

School plan 2018-2020

Warrawong High School 8480



School background 2018–2020

School vision statement

Warrawong High School is a nurturing and inclusive learning environment where all students are valued. As underpinned by our Values Platform we have high expectations leading to our students being successful learners who make valuable contributions to school and beyond. We value maintaining positive and respectful relationships while demonstrating empathy for one another. Our expert teachers deliver quality learning experiences that challenge our students' thinking in a future learning world. We encourage our students to be environmentally responsible global citizens.

School context

Warrawong High School is situated close to Port Kembla in the Illawarra bordered by Lake Illawarra. It is a low socio-economic community which causes enrolments to fluctuate as families move into and out of the area. Warrawong High School houses the region's Intensive English Centre which supports new arrival and refugee students as they enter our country. It also has one of the largest Special Education Units in the Illawarra and South Coast which supports students with intellectual disability.

The total student population of Warrawong High School is 650 which include 56% from non-English speaking backgrounds, 8% Aboriginal and Torres Strait Islander and 39 nationalities.

Warrawong High School is part of strong Community of Schools which includes: Cringila Public School, Lake Heights Public School, Kembla Warra Public School, Port Kembla Public School and Warrawong Public School. Two of our signature CoS programs are the WACKI Film Festival and Permaculture Garden Living Classroom.

Through these programs and others, Warrawong High School has strong links with the local education and business community including Bluescope and the University of Wollongong.

The school's strategic directions: Equity and Engagement; Learning and Engagement; Communication and Engagement supports our focus on making a real difference to the learning outcomes of all students, building the capacity of staff to deliver on this and strengthen our community relations.

School planning process

Throughout the implementation of the 2015–2017 School Plan, our faculty teams and project teams engaged with the School Excellence Framework self-assessment chart. Using this process, these school teams regularly evaluated progress towards achieving milestones within their 5P Plans. This has provided valuable feedback not only on what has been achieved but what impact has been made and what the next steps are.

Throughout this school planning cycle we have evaluated numerous whole school programs, systems and procedures. Recommendations from these evaluations have been put into practice. This has created a culture of continuous improvement in the school where we conduct cyclic evaluations each year.

In 2016 our school underwent External Validation for the first time. This process enabled us to analyse a number of key programs and processes through gathering a range of evidence sets. It provided useful information to evaluate our progress towards achieving targets in the school plan while also supporting future planning.

2017 saw the establishment of our Parent Engagement Group which meets once per month throughout the year. This parent body has been a valuable source of feedback while engaging them in the school's decision making processes.

In the second half of 2017 the school executive team and all staff collaborated, in different forums, to develop the 2018–2020 School Plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 EQUITY AND ENGAGEMENT

Purpose:

Ensuring all students have access to the curriculum, regardless of ability, increases their opportunity to be successful at school. Catering for individual learning needs through accommodations, adjustments and differentiation overcomes inequities in education. Engaging students in learning increases attendance, retention and attainment across all year groups. This integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all of our students.

STRATEGIC DIRECTION 2 LEARNING AND ENGAGEMENT

Purpose:

Focussing on teacher quality builds their capacity as leaders of learning which enhances the educational outcomes of all students. Effective induction programs, aspiring leader programs and developing individualised professional learning plans support the performance and development of teachers at all career stages. The professional learning of our staff is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. We have explicit systems for collaboration and feedback to sustain quality teaching practice.

STRATEGIC DIRECTION 3 COMMUNICATION AND ENGAGEMENT

Purpose:

Effective communication and management systems within and across the school community support the work of teachers and maintains these positive relationships. Engaging our parents, education community and business community in productive partnerships with the school enhance the learning outcomes for our students. Our school Principal and leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Strategic Direction 1: EQUITY AND ENGAGEMENT

Purpose

Ensuring all students have access to the curriculum, regardless of ability, increases their opportunity to be successful at school. Catering for individual learning needs through accommodations, adjustments and differentiation overcomes inequities in education. Engaging students in learning increases attendance, retention and attainment across all year groups. This integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all of our students.

