School plan 2015 – 2017

Proud of our past Learning together for the future

Wagga Wagga High School
School background 2015 - 2017

SCHOOL VISION STATEMENT

We aim to provide our students with educational experiences and opportunities which encourage personal growth and success in an engaging learning environment. We will inspire and nurture students to become positive contributors within the school and wider community.

SCHOOL CONTEXT

Wagga Wagga High School (WWHS) was established in 1912 and moved to its present site, initiating the name “the high school on the hill”, in 1917. The school is a large co-educational, inclusive, comprehensive high school situated in a large regional centre. The enrolment for 2015 is 1045 students including an Indigenous population of 70 and an ESL population of over 70 students, many of whom were once refugees from Africa, Burma and the Middle East. Almost 40 languages are spoken in the school.

The school has a broad range of programs which include: an academic selective class in each of Years 7 to 10, a Year 10 engagement and vocation class, a highly effective learning support team, an excellent performing arts program, a broad vocational education program, an extensive careers program and inclusive support classes for students with disabilities. The school is a Positive Behaviour for Learning school with the core values of Respect, Responsibility and Challenge and there are proactive student welfare programs to enhance student wellbeing. HOW2Learn is being implemented to further enhance quality teaching practices.

The school has excellent facilities with a Trade Training Centre for vocational education, a commercial kitchen which includes a student run café, a ten hectare farm for rural education, assembly hall, sporting facilities including a gymnasium and well landscaped school grounds.

The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active and involved Parents & Citizens Association. Close links have been established with partner primary schools, Charles Sturt University, the Riverina Institute of TAFE and the wider community.

SCHOOL PLANNING PROCESS

Our strategic directions have been created after a thorough analysis of school data and were developed by staff, parents and students.

Parents were consulted through surveys and discussions at a number of P&C meetings. The final draft of the plan was distributed to P&C members for further feedback.

Students were consulted though surveys and meetings with school captains and members of the Student Representative Council.

All staff were directly involved in writing our strategic directions during staff meetings. The strategic directions were further refined by the school executive and communicated to all staff for further feedback. Staff were then divided into smaller writing groups to write the purpose statement for each of the 3 strategic directions which were then refined by the school executive. Three writing teams from the school executive then completed the 5Ps for each strategic direction.

Implementation of the plan will be monitored by the school executive along with the school P&C. The school’s executive will have direct responsibility and accountability as team leaders, for the implementation, monitoring and evaluation of the plan.
School strategic directions 2015 - 2017

Our purpose is to continue to foster a culture of professional growth to support all staff to enhance teaching practices aligned with the Professional Teaching Standards.

Our purpose is to empower all students to be independent and successful learners by providing a meaningful, challenging and supportive environment that promotes lifelong learning. This environment will enable students to become active, informed and respectful citizens who contribute positively to the school and the wider community.

Our purpose is to ensure we have a safe and supportive school environment, an environment that further enhances a culture of respect and responsibility and supports the wellbeing of students and staff. We will enhance student learning by further developing positive connections within our school and the wider community.
Strategic direction 1: Teaching

PURPOSE

Our purpose is to continue to foster a culture of professional growth to support all staff to enhance teaching practices aligned with the Professional Teaching Standards.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:
Students will develop the capacity to reflect on their own learning and the relevance of this learning.

Staff:
Staff will be provided with a tailored professional learning program to grow their professional practice. This will be closely aligned to the Professional Teaching Standards.

Parents:
Parents will have confidence in the professional expertise of the teaching staff.

Leaders:
School leaders will lead the development of a framework to ensure the successful professional growth of all staff.

PROCESSES

How do we do it and how will we know?

- The school executive will lead the implementation of Performance Development Plans to meet the educational needs of the teachers and the school.
- The school will facilitate the development of professional learning partnerships between staff to enhance teacher quality and ensure high student outcomes.
- How2Learn will be embedded in all teaching and learning programs.

Evaluation plan:
- Tell Them From Me surveys.
- Professional Development Plans.
- Monitoring of teaching and learning programs by the senior executive.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:
- Tell Them From Me surveys will indicate a significant rise in student engagement.
- Quality classroom instruction that addresses the specific and identified learning needs of students is enhanced by teacher mentoring and Performance Development Plans that strengthen staff performance through collegial feedback.
- Strong processes ensure effective supervision and targeted professional development which support the attainment of the Professional Teaching Standards.
- There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Practices:
- All teachers have a learning partner within the school to ensure successful collaboration, mentoring and coaching.
- Teachers and school leaders analyse and reflect on and modify their teaching practice which is informed by the use of data.
- Teachers and school leaders build workforce capacity through focused professional development linked to their negotiated Performance Development Plans.

