

# School plan 2018-2020

## Willoughby Girls High School 8159



# School background 2018–2020

## School vision statement

At WGHS we strive to develop the best in each girl, to draw out her talents and interests, and to support and guide her in all areas of her schooling, so that she is well placed to pursue her career options, and to live a happy and productive life.

With the interests of all students in mind, the school offers a broad curriculum, with more than 40 courses in the junior and senior years, as well as a rich array of over 80 extracurricular programs, including competitions and awards in all subject areas, exhibitions in visual arts and design and technology, music and drama ensembles and performances, debating and sporting teams, study camps and the sustainability garden.

Student voice and leadership are valued and growing within the school with an active engaged SRC and Prefect body. The school's culture promotes values essential for living in a caring, civil and just society, values such as cooperation, integrity, responsibility and respect for others. We foster in students a capacity for independent, life-long learning and provide opportunities and guidance for students to develop into good citizens and capable leaders.

Girls and their parents choose Willoughby Girls High School because of our focused learning environment, our high expectations of students' learning and behaviour, the dedicated and accomplished teaching staff and the focus on student wellbeing.

## School context

Founded in 1934, Willoughby Girls High School, located on Sydney's Lower North Shore, is recognised as a leader in girls' education in one of the most competitive schooling areas in Australia. In the general community, the school has a strong reputation for setting high standards and for academic excellence, evident in the school's consistently outstanding HSC results, with the vast majority of graduates progressing to university studies. Extension streams for selected students of high academic achievement operate in Years 7 to 10. Strong values and an effective, proactive support system, along with clear discipline policies and a well-defined uniform code, create a safe and stable school setting.

## School planning process

The executive team analysed the 2015–2017 School Plan and determined which processes, practices and products required adjustment, what needed to be added to ensure the school's ongoing development, and which parts of the plan had been completed.

The new directions were determined, loosely based on the 2018 Schools Excellence Framework. A smaller team consisting of the senior executive, three head teachers and three classroom teachers then worked on the details of the plan. The new plan was checked against the NSW Department of Education Plan. The final draft was presented to parents for comment.

While the general directions the school is taking for the next three years are similar to the 2017–2017 Plan, changes have arisen out of new curriculum syllabuses, further research into 21st Century teaching and learning, and the need to incorporate wellbeing of students and staff through foregrounding Habits of Mind.

# School strategic directions 2018–2020



**Purpose:**

In schools that excel there is a culture of thinking, reflection and intelligent learning behaviours. The whole school community values all stages of the learning process as students and staff engage with challenge and work towards mastery. This enhances and is enhanced by innovative curriculum, self-motivation and wellbeing underpinned by Habits of Mind

**Purpose:**

Highly effective teachers collaborate, innovate and engage students as individuals for lifelong learning. Our purpose is to improve and broaden pedagogy through collaborative practice. This involves observing, reflecting upon and refining teaching skills to enhance collective teacher efficacy. Evaluation of teaching and learning programs is data driven in order to make informed decisions and foster student practice.

**Purpose:**

In schools that excel, all members of the learning community are engaged in purposeful, collaborative partnerships that are committed to achieving ongoing whole school improvement. The school leadership team makes strategic use of relationships with teachers, students, parents / carers and the wider community to increase resilience and improve learning outcomes.

# Strategic Direction 1: Engaging Learners for Success

## Purpose

In schools that excel there is a culture of thinking, reflection and intelligent learning behaviours. The whole school community values all stages of the learning process as students and staff engage with challenge and work towards mastery. This enhances and is enhanced by innovative curriculum, self-motivation and wellbeing underpinned by Habits of Mind

## Improvement Measures

Stage 5 maintain 2 iSTEM classes – evaluation of student outcomes

Project Based Learning is embedded in KLA programs, including cross-curricular

Assessment – less summative tasks; less tasks overall but more opportunities for student – teacher and teacher – student feedback

## People

### Students

Develop intelligent learning behaviours of critical and creative thinking, collaborative learning capacities, high quality communication skills and welcome the challenges of new learning

### Staff

Develop their understanding of Habits of Mind and explicitly teach and evaluate student practice