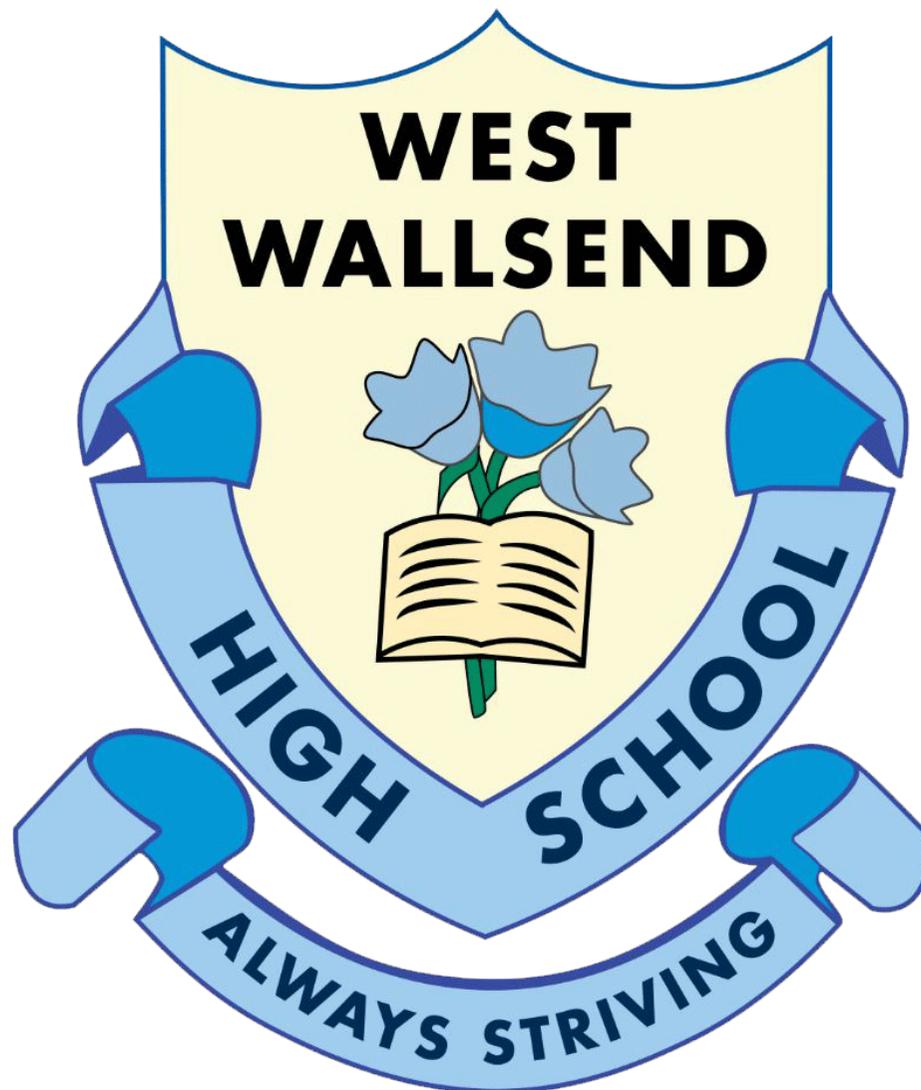


School plan 2018-2020

West Wallsend High School 8411



School background 2018–2020

School vision statement

West Wallsend High School is a proudly comprehensive community–focused school, which supports and encourages students to achieve their full potential in an inclusive and caring environment based on the core values of *respect, responsibility and excellence*. We strive to design and deliver a high quality education for all students in which our overall vision is: **engaged learning, passionate teaching, exceeding expectations.**

School context

West Wallsend High School is a 7–12 coeducational high school on the western side of Newcastle with over 600 students.

Our school values and culture underpin our daily work in ensuring our learning community strives for excellence, respect and responsibility. Teachers are committed to providing a high quality community of learning, delivering a broad range of subjects in an environment of high expectations. The school has a diverse range of students with 15% identifying as Aboriginal people. Six classes are dedicated to the education and support of students with disabilities.

