

# School plan 2018-2020

## Winmalee High School 8573



# School background 2018–2020

## School vision statement

Winmalee High School is a Positive Education school with meets the educational, health and wellbeing needs of students from Years 7–12, providing opportunities for students to develop their strengths in a range of areas. The whole child is considered in providing opportunities for students at Winmalee. Students can discover how they are creative and intelligent and enhance their wellbeing through an array of academic and co-curricular programs.

Staff are committed to delivering quality teaching and learning programs and providing a diverse, comprehensive curriculum which responds to student needs and aspirations. Winmalee High School values strong citizenship and community participation, and encourages all students to strive to achieve through continued persistence and practice.

## School context

Winmalee High School is a public co-educational Year 7–12 High School situated in the Blue Mountains. The school has 870 enrolments, with 31 Aboriginal students and 60 students from Language Backgrounds Other Than English. WHS has 59.2 teaching staff, 10.8 non-teaching staff and 12 support staff. The school effectively implements Positive Education developing resilient learners and young people. The implements Positive Behaviour for Learning, encouraging all to take pride in being Safe Respectful Learners.

The quality of student and teacher relationships and partnerships with parents and the community are valued. The school has a strong reputation for its quality academic results across a range of key learning areas and courses with a focus on providing differentiated support for all students at all levels.

Winmalee delivers a range of leadership and co-curricular programs such as, The Duke of Edinburgh Award/Program, community service, visual, creative and performing arts and sport programs. The school has a strong learning and support team with a Learning and Homework Hub.

## School planning process

The school planning process commenced with the whole staff being given the opportunity to provide their views on what was important to maintain, improve and implement, in order to continue the strong focus on the development of the whole child at Winmalee High School. This work was then reflected upon at the school's Executive Planning Conference and the Wellbeing Conference. The whole staff at a staff meeting provided further views on the key areas for focus in the plan. This included suggested directions and milestones.

The draft strategic directions were presented to the P&C at a regular meeting. The process of the new school planning model was shared. The focus of our strategic directions were further clarified and consolidated through this process.

All staff, through professional learning workshops, were provided with the opportunity to view the draft school plan and give feedback on the products, practices and processes outlined. This feedback informed the final plan. The P and C and Student Representative Council viewed the strategic directions and had the opportunity to provide feedback on our three areas and the 5Ps. Feedback from all of these stakeholders formed the final school plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality Teaching and Learning

### Purpose:

To inspire staff to actively build their mastery of teaching, working independently and collaboratively to reflect on their professional practice. Staff deliver engaging, innovative and well-resourced teaching and learning programs, which are inclusive of all; providing opportunities for every student to achieve his/her personal best and improve their literacy and numeracy skills in a challenging and dynamic learning and assessment environment that embraces high expectations and fosters independent learning. To build students' creative, communicative, and collaborative skills to enable them to successfully discover and connect to the community and world around them.

## STRATEGIC DIRECTION 2

Quality Values and Partnerships

### Purpose:

To improve communication with the school community, and to provide opportunities for parents and caregivers to engage and participate across the school. To improve student attendance, implementing revised procedures, and providing targeted support for students where required. To continue to provide opportunities for all students to engage in co-curricular programs in areas of interest and passion. To showcase school wide and student successes across a range of areas through a range of platforms. To continue to foster a school community which is founded upon respect for others; embracing inclusivity and a collective sense of belonging. Building on the culture of being an 'upstander' and having a voice on issues that are important in the school, community and beyond the school.

## STRATEGIC DIRECTION 3

Health and Wellbeing

### Purpose:

To systematically implement curricular and co-curricular learning opportunities for Positive Education across the school with staff, students and parents and fostering a community wide, collective understanding and responsibility to support and enhance health and wellbeing; allowing individuals to realise their own abilities, cope with the normal stresses of life, work productively and fruitfully and be able to make a valuable contribution to their own school and community; providing a safe, supportive learning environment in which all students feel included and supported in their learning.

# Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To inspire staff to actively build their mastery of teaching, working independently and collaboratively to reflect on their professional practice. Staff deliver engaging, innovative and well-resourced teaching and learning programs, which are inclusive of all; providing opportunities for every student to achieve his/her personal best and improve their literacy and numeracy skills in a challenging and dynamic learning and assessment environment that embraces high expectations and fosters independent learning. To build students' creative, communicative, and collaborative skills to enable them to successfully discover and connect to the community and world around them.</p>	<p><b>Students</b></p> <p>Build skills to self-assess utilising writing rubrics and literacy and numeracy progressions with a focus on wellbeing and developing a growth mindset.</p> <p>Develop their ability to find joy in learning, build their skills, knowledge and understanding to enable/empower them to be independent, self-reflective learners.</p> <p><b>Staff</b></p> <p>Engage collaboratively in professional learning.</p> <p>Extend skills in developing quality teaching and learning programs.</p> <p>Manage their NESA accreditation maintenance.</p> <p>Focus on improving Literacy and Numeracy standards.</p> <p>Enhance observation of learning and engagement.</p> <p>Exploit technology.</p> <p><b>Parents/Carers</b></p> <p>Understand the purpose of current teaching practices in supporting the learning needs of students.</p>	<p>Engage staff through working collaboratively, using mentoring and coaching, to implement evidence based practices and assess measurable improvement of student learning outcomes.</p> <p>Undertake professional learning in targeted literacy strategies, including ALARM (from Years 7–12) and supported in developing appropriate, explicit teaching and learning strategies and resources.</p> <p>Establish specific literacy and numeracy strategies for all students based upon external data and establish processes to identify targeted student groups for intensive improvement programs and support achievement of the National Minimum Standards.</p> <p>Professional learning to strengthen teacher understanding of inclusive assessment and effective use of formative and summative assessment.</p> <p>Professional learning to strengthen the understanding of features of quality teaching and learning programs that are inclusive and differentiate to meet the needs of all students, including Self Select and Learning and Support.</p> <p>Develop teacher skills and abilities to set goals to track NESA maintenance of accreditation (Registered and Teacher</p>	<p><b>Practices</b></p> <p>Staff confidently manage their own professional learning to meet NESA maintenance of accreditation requirements..</p> <p>Teachers and student peers regularly provide explicit and descriptive feedback to students to improve the quality of their work and improve learning. Students can articulate their learning and understand what they need to do next, undertake deliberate practice and apply feedback.</p> <p>All ATSI students set Literacy &amp; Numeracy goals, in addition to personal goals, within their PLPs. Individualised tutoring support to increase the proportion of students in the top two NAPLAN bands for reading and numeracy.</p> <p>Effective , purposeful and increased use of diverse learning technologies that actively engage students in learning .</p> <p>Regular professional learning sessions provided to help staff develop skills and confidence in the use of a diverse range of technologies.</p>
Improvement Measures			
<p>Growth for students in all areas of literacy and numeracy shown in internal and external testing (8% by 2019).</p> <p>Evidence of writing skills development using explicit scaffold and feedback across all faculties, 7–12, resulting in improved writing results 7 – 12 beyond expected growth for like school groups.</p>			

# Strategic Direction 1: Quality Teaching and Learning

People	Processes	Practices and Products
<p><b>Leaders</b></p> <p>Foster a commitment to growing a school-wide culture of high expectations and a shared sense of responsibility for students engagement, learning, development and success.</p> <p>The school executive adopts a coordinated approach to literacy where the teaching of reading and writing is valued and there is an expectation of improvement in literacy standards across the school.</p>	<p>Identified Professional Learning) and promote professional growth.</p> <p>To work collaboratively with ATSI students and parents to develop PLPs and establish tutoring support.</p> <p>Provide professional learning on how to effectively observe students learning and level of engagement; how to review and benchmark progress and provide explicit feedback on how to adjust strategies to improve both.</p> <p>Teach students how to set meaningful learning goals, provide meaningful peer feedback and develop the skills of self-reflection in order to improve engagement and the standard of their work</p> <p>Develop teacher skills in digital literacy to support student learning and promote engagement.</p>	<p>The school uses systematic and reliable assessment information to evaluate student learning. Processes are in place to support teacher consistent evidence based judgement and moderation of assessments.</p> <p>Progress in learning is acknowledged and rewarded to promote the value of effort and persistence.</p>
	<p><b>Evaluation Plan</b></p> <p>ATSI students Literacy and Numeracy data compared to measure improvement.</p> <p>Document evidence of Teaching and Learning programs and assessment improvements.</p> <p>Collect work samples to illustrate learning</p>	<p><b>Products</b></p> <p>Growth for students in all areas of literacy and numeracy as shown in internal and external testing /data.</p> <p>All teachers/faculties have developed quality teaching and learning programs which include explicit literacy and numeracy strategies; are inclusive of and differentiated to support all students and reflect NESA accreditation and registration standards.</p> <p>Teaching and learning programs reflect a variety of assessment strategies (formative and summative).to capture information about student learning and inform their teaching.</p> <p>Teaching &amp; Learning programs provide options and choice for students to undertake learning tasks, and demonstrate their knowledge, skills and understanding (represent their learning).</p>

