

# School plan 2018-2020

Warners Bay High School 8440



# School background 2018–2020

## School vision statement

Warners Bay High School is a valued, dynamic learning community which enjoys strong support from the local community and from its Alumni.

Students are actively engaged in their learning, resulting in assessment capable learners with high expectations who challenge themselves to achieve their personal best.

A suite of specialised programs support the full range of learners providing quality education for all to ensure future focused learners. Extensive co-curricular and extra-curricular programs reflect the value of diversity by responsible, productive citizens.

Ongoing professional learning for staff fosters a culture of passion, enthusiasm and continuous improvement in student learning outcomes.

## School context

Warners Bay High, situated on the eastern side of Lake Macquarie, is a comprehensive 7–12 school with an enrolment of over 1294 students. The school was established in 1966 and enjoys a good reputation in the community for the provision of a “Quality Education for All.”

The student profile is predominately Anglo–Saxon with 3.2% of students from an Aboriginal background. 6.9% of students come from non–English speaking backgrounds. The most prevalent of the 33 languages represented are Afrikaans, Cantonese, French, German, Italian, Spanish and Tagalog.

The staff and parent community are relatively stable, with many staff and families having a long and strong connection with the school. The attendance profile for students has consistently been above state average for over ten years.

External data from the HSC, NAPLAN and VALID indicates good value – added growth.

Overall in each external measure students’ results are often below the state average and percentage in Same School Group (SSG) of each measure in the highest band.

Student results in the bands immediately below the top band are consistently and significantly above the percentage in the state and SSG. The previous School Plan 2018–2020 incorporated a number of initiatives and programs to lift the performance of students into the top two bands in the HSC, NAPLAN and VALID. These programs and initiatives, together with additional initiatives will continue and are documented in the 2015–2017 School Plan.

Internal data collected through surveys of staff, students and parents (2018), along with student focus groups as part of the Visible Learning Initiative, identified staff professional learning, staff reflections and analysis of external data, indicates a strong valuing of the school’s rich and varied curriculum. These, together with the extensive co-curricular and extra-curricular initiatives and

## School planning process

### Consultation Process

WBHS has a long history of using data to drive school improvement. Commencing in Term 4, 2017 and extending into Term 1, 2018, the school gathered data from students, staff and parents to identify three things the school does well and three things the school do better in terms of academic, culture and technology.

A total of 6472 survey comments informed the development of the 2018 – 2020 School Plan. (Students offering 5780 ideas, teachers/staff offering 529 ideas with 163 ideas/suggestions from parents.)

Specific feedback was sought from parents of our 42 Aboriginal and Torres Islander students. through the opportunity to contribute to the parent survey and to contribute in person during the “Yarning” meetings as part of out Junior AECG.

This data was triangulated with an extensive longitudinal analysis of external school data in terms of student learning outcomes measure through HSC, NAPLAN, RoSA and VALID.

Internal evidence was also gathered from the school’s Visible Learning program of student feedback to teachers, teacher peer feedback, student focus groups and walkthroughs. Regular feedback was sought from parents through the P&C Association.

The rich and varied data from all sources was analysed by the school executive. Using the available data the lead planning team identified the three Strategic Directions and the major initiatives to drive success within each Strategic Direction.

# School background 2018–2020

## School vision statement

## School context

activities strengthen student learning outcomes. Of significant note, students indicate the wealth of cultural programs to develop student and staff knowledge and tolerance of individual difference. These include, but are not limited to NAIDOC celebrations, Sorry Day, Harmony Day, Student Exchange, MADD Nights, Soiree, ANZAC Day, Cultural Food Days and Charity Days. The range of sporting programs was valued most highly by all year groups.

Staff survey responses indicate strong support and commitment for co-curricular programs to support and extend student learning and development. These include and are not limited to VLE/Brainfood, QLE, Student Interviews, Mentoring, HSC Study tutorials, the Bridging Course, Numeracy programs, Student Welfare and Homework Help.

Technology, computer accessibility, BYOD practices and on-line learning access through MOODLE and Google Classroom are an integral component of school life in some faculties but are not yet consistently applied across the whole school.

Together with the four partner primary schools, Warners Bay High School implements programs across the Community of Schools (CoS) to develop a co-ordinated approach to curriculum transition, a focus on student feedback and programs to support Aboriginal students through our Junior AECG.