A range of academically selective programs are on offer, including innovative future focused initiatives for gifted and talented students. The school also places a concentrated focus on developing aspirational learners with strong vocational educational opportunities.

West Wallsend High School has a tradition of strong parent and community involvement, working for continual improvement with the P&C and local AECG. We foster proud connections to four partner primary schools as part of the Sugarloaf Community of Schools (SCoS), as well as extensive links to the wider West Wallsend community.

School planning process

Qualitative and quantitative research was carried out in 2017 to determine the successful progression and completion of initiatives. This evidence was used at professional learning days which included collaboration from staff, parents, students, community and Principals and representatives from the Sugarloaf Community of Schools (SCoS) to share ideas and identify priorities for the 2018–2020 plan. This process included a review of the strengths, opportunities and areas for development. Collaboration has been ongoing, with all relevant stakeholders, to refine and finalise the 2018–20 plan.

School strategic directions 2018–2020



Purpose:

To develop teachers of the highest calibre who are skilled in engaging and challenging every student to exceed their expectations.

Purpose:

To develop future focused learners who are exceeding expectations by meeting, and moving beyond, literacy and numeracy targets.

Purpose:

To increase community participation in school leadership and family partnership projects so that our students grow into aspiring, confident, creative and resilient global citizens.

Strategic Direction 1: Future Focused Teachers

Purpose

To develop teachers of the highest calibre who are skilled in engaging and challenging every student to exceed their expectations.

Improvement Measures

Increased staff engagement in school-based professional learning and the Aspirant Leaders Program.

Increased participation in and receipt of higher levels of accreditation for classroom teachers and executive staff.

Increased quality and frequency of feedback and feed-forward processes from 7–12, leading to improvement in the percentage of students achieving in higher bands across all assessment tasks, and value-added HSC results.

People

Students

- Engage and actively participate in a variety of learning experiences.
- Evaluate their own learning by reflecting on feedback from formative assessment practices.

Leaders

- Lead the design, implementation and facilitation of high quality registered and non-registered professional learning targeting proficient, highly accomplished and lead teachers.
- Lead and support the implementation of policies and procedures.

Staff

- Design, develop and implement effective formative assessment strategies.
- Provide students with positive constructive feedback and feed-forward.
- Reflect on their own teaching practices.
- Engage in professional learning.

Parents/Carers

- Actively engage in deepening their knowledge, and supporting, school assessment practices, including formative assessment.

Processes

Aspirational teachers and leaders:

- Head teachers build the capacity of their staff by identifying and implementing key learning objectives in their faculty, and across the school.
- All teachers demonstrate best practice and engage in reflective practices to drive sustainable teaching and leading.

Whole school formative assessment practices:

- Head teachers lead and monitor the implementation of formative assessment practices to improve teacher pedagogy, including student feedback.
- Teachers draw on research to develop and implement future focused teaching and learning strategies.

Evaluation Plan

- Charting and evaluation of progress against the SEF.
- Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones.
- Analysis of school-based and external assessment data lesson plans/teaching programs.
- Mapping against career stages of Australian Professional Standards for Teachers.

Practices and Products

Practices

All teachers utilise feedback to improve their teaching and learning.

All teachers use data to monitor student performance and to set high expectations for all students.

All teachers engage in professional learning to build a collegial culture of best practice.

Products

Staff are exposed to a dynamic and contextualised suite of professional learning which builds capacity and fosters sustainable teaching and leadership practice.

Assessment tasks are flexible and responsive and are used to inform daily classroom instruction.

Continuous formative assessment practices are used to track student progress and achievement.

WWHS is recognised as a leader for its impact on learning progress, effective practices and continuous improvement.

Strategic Direction 2: Future Focused Learners

Purpose

To develop future focused learners who are exceeding expectations by meeting, and moving beyond, literacy and numeracy targets.

Improvement Measures

Increased proportion of students achieving in higher NAPLAN and HSC bands.

Increased proportion of students demonstrating active engagement with their learning.

Literacy and numeracy results for Aboriginal students matches (or exceeds) their chronological age.