# Strategic Direction 1: Quality Teaching and Learning

## Processes

and assessment.

Collect NESA etams reports.

Gather staff evaluations and survey data from students including "Tell them from me" to inform effectiveness of PD and student programs.

# Strategic Direction 2: Quality Values and Partnerships

## Purpose

To improve communication with the school community, and to provide opportunities for parents and caregivers to engage and participate across the school. To improve student attendance, implementing revised procedures, and providing targeted support for students where required. To continue to provide opportunities for all students to engage in co-curricular programs in areas of interest and passion. To showcase school wide and student successes across a range of areas through a range of platforms. To continue to foster a school community which is founded upon respect for others; embracing inclusivity and a collective sense of belonging. Building on the culture of being an 'upstander' and having a voice on issues that are important in the school, community and beyond the school.

## Improvement Measures

Staff regularly use school systems to recognise, reward and celebrate student achievement and success, TTFM and other internal data sources will confirm our success.

Improved attendance monitoring systems and improved student attendance data, resulting in attendance rates that are above that of our like schools group.

## People

### Students

Understand the habits of a Growth Mindset and work with teachers to seek and apply feedback to improve their learning. Understand the value of strong attendance at school. Work with the school community to be an active citizen who represents the school's core values.

### Staff

Implement procedures and supports to monitor and support student attendance. Encourage and foster a culture of risk taking in and out of the classroom, and provide feedback on the habits that demonstrate a Growth Mindset. Students learn to assess their own progress in Growth Mindset.

### Leaders

Promote platforms to showcase school wide and student achievement in a range of areas. Model respect, inclusivity and having a voice on important issues.

### Parents/Carers

Utilise the school's various communication platforms and engage in opportunities the school provides to participate in policy development, projects, school evenings, events and programs through: providing feedback to review programs or initiatives; attending events; working with various school teams to develop strategies to support student learning.

## Processes

Auditing and reviewing current communication systems to engage with parents/ carers and the school community, seeking more effective ways to maintain strong links with families.

Map opportunities and tracking participation of parent/carer participating in school events, programs or initiatives.

Head Teacher– Administration and others work with school teams to implement revised attendance procedures and monitor processes to support improvement in student attendance.

Provide staff with training on the use of recording systems to support the tracking of student participation, supporting accurate student participation data and to support student goal setting.

Implement a range of programs and activities that build connections between Aboriginal students, with non-Aboriginal students and strengthens links to country and culture.

Build upon staff understanding of contemporary Aboriginal families, students and to culture.

Engage staff in utilising data to inform improvement in supporting students through school wide systems and processes.

Developing a reporting system to recognise students who are demonstrating a GM in their learning.

Developing and implementing a planning process to ensure that all areas of learning across the school are represented when

## Practices and Products

### Practices

The school communicates effectively with parents/carers and the wider school community, keeping families informed, providing engagement opportunities and also sharing successes of students and the school.

The school regularly uses school systems to recognise, reward and celebrate student achievement and success, TTFM and other internal data sources will confirm our success.

Staff facilitate a range of co-curricular activities and programs which support the development of the whole child, encouraging students to take risks both in and out of the classroom.

Staff track student participation and attendance for programs they run across the school.

Staff reflect on and plan for opportunities for students to take risks and engage in deliberate practice, fostering the characteristics of having a growth mindset.

Staff actively engage in professional learning to understand Aboriginal students, their families and culture and support students achievement of PDP goals, participation in learning and other programs.

### Products

Increased opportunities for the wider school community to provide feedback on a range of programs and initiatives across the school.

## Strategic Direction 2: Quality Values and Partnerships

### Processes

showcasing student success and achievement.

