: Authentic Connections

## Purpose

To develop authentic connections so that student learning is valued and enhanced by all stakeholders and outcomes are explicitly linked to our students' future in the world.

## Improvement Measures

- Increased numbers of students are motivated to deliver their best and continually improve as a result of effective learning partnerships between all stakeholders.
- Increased student engagement and participation with the wider community through authentic learning experiences that provide opportunities for global citizenship.

## People

### Students

- Demonstrate an understanding of and value the relevance of their learning. They build skills to connect with their world through ethical citizenship.

### Staff

Teachers demonstrate an understanding of and value the importance of connections with all stakeholders. They build skills to explicitly link high quality authentic experiences to learning outcomes.

### Leaders

- The school executive team adopts a strategic and integrated approach to support all staff to create, implement and evaluate a range of high quality authentic learning experiences and community connections.

### Parents/Carers

- Develop an increased understanding of and value the range of communication opportunities and support programs offered by the school. They demonstrate support for and active engagement with their child's learning.

### Community Partners

- Demonstrate increased support for developing school partnerships. Provide increased opportunities for students to engage in authentic learning beyond the classroom.

## Processes

- Identify and develop opportunities for new programs, courses and tasks that enable authentic connections to be fostered and promote student–community connections across the curriculum.
- Develop, implement and evaluate a range of strategies to facilitate authentic parent and community engagement.

## Evaluation Plan

Semester One, 2018: Identify and justify appropriate information sources to generate baseline data. These data sources may include; HSC data, Tell Them From Me survey, Teaching and Learning programs, Assessment Tasks, Woonona High School whole school evaluation (including student, staff, parent and community surveys and focus groups).

2018 – 2020: Conduct an annual cycle of evaluation to ascertain progress made and establish the consecutive year's milestones.

Data sources pertinent to Strategic Direction 3 may include: analysis of specific survey data including future and ex–students, evaluation of data from student monitoring, activities and awards, destination data from stage 3 to 6 used for analysis of trends.

## Practices and Products

### Practices

School leaders and teachers demonstrate shared responsibility for developing, implementing and evaluating authentic connections and innovative learning experiences.

Students demonstrate active engagement with their school and the wider community.

### Products

- Teaching programs include a range of high quality authentic learning experiences that are explicitly linked to improving student learning outcomes and the development of future focused skills.
- Assessment tasks are relevant and include opportunities for authentic connections through a range of cross–curricular and community based projects.
- Increased numbers of students involved in extra–curricular, leadership, ethical citizenship and volunteering activities.
- Increased numbers of students involved in authentic work experiences and job training.