## School planning process

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Students as Future-Focused  
Learners

### Purpose:

Warners Bay High School (WBHS) aims to produce highly successful life-long learners through rigorous academic and rich extra-curricular and co-curricular programs, resulting in a high public profile of success. We endeavour to have every student actively engaged in meaningful, challenging and future focused 21st century learning experiences. Students achieve and thrive as creative and resilient learners and leaders, as well as confident, productive citizens.

## STRATEGIC DIRECTION 2

Strong Community Support &  
Satisfaction

### Purpose:

Data collected from students, staff, parents and the community indicate satisfaction with the school's contribution to the community as a leading organisation for its impact on learning programs and continuous improvement.

## STRATEGIC DIRECTION 3

Teachers as Leaders of  
Learning

### Purpose:

In schools that excel, students are motivated, supported and inspired by teachers who are passionate about their subject area. Teachers practice and plan for the ongoing learning and development of each student in their classes through evidence-based teaching strategies. Teachers enthusiastically and willingly contribute to the school learning culture and the sharing of skills expertise through mentoring, coaching and observing of each other's practices. Teachers stay professionally aware, actively engage in their ongoing professional learning and development and share their learning with colleagues and staff in other schools.

# Strategic Direction 1: Students as Future-Focused Learners

## Purpose

Warners Bay High School (WBHS) aims to produce highly successful life-long learners through rigorous academic and rich extra-curricular and co-curricular programs, resulting in a high public profile of success. We endeavour to have every student actively engaged in meaningful, challenging and future focused 21st century learning experiences. Students achieve and thrive as creative and resilient learners and leaders, as well as confident, productive citizens.

## Improvement Measures

- The school is moving towards strong value-added results significantly above state average and SSG.
- Increased percentage of students scoring in the top two bands for NAPLAN
- Staff survey indicates 4C's (creative thinking; collaboration; critical thinking; and communicating clearly in diverse mediums) incorporated into at least one lesson per week for 100% of staff.
- Visible Learning Walkthroughs indicate students demonstrate engaged learners with high expectations and a growth mindset when questioned.

## People

### Students

Actively engage in school programs.

### Staff

Participate in and/or implement a rich range of co- and extra-curricular programs.

### Parents/Carers

Strong partnerships with parents/carers to build awareness of future-focused successful learners.

### Leaders

Provide Professional Learning for the pedagogy to inspire student Future-Focused Learners.

Leaders plan and implement improved learning spaces.

## Processes

- Continue to strengthen delivery of academic programs.
- Continue and extend extra and co-curricular activities to strengthen student engagement and participation in school life.
- Continue student access to a wide range of creative, cultural and sporting programs.
- Strengthen and extend welfare and well-being programs
- Encourage future-focused learning through pedagogical change improved learning spaces.

## Evaluation Plan

- Review and analyse HSC, NAPLAN and VALID data using SCOUT, BI, SMART and RAP software.
- Identify the nature of, and number of co-curricular programs each term.
- Identify the creative, cultural and sporting programs each month and note student participation rate.
- Review scope and sequence for welfare and well-being programs.
- Staff survey for 4C's
- Staff participation in Visible Learning Walkthroughs.

## Practices and Products

### Practices

- HSC mentoring; Senior Study program; Elevate; Edrolo; Mathspace
- VLE; QLE; Bridging Course; Careers Programs
- Homework help
- Autism Unit lunch-time coding.
- Literacy Program
- Numeracy Program
- GATs Program; Triple E
- PRC; Mock Trial; Debating; Science / Geography / Maths competitions; Envirothon; Bizfair; guest speakers for Focus Days; Chess; Robotics Club; Film Festival
- NAIDOC celebrations; Sorry Day; Harmony Day; JAECG; MADD Nights; Soiree; Band; Sporting programs at school, regional, state and national levels; Starstruck.
- Peer Support; Scope and Sequence for Focus Days 7–10; IEP's; PLP's; Transition 6–7; Top Blokes; Rock and Water; PBL Project; Leapfrog; Shine
- Stage 6 Mental Health and Well-being programs
- Professional Learning

### Refurbished learning spaces

- Physical learning spaces are used flexibly to foster future-focused learning

## Strategic Direction 2: Strong Community Support & Satisfaction

### Purpose

Data collected from students, staff, parents and the community indicate satisfaction with the school's contribution to the community as a leading organisation for its impact on learning programs and continuous improvement.

### Improvement Measures

- A range of indicators are used to measure parent, student and community satisfaction
- An increasing number of Alumni provide mentoring, coaching and support for students and staff
- Management practices are responsive to community feedback

### People

#### Students

Demonstrate cultural awareness and tolerance of difference and diversity through involvement in cultural programs.