### Evaluation Plan

Summary of review of communication strategies & Parent participation data

Attendance data

Staff trained and number of staff maintaining groups in Activities module

Summary of programs and participation for Aboriginal students

PBL data and summary of targeted areas of focus

New reporting structure for profiles

Summary of areas of learning represented across the school

### Practices and Products

Improved student attendance data and increased targeted support for students with attendance concerns.

Students receive feedback in their Academic Report on the extent to which they are demonstrating a Growth Mindset.

A visible presence of student achievement and success across the school, both within class and extra curricular promoted on a range of media platforms.

Students understand what it is to be an 'upstander' and respect the school's core values. Students participate in activities and events coordinated by teams in the school.

# Strategic Direction 3: Health and Wellbeing

## Purpose

To systematically implement curricular and co-curricular learning opportunities for Positive Education across the school with staff, students and parents and fostering a community wide, collective understanding and responsibility to support and enhance health and wellbeing; allowing individuals to realise their own abilities, cope with the normal stresses of life, work productively and fruitfully and be able to make a valuable contribution to their own school and community; providing a safe, supportive learning environment in which all students feel included and supported in their learning.

## Improvement Measures

All staff have an understanding in Positive Education (PE) and Growth Mindset (GM) and work to apply these practices and principles within their own classrooms and extra-curricular programs/activities.

All curricular and co-curricular learning opportunities, activities and programs achieve the outcomes, principles and practices of Positive Education and clearly identify how they develop aspects of the PERMAH Model (Positive Education) and Growth Mindset.

## People

### Students

Build their knowledge and understanding of PE and GM, and develop skills and strategies to improve their own health and wellbeing and to support the wellbeing of others.

Understand that wellbeing are enhanced through positive connections/relationships and actions including kindness on purpose and giving to and helping others.

### Staff

Build staff understanding of PE and GM and develop their capacity to provide a safe and supportive learning environment, enhancing student learning and wellbeing.

### Leaders

Foster a commitment to the implementation of PE and GM, working with staff, students and parents to enhance the health and wellbeing.

### Parents/Carers

Build their understanding of PE and GM taking a proactive role in supporting the practices and principles adopting the language and practices themselves where possible.

## Processes

Through professional learning, implement a whole school Positive Education approach that creates a positive teaching, learning and school environment to strengthen student resilience, mental toughness, emotional regulation and a Growth Mindset.

Examine new and existing learning and wellbeing programs to ensure they achieve the outcomes, principles and practices of Positive Education and that these outcomes are clearly communicated to stakeholders.

Strengthen processes for monitoring and supporting students on plans and evaluate the impact of strategies in supporting students.

## Evaluation Plan

Survey of various members of School Community regarding understanding of the principles and practices of PE and GM

Survey staff and parents in relation to the use of Growth Mindset language in class and co-curricular programs.

Assess co curricular program outlines regarding clarity of links to Positive education and growth Mindset.

## Practices and Products

### Practices

Staff and parents make purposeful use of Growth Mindset language in their teaching and/or interactions with students/children.

The school regularly evaluates student understanding and application of skills and strategies of PE and GM.

Students set learning goals and evaluate their own progress in developing a growth mindset and applying the skills and strategies learned in PE programs.

Parents support their child's participation in co-curricular activities to develop aspects of PERMAH model (positive emotions, positive engagement etc).

Staff use and reflect on the effectiveness of strategies in ILPs and PLPs so that plans can be modified as a result of ongoing review and evaluation.

Students and parents reflect on strategies in ILPs and PLPs so that plans can be modified as a result of ongoing review and evaluation.

### Products

Staff further develop their understanding of Positive Education with a focus on Growth Mindset and understand the implications for learning.

Curricular and co-curricular learning opportunities achieve the outcomes, principles and practices of PE and clearly identify how they develop aspects of the PERMAH Model (Positive Education) and Growth Mindset.

## Strategic Direction 3: Health and Wellbeing

### Practices and Products

Student plans such as ILPs and PLPs are developed, monitored and evaluated yearly.

Students are able to recognise the understandings, skills and strategies of Positive Education and Growth Mindset programs and understand how to apply these to support their own health and wellbeing.

Students can articulate the transferability of their PE understandings, skills and strategies to other learning and life contexts.

Parents have an improved knowledge and understanding of Positive Education and its place in curricular and co-curricular programs and activities.