People

Students

- Build skills to self-assess, utilising literacy and numeracy strategies in a variety of learning experiences.
- Engage, by actively participating, in a variety of culturally inspired learning experiences.

Leaders

- Adopt a coordinated approach to reading, where the teaching of literacy is valued, and there is an expectation of improvement across the school.
- Lead the authentic embedment of Aboriginal perspectives across whole school teaching and learning practices, with a focus on literacy and numeracy.

Staff

- Staff engage in Super Six training and adopt a coordinated approach to literacy and numeracy based on explicit instruction, high expectations, evidence collection and evaluative thinking.
- Lessons reflect targeted student data and embed exemplary teaching strategies.

Parents/Carers

- Demonstrate high expectations and an understanding of the school's educational directions by actively engaging in learning opportunities offered by the school.

Processes

Academic achievement in literacy and numeracy

- Students engage in Super Six comprehension strategies to impactfully improve their literacy progression.
- Students are exposed to the explicit teaching of literacy and numeracy strategies in their classes daily.
- All Aboriginal students participate in targeted programs to improve their literacy and numeracy skills.

Evaluation Plan

- Charting and evaluation of progress against the SEF.
- Regular gathering of data for analysis.
- Analysis of school-based data lesson plans/teaching programs.
- Reflection and reporting on the impact of planned activities identified in milestones.

Practices and Products

Practices

Head teachers support their staff to explicitly teach literacy and numeracy skills.

Every teacher explicitly teaches literacy and numeracy through their daily classroom instruction.

All students utilise feedback to enhance self-regulation.

All Aboriginal students engage with targeted programs to build literacy and numeracy capabilities.

Products

All students skilled in using Super Six comprehension strategies.

Strong cultural collaborations across and between parents, students and the community.

Strategic Direction 3: Future Focused Communities

Purpose

To increase community participation in school leadership and family partnership projects so that our students grow into aspiring, confident, creative and resilient global citizens.

Improvement Measures

Improved student retention.

Increased ambition reflected in post-school pathways for students.

Increased parent attendance at assemblies, community days and other events.

Improved SCoS Transition Program, shown through improved continuum of learning and increased student engagement and academic performance.

People

Students

- Actively engage in career-based learning experiences.
- Build their personal aspirations through guided goal setting and other strategies implemented at a school level and across the SCoS.

Leaders

- Executive evaluates data across the SCoS and strategically map career-based programming and related
- Executive leads and supports the implementation of SCoS initiatives.
- Executive engages parents and carers in the learning community.

Staff

- School staff engage in professional learning to develop their capacity to create challenging learning environments for students.
- Staff engage in professional learning to map student outcomes according to the literacy and numeracy progressions to establish deep knowledge in supporting the continuum of learning from the primary to secondary context.

Parents/Carers

- Develop knowledge and skills in supporting students to be aspirational learners.
- Participate in workshops in literacy and numeracy.

Processes

Community of learners: *Continuum of learning*

- Staff implement a whole school approach to stage appropriate activities that stimulate student's literacy and numeracy development. This will be extended into partner primary schools.
- Executive staff plan, design and implement programs which support a continuum of learning across the SCoS.

Community of learners: *Aspirational learning*

- All staff implement a whole school targeted approach to key areas for student improvement.
- The school adopts a whole school approach to reflection and feedback.
- The school executive collects, tracks and analyses data on student education and career aspirations from and across stages 3–6.
- The school utilises this aspirational program as an adjunct to increase student ambition.

Evaluation Plan

- Charting and evaluation of progress against the SEF.
- Data analysis utilising SCOUT as the platform.
- Staff, student, community, SCoS voice evaluation.

Practices and Products

Practices

Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning and community engagement.

A collegial culture of student expectations through a systematic framework to support an exchange of information across the SCoS.

Products

Enhanced partnerships in learning with parents and students.

Enhanced student awareness of the different types of career opportunities available.

Increased community awareness of the changing nature of education, including practices for student success to foster global citizens.

Enhanced value-added results led by greater collaboration, self-reflection, higher expectations and cohesive school teams.