#### Staff

CoS leaders facilitate programs to support Aboriginal students and strengthen AECG parent links.

Staff encourage Alumni participation for outgoing students.

#### Parents/Carers

Access the school's electronic communications

#### Community Partners

The University of Newcastle provides a research base for teaching and learning and ongoing Teacher Professional Learning against the Australian Professional Standards for Teachers.

### Processes

- Continue and extend cultural programs
- Continue and embed effective, inclusive communication structures
- Continue University of Newcastle Hub Partnership program.

### Evaluation Plan

- Number of cultural programs occurring each term.
- Number of communication structures and response rates.
- Number of ex-students offering support through the Alumni program.
- Formal evaluation of University of Newcastle Hub Pilot Professional Learning program.

### Practices and Products

#### Practices

JAECG and Kumardah programs; NAIDOC Week; Culture Camp; Harmony Day; Sorry Day; Bay CoS Leadership program; ANZAC Day; International visits; Exchange programs; CoS Professional Learning; CoS Aboriginal Programs; Duke of Edinburgh

- Embedded digital communications to parents and students; MOODLE; Website; Parent Portal; School App; Bulletin; P&C

- Early Career Teacher Induction program

- Beginning Teacher Mentor program

- Professional Learning program pilot led by University of Newcastle

# Strategic Direction 3: Teachers as Leaders of Learning

## Purpose

In schools that excel, students are motivated, supported and inspired by teachers who are passionate about their subject area. Teachers practice and plan for the ongoing learning and development of each student in their classes through evidence-based teaching strategies. Teachers enthusiastically and willingly contribute to the school learning culture and the sharing of skills expertise through mentoring, coaching and observing of each other's practices. Teachers stay professionally aware, actively engage in their ongoing professional learning and development and share their learning with colleagues and staff in other schools.

## Improvement Measures

- Research and evidence informs teaching practice.
- Teaching and Learning programs show evidence of action based on feedback on teaching practices.
- The leadership team participates in regular Professional Learning and shares that learning with staff in other schools.
- The school structures systems which facilitates professional dialogue, collaboration and classroom observation.
- Mentoring and coaching support operates in all faculties.
- Executive staff model strong instructional leadership.

## People

### Students

- Participate in Visible Learning initiatives including, the Year 7 Brainfood, Year 8 Visible Learning Expo, Year 9 Feedback Program.
- Participate in Year 10 Quality Learning Expo and Focus Group Senior Student Interviews.

### Staff

- Formulate Individualised Professional Learning Plans
- Design and Implement an integrated staff Professional Learning program that is informed by the knowledge, skills, abilities and aspirations of individual staff members.
- Engage with professional learning that enhances classroom practice and leadership capacity.
- Engage with educational partners from the University of Newcastle to enrich and enhance pedagogical practice – as Hub Mentors.

### Leaders

- Embrace and create opportunities for staff to develop their skills as innovative, resilient and high performing classroom practitioners and educational leaders.
- Positive and respectful relationships underpin a collaborative, collegial culture which fosters a productive learning and sharing environment.
- Staff focus on pedagogical practices based on student voice.

## Processes

- Continue Visible Learning focus including Walkthroughs with a focus on student learning with a growth mindset.
- Structure Professional Learning programs for all staff incorporating research to inform teaching practice.
- Implement Instructional Leadership programs for executive.
- Increase training in mentoring and coaching for all staff.
- Expand leadership opportunities for staff aspiring to higher levels of Highly Accomplished or Lead.

## Evaluation Plan

- Completed Walkthrough schedules for each faculty.
- Number of completed Professional Learning programs for staff
- Research papers developed to inform practice.
- Review of Teaching and Learning programs.
- Number of Professional Learning programs completed for executive.
- Number of Mentoring and Coaching programs operating.
- Executive demonstrate understanding of Instructional Leadership through processes established at faculty level.
- Number of executive working towards higher levels of Highly Accomplished or Lead (APST).

## Practices and Products

### Practices

- Ongoing research of Hattie & Dweck, Anderson, Nottingham and Robinson are incorporated into staff Professional Learning programs.
- Analyse data from Year 7 Brainfood; VLE; QLE; Senior Student Interviews
- Staff PDP's include a Professional Learning focus
- Student voice informs the development of teaching practices.
- Teaching programs reflect evidence-based practice.
- Staff engage with the Quality Teaching Model.
- Coaching and mentoring meet the needs of Early Career / Beginning Teachers.