Improvement Measures

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

School data shows that student progress and achievement is working towards being greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

People

People

Students: Students are actively engaged in negotiating their own individual learning plans and monitoring their progress towards improvement through conferencing strategies.

Staff: Staff engage in professional learning activities that develop and sustain their ability to make effective accommodations and adjustments specific to their students' learning needs. They regularly use GROWTH Coaching strategies with their students

Parents/Carers: Parents play an active role in developing and supporting individualised learning plans for their children and monitoring progress towards improvement.

Community Partners: Community Partners play a vital role through mentoring and guiding programs relevant to the learning needs of students. .

Leaders: School Leaders will engage with the School Excellence Framework and, Performance and Development Framework to build their capacity and the capacity of others to make effective accommodations and adjustments specific to their students' learning needs.

Processes

LST members are attached to faculties to provide ongoing professional learning and support to implement individual education plans. Careers teachers support this through School to Work planning.

Faculties collaborate with LST member to code teaching programs and assessment tasks to ensure they meet the learning needs of all students.

The Wellbeing Team develops a scope and sequence of wellbeing programs each year to meet the age-specific and social needs of students.

Internal and external assessment data is analysed at regular intervals across the year for faculties to respond to.

LST work with faculties to develop teaching strategies informed by student learning progressions.

Student conferencing, coaching and mentoring strategies are used to take responsibility for their own learning.

Evaluation Plan

Report on progress towards achieving milestones twice a term at executive meetings.

Report on progress towards achieving milestones at staff meetings.

Tracking trend and longitudinal assessment data.

Conducting surveys and questionnaires with parents and students.

Practices and Products

Practices

Teachers integrate strategies from individual education plans into their lesson planning and instruction with support from a Learning and Support Teacher.

Faculties/teachers regularly evaluate teaching programs and assessments against the NSW Quality Teaching Framework and syllabus documents to ensure currency, rigour and authenticity.

The Wellbeing Framework is used to map whole school programs to ensure all elements are addressed across 7–12.

Faculties/teachers use analysis of student performance data to inform teaching programs, assessments and classroom practice.

Products

Individualised education plans are in place for students requiring additional support for their learning, attendance, behaviour, wellbeing and/or vocational pathways.

Teaching programs and assessments are differentiated with appropriate adjustments and accommodations to cater for the learning needs of all students.

Wellbeing programs are planned across the year to support student transition across different stages to be successful learners and responsible citizens.

Increase in numbers of students in the top 3 bands for NAPLAN and HSC while internal assessment analysis shows student growth across all year groups.

Strategic Direction 2: LEARNING AND ENGAGEMENT

Purpose

Focussing on teacher quality builds their capacity as leaders of learning which enhances the educational outcomes of all students. Effective induction programs, aspiring leader programs and developing individualised professional learning plans support the performance and development of teachers at all career stages. The professional learning of our staff is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. We have explicit systems for collaboration and feedback to sustain quality teaching practice.

Improvement Measures

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results

People

People

Students: Students are engaged in new and higher order ways of learning that focus on improving their literacy and numeracy skills. **Staff:** Staff take responsibility for developing their own professional learning plan and engage with Performance and Development strategies to suit their career stage and aspirations. **Parents/Carers:** Parents take opportunity to engage with the school's assessment, reporting and evaluation processes to make valuable contributions to their child's education. **Community Partners:** Community Partners play a role in building teacher capacity through professional learning activities. **Leaders:** Through the School Excellence Framework, Performance and Development Framework, School Professional Learning Plan and Growth Coaching, school leaders will lead whole school improvement in teaching and learning.

Processes

The school's executive support the implementation of QT Peer Observations through 5P Plans, PDPs, accreditation and regular sharing of classroom strategies across the school.

There is a school wide focus on targeted professional learning for teachers in the use of learning progressions to inform differentiated and visible learning strategies.

