

School plan 2018-2020

Walgett Community College - High School 8475



School background 2018–2020

School vision statement

Vision:

Excellence in education with improved student outcomes through excellence in teaching, high expectations, a focus on language and culture fostering resilient, positive and supportive relationships in partnership with the community.

Motto:

Courage and Excellence

Values:

Respect

Safety

Learning

School context

Walgett Community College is located 290 km north–west of Dubbo. The College has a combined P–12 enrolment of 275 students, including approximately 97% Aboriginal and Torres Strait Islander students, across two campuses. The college is in a remote, rural location allowing learning opportunities to occur in unique environments. Facilities at the college include a pre–school and two trade training centres offering courses including hospitality, metal and engineering and construction.

School planning process

During 2017, the college underwent a thorough consultation process with staff, community agencies, businesses, and 80% of parents. Community members and staff from district office and members of the reference group made up three research teams who conducted a thorough evaluation of the 2015 – 2017 school plan and a self assessment of the College using the School Excellence Framework.

Staff were involved in visiting parents to determine their needs for the college's future direction.

Representatives from the AECG were involved as part of the planning team and were represented in each of the research teams.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Build Capacity for Student
Success

Purpose:

To improve student learning outcomes through a culture of high expectations, growth mindset and aspirations. The students will learn in an environment of high quality explicit teaching, personalised learning, and a focus on literacy and numeracy where all students become successful, creative and confident life-long learners.



**STRATEGIC
DIRECTION 2**
Positive Behaviours for Success

Purpose:

To develop a positive social and emotionally resilient culture across the college based on Safe, Respectful, Happy Learners.



**STRATEGIC
DIRECTION 3**
Community, Culture &
Language & Engagement

Purpose:

To establish and build community partnerships where parents, families and community organisations collaborate to a develop culture and language for improved student engagement and outcomes.

Strategic Direction 1: Build Capacity for Student Success

Purpose

To improve student learning outcomes through a culture of high expectations, growth mindset and aspirations. The students will learn in an environment of high quality explicit teaching, personalised learning, and a focus on literacy and numeracy where all students become successful, creative and confident life-long learners.

Improvement Measures

7–10 achieving tracked growth on the Literacy and Numeracy progressions.

2% increase in the proportion of students in top two bands for NAPLAN Years 3, 5, 7 & 9 aligned with Premier's priorities.

All teachers developing and delivering differentiated learning tasks, formative assessment and providing relevant feedback.

All of staff supported to reach professional learning goals of PDP through professional learning.

People

Staff

Provide learning environments where learning intentions and success criteria are clear. In all programs, explicit teaching, the use of formative assessment and feedback is clearly articulated.

Sustain collaborative practise in working towards their professional learning and school goals.

Clearly articulate high expectations to ensure a growth mindset to all students.

Students

Actively engaged in the formulation of Personalised Learning Plans with specific learning goals and are able to articulate their next steps for learning.

Display a growth mindset towards their learning and their future goals.

Leaders

Promote and develop growth mindset of whole learning community.

Establish and review current processes for monitoring and developing the capacity of staff through professional learning, observations and roles and responsibilities.

Develop processes for the monitoring of regular reviews of personalised learning plans.

Parents/Carers

Processes

Personalised Learning Plans

Develop strong partnerships between students and parents /carers to plan learning goals that are aspirational and informed by the data and the student's understanding of their progress towards achieving their goals. Promote high expectations.

Collaborative practice

Establish and develop collaborative professional learning with a focus on explicit teaching, the embedding of literacy and numeracy, backward mapping of assessment, learning adjustments and differentiation. Formative assessments and data analysis will be used to inform future planning and learning goals and professional learning for staff.

Evaluation Plan

Data to be collaboratively analysed:

PDPs twice per year – mid and end year

Observations and feedback per term

Program supervision and feedback every term

NAPLAN data analysis Term 3

HSC /RAP analysis – Term 1

Internal student performance data every 5 weeks

Destination survey– Term 1

Suspension census– semester

Practices and Products

Practices

The whole school community articulates and demonstrates aspirational expectations and achievement for all students.

All teachers explicitly teaching literacy and numeracy to students showing clear evidence of adjustments to address student learning needs and the provision of explicit feedback as an integral part of daily practice.

All students and parents/carers develop and review personalised learning plans and learning goals in partnership with teachers.

Products

All teaching programs are a product of collaborative planning and include explicit teaching, the embedding of literacy and numeracy, learning intentions, success criteria and the backward mapping of assessment tasks. Clearly defined learning adjustments specific to student need and included in programs.

Formative assessment is integrated into teaching and learning practice in every classroom confirming students learn what is taught.

Clear systems embedded to support teachers at each stage of their career to achieve their professional learning goals enabling them to deliver the responsibilities aligned with their roles and responsibilities.

Structures are in place to enable all

Strategic Direction 1: Build Capacity for Student Success

People

Participation and engagement in the development of personalised learning plans.