IMPROVEMENT MEASURE/S

Tell Them From Me surveys will indicate a significant rise in student intellectual engagement.

Quality classroom instruction that addresses the specific and identified learning needs of students is enhanced by teacher mentoring and Performance Development Plans that strengthen staff performance through collegial feedback.

How2Learn is embedded into all teaching and learning programs.
Strategic direction 2: Learning

PURPOSE

Our purpose is to empower all students to be independent and successful learners by providing a meaningful, challenging and supportive environment that promotes lifelong learning. This environment will enable students to become active, informed and respectful citizens who contribute positively to the school and the wider community.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:
Students will develop the capabilities to be independent, active and focused learners who take responsibility for their own learning.

Staff:
Teachers will develop engaging and appropriate learning experiences for students and engage in planned professional learning to further enhance their skills to meet the learning needs of all students.

Parents:
Parents will be empowered to support their children with their learning.

Community partners:
The school will work with the Wagga Wagga Community of Public Schools to ensure that there is a consistent approach to student learning.

Leaders:
School leaders will promote a positive learning environment.

PROCESSSES

How do we do it and how will we know?

- All staff will include the principles of HOW2Learn in teaching and learning programs.
- Staff will be trained in the implementation of the Literacy and Numeracy Continuums.
- Teaching and Learning programs will be refined to teach from the concept to the content, making learning meaningful and transferrable.
- Students will be taught the principles of HOW2Learn in order to become engaged, self-reflective learners.

Evaluation plan:
- External assessment results (HSC, NAPLAN, ESSA).
- Analysis of RAP and SMART Data.
- Teaching and learning programs.
- Student surveys.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:
- Tell Them From Me surveys will indicate that students are taking responsibility for their own learning as well as indicate a significant rise in student engagement.
- Results from external tests (HSC, NAPLAN) will show that our students are performing at or above state average.

Practices:
- Students will have an understanding of their own learning processes and utilise the language of HOW2Learn to describe their learning.
- As independent learners students will have a clear understanding of their capabilities and set personal goals to for improvement.
- Students collaborate to support each other to achieve relevant learning goals.
Strategic direction 3: Community

### PURPOSE

Our purpose is to ensure we have a safe and supportive school environment, an environment that further enhances a culture of respect and responsibility and supports the wellbeing of students and staff. By further developing positive connections within our school and the wider community we will enhance student learning.

### PEOPLE

How do we develop capabilities of our people to bring about transformation?

**Students:**
Students will develop the capacity to accept the learning opportunities presented to them in a supportive and inclusive educational environment.

**Staff:**
Staff will be supportive of students in their educational environment and foster positive relationships with students, staff and the community.

**Parents:**
Parents will play an active role in their student’s educational wellbeing.

**Community partners:**
Staff and students will make positive and sustainable connections with community and welfare groups.

**Leaders:**
Leaders will establish a climate which supports the school community to develop positive connections and foster a sense of wellbeing.

### PROCESSES

How do we do it and how will we know?

- The Welfare and PBL team will implement the PBL Action Plan to explicitly teach students to manage their own behaviour and will implement innovative programs to support student wellbeing.
- The Learning Support Team and EALD team will lead all staff to support and manage the individual learning needs of targeted students.
- Innovative programs (eg Staff Matters) will be put in place to support staff wellbeing and professional learning.
- The school will establish partnerships with outside organisations and agencies to support student learning.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**
- 100% of staff and students are using PBL both in and out of the classroom.
- Tell Them From Me surveys indicate a significant rise in intellectual engagement with a 50% reduction in the number of behaviour referrals for disobedience.
- Individual learning (including EALD, Low SES, ATSI and special needs students) is supported by the effective use of school, system and community expertise and resources.
- The school has in place a comprehensive and inclusive framework to support the wellbeing of students and staff.
- The school has established active partnerships and works collaboratively with the wider community to enhance student learning.

**Practices:**
- Staff and students consistently use PBL core values in all aspects of school and community life.
- Individual learning plans are developed and used for targeted students.
- Wellbeing programs for students and staff are guided by the analysis of data.
- Staff collaborate with the wider community to enhance student learning.

**IMPROVEMENT MEASURE/S**

100% of staff and students are using PBL both in and out of the classroom.

Tell Them From Me surveys indicate a significant rise in intellectual engagement with a 50% reduction in the number of behaviour referrals for disobedience.

The school has in place a comprehensive and inclusive framework to support the wellbeing of students and staff.