Structures are in place for regular analysis of student performance and wellbeing data linked to the school's assessment and reporting schedule.

Structures and programs are in place to support the performance and development of staff at all career stages that meet DoE and NESA requirements.

Evaluation Plan

Report on progress towards achieving milestones twice a term at executive and staff meetings. Regular review of the Professional Learning Matrix. Staff Development Day evaluations. Teacher surveys/questionnaires.

Practices and Products

Practices

The Quality Teaching Peer Observations program drives, ongoing, school-wide improvement in teaching practice and student results.

Explicit/visible teaching practices are evident in all classrooms with explicit learning intentions and evaluations of student learning outcomes.

Analysing and interpreting internal and external assessment data at key points throughout the year and coaching students through the improvement process is embedded across Years 7–12.

Regular and ongoing planning/evaluation of teacher performance and development, and accreditation is in place across the school.

Products

All teachers employ a range a teaching strategies and techniques supported by current pedagogical research linked to how their students learn best.

All faculty programs/lessons plans are informed by student achievement data, curriculum requirements and evaluative feedback to provide continuous improvement for all students across all abilities.

A full range of formative and summative assessment strategies are applied in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Strategic Direction 2: LEARNING AND ENGAGEMENT

Practices and Products

The school has best practice professional learning for teacher induction, teacher quality, accreditation and leadership development in place.

Strategic Direction 3: COMMUNICATION AND ENGAGEMENT

Purpose

Effective communication and management systems within and across the school community support the work of teachers and maintains these positive relationships. Engaging our parents, education community and business community in productive partnerships with the school enhance the learning outcomes for our students. Our school Principal and leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Improvement Measures

The school's administrative and management systems are high level and deliver on DoE and NESA requirements to benefit the school community. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decreases.

People

People

Students: Students are aware of their responsibilities regarding their compulsory attendance at school. They understand the eligibility requirements for the RoSA, Preliminary Course and HSC Course.

Staff: All staff are aware of the school's management procedures, DoE and NESA requirements. These are regularly revisited and form part of the school's Teacher Induction Program and ongoing professional learning.

Parents/Carers: The school has a range of strategies to engage Parents/Carers in the work of the school to improve the learning opportunities for their children e.g. PEG meetings, parent forums, information evenings, parent/teacher evenings.

Community Partners: Community partnership programs and initiatives are evaluated with key stakeholders to improve their quality and meet the specific needs of our students.

Leaders: Leadership development is central to school capacity building. Systems are in place to build the leadership capacity of staff and students.

Processes

The school's annual Professional Learning Matrix is aligned to the school plan and staff PDP goals supported by QT Peer Observations.

School and faculty structures ensure all staff have knowledge, understanding and application all school procedures.

Conducting regular cyclic evaluations of whole school programs to ensure they meet the needs of all of our students.

Community programs are aligned to the school plan and Values Platform with clear role statements and 5P plans for those who lead them.

Strengthening communication and engagement with our parent community empowers them to contribute to the work of the school.

Evaluation Plan

Report on progress towards achieving milestones twice a term at executive and staff meetings. Text BoxSelf-evaluation tools used with parents and others across the school community

Practices and Products

Practices

Staff apply school procedures in all instances to ensure student learning outcomes and school operations are maximised.

Building a culture of continuous improvement where evaluative thinking skills are developed across the school.

Explicit plans/programs are implemented with the school's community partners to support the needs of our students.

Effective systems, procedures and management of professional learning and development programs inspire teachers to be effective leaders of learning.

Products

Clear and readily accessible, electronic, systems and procedures are in place. These best practice procedures support high level school operations and teaching and learning programs.

All school programs, underpinned by the NSW Quality Teaching Framework, are needs-based, engage students in their own learning and support their transitions across the stages.

Strong partnerships exist with the local business and education community support the school's expectation of students to develop effective school to work plans.

The school has a strong leadership structure focused on continuous improvement of teaching and learning and shared sense of responsibility for student success.