Community Partners

Build a partnership to develop and promote competent and confident lifelong learners for our students.

Processes

TTFM survey – Term 4 Student and teacher

Attendance – term

Assessment – term

Feedback from parents via PLP – Each semester

Feedback from community partners aligned with programs delivered with the school – Each semester

Transition programs

Systematically mapping students against the Literacy and Numeracy Progressions.

Practices and Products

teachers to analyse data to monitor and assess student progress and reflect on teaching outcomes. This will happen twice per term to inform planning, identify interventions and modify teaching practice.

Strategic Direction 2: Positive Behaviours for Success

Purpose	People	Processes	Practices and Products
<p>To develop a positive social and emotionally resilient culture across the college based on Safe, Respectful, Happy Learners.</p>	<p>Staff</p> <p>All staff regularly meet with students and parents and carers to review student progress.</p>	<p>Consistent use of Positive Behaviour for Learning</p> <p>Explicit teaching and reinforcement of the resilience and positive behaviour for learning weekly focus in all lessons. This will be registered in Teaching and Learning programs.</p>	<p>Practices</p> <p>80 – 100 % of staff implementing at least one resilience program (FRIENDS) in partnership with local organisations, Aboriginal organisations underpinned by the consistent use of Positive Behaviour for Learning across the college.</p>
<p>Improvement Measures</p> <p>Increased parent and carer involvement in the personalised learning plans (PLPs) and reviews</p>	<p>Staff explicitly teach and reinforce positive behaviour for learning and resilience programs.</p>	<p>Small group activities implemented by Aboriginal organisations, youth support worker and chaplain.</p>	<p>80 – 100% of staff are mentors for students as part of the Personalised Learning Plans for students and check in regularly with students to provide advice and assistance to support students to fulfil their potential.</p>
<p>All staff to be involved in the mentoring of students in setting attendance, learning and behaviour goals.</p>	<p>Establishment of a Learning Centre.</p>	<p>Parent and Carer Partnerships</p>	<p>School wide collective responsibility for student learning and success, shared by parents/carers and students, informed by students wellbeing and learning needs.</p>
<p>Increase in student attendance, engagement in lessons and completion of learning tasks.</p>	<p>Students</p> <p>All students are actively engaged in positive behaviour for learning and resilience programs.</p>	<p>Teachers, students, parents and carers meet regularly to update, provide intervention and support, through the Learning Support Team, monitor and track student progress and celebrate student success.</p>	<p>Products</p> <p>The language of the resilience program (FRIENDS) and Positive Behaviour for Learning are evident in all programs, classrooms and lessons..</p>
<p>Increase in school and community partnerships providing support for student wellbeing. Introduction of FRIENDS Resilience Program.</p>	<p>Students make positive choices for behaviours.</p>	<p>Evaluation Plan</p> <p>Data to be collaboratively analysed by PBL Teams.</p>	<p>School-based data is analysed to inform future planning and to monitor, track and report on the implementation of PBL and resilience program, student and school improvement.</p>
<p>All College staff explicitly teaching, modelling and promoting the WCC PBL values of Safe, Respectful and Happy Learners. While endorsing a whole college courage and excellence, anti-bullying program and using consistent language when explicitly teaching the expectations of PBL..</p>	<p>Students engage in goal setting and tracking their goals.</p> <p>Parents/Carers</p> <p>Parents and Carers work in partnership with students and teachers to develop goals for students and to regularly participate in reviewing student success.</p>	<p>PBL data analysed – fortnightly</p> <p>Suspension census – semester</p> <p>Learning Support minutes– fortnightly</p>	<p>Formalised meeting times are evidenced through documentation; regular reviews of Personalised Learning Plans and student success with parents and students.</p>
<p>10% decrease in student suspensions.</p>	<p>Community Partners</p>	<p>Attendance – term by term</p>	<p>Community members (or mentors) provide input into the learning support team meetings.</p>
<p>15% increase in positive entries on Sentral.</p>	<p>Community organisations work in partnership with the school to provide holistic support for student wellbeing.</p>	<p>Tell Them From Me – Term 4 – student and teacher</p>	
<p>20% decrease in major incidents.</p>	<p>Community organisations provide assistance for students at risk.</p>	<p>Personalised Learning Plan reviews – term</p>	
<p>Introduction of common language to encourage PBL values and general positive behaviour from students.</p>	<p>Leaders</p> <p>Leaders work with teachers and other</p>	<p>Truancy – weekly</p>	

Strategic Direction 2: Positive Behaviours for Success

People

school staff to develop and implement personalised learning plans and regular reviews, professional development for resilience programs and positive behaviour for learning.

Strategic Direction 3: Community, Culture & Language & Engagement

Purpose	People	Processes	Practices and Products
<p>To establish and build community partnerships where parents, families and community organisations collaborate to a develop culture and language for improved student engagement and outcomes.</p>	<p>Staff</p> <p>All staff gain Certificate 1 in Gamilaraay language.</p> <p>Staff will reinforce the use of language terms in classrooms.</p>	<p>Language</p> <p>Develop and implement a Gamilaraay language program across the college from preschool to year 10.</p>	<p>Practices</p> <p>Gamilaraay Language will be taught to all year levels from preschool to year 10 and common words reinforced in classrooms by teachers.</p>
<p>Improvement Measures</p>	<p>All Aboriginal staff trained in Sista Speak or Bro Speak.</p>	<p>Targeted Programs</p>	<p>A new subject 'Language and Culture' will be taught to years 7 – 10 which will incorporate language and culture in a project based learning environment, and will involve a range of local support.</p>
<p>All students learning Gamilaraay language P – 10.</p>	<p>Staff will develop their skills in maintaining positive parent relationships within our school.</p>	<p>Committee established to oversee the implementation of the subject 'Language and Culture, Sista Speak and Bro Speak. and the Program 'Healthy Culture, Healthy Country' K – 6, led by Assistant Principals.</p>	<p>Healthy Cultures Healthy Country program will be taught in years K – 12.</p>
<p>Support for the introduction of Aboriginal Language program to engage parents and community in the learning/teaching of language.</p>	<p>Professional Learning (PL) is to reflect on feedback advice of the wider school community, including AECG, SRG, and Aboriginal staff employed.</p>	<p>Science, Technology, Engineering and Mathematics (STEM) projects.</p>	<p>All staff to participate in Connected to Country.</p>
<p>100% students engaged and completion of learning and assessment tasks in 'Language and Culture' and the program 'Healthy Culture, Healthy Country'</p>	<p>Staff PL on effective communication processes to ensure school programs, activities and progress of students are clearly connected to country.</p>	<p>Walgett Open Opportunity Learning Centre Led by Head Teacher – Student Engagement.</p>	<p>Sista Speak, Bro Speak and Signal Creative will be developed and implemented across the college.</p>
<p>Proportion of students involved in Sista Speak and Bro Speak.</p>	<p>100% staff trained in certificate I Gamilaraay language and 100% Aboriginal staff trained in Sista Speak and Bro Speak.</p>	<p>Career Planning with a focus on developing skills for local employment.</p>	<p>Family, school and community efforts are integrated so that children grow up in a safe, healthy and connected community.</p>
<p>Increased community satisfaction and student success with the programs.</p>	<p>Students</p> <p>All students are actively involved in the language and culture program 7 – 10 and " Healthy Culture, Healthy Country", K – 6.</p>	<p>Involvement</p> <p>Students are provided opportunities to attend community and other school events so as to build on their leadership skill and their community awareness.</p>	<p>All members of the school and wider community build a positive belief in the current and future directions of the school.</p>
<p>Promote the role of the School Reference Group as a voice for parents and community.</p>	<p>All students learning language and have the opportunity to participate in Sista Speak and Bro speak.</p>	<p>Evaluation Plan</p>	<p>Show Me The Way short film production will continue and be offered to year 10 and 11 students using previous participants as mentors.</p>
<p>Improving school attendance with our partner Remote School Area Strategy (RSAS), parents, and carers.</p>	<p>Students to participate in a variety of formal and informal leadership programs: Junior AECG, Walgett Shire Youth Council and as a platform to voice their opinions in regards to the school community supporting them in their learning.</p>	<p>Community organisation partnerships</p> <p>Student engagement</p> <p>Parent engagement</p> <p>Teacher engagement in professional learning</p> <p>TTFM</p>	<p>Products</p> <p>Successful implementation of the subject 'Language and Culture' and the program 'Healthy Culture Healthy Country'.</p>
	<p>Parents/Carers</p>		<p>Language is taught P – 10 and is reinforced in all lessons.</p>

Strategic Direction 3: Community, Culture & Language & Engagement

People

Parents and carers actively support this program and provide regular feedback.

Parent and carer contribution to school planning and decision making, through informal and formal means. The school will provide opportunities for parents and carers to access accredited courses or services to build their capacity to support their skills and confidence.

Aboriginal Education initiatives that increase parental participation and input including: AECG participation, NAIDOC Week, Aboriginal Education Team, Connected to Country, Aboriginal Language.

Parents and Carers participate in personalised students learning (PLP's) identifying and relaying key information about their children to staff.

Community Partners

Community partnerships are formed which provide advice and expertise to further develop the programs.

School environment improvements including murals, totem poles, and a bush tucker garden supporting community involvement.

Leaders

Provision of resources: human, financial and physical to support the successful implementation of the programs.

Community partners support school's vision and strategic direction to improve school

Processes

Parent and Community Surveys

Practices and Products

Strong partnerships with Aboriginal community organisations and local experts established.

Ongoing interagency support within the school such as WAMS, PCYC, and TAFE Western.

Further films will be created showcasing Aboriginal knowledge holders of the Gamilaraay Nation.

Strategic Direction 3: Community, Culture & Language & Engagement

People

image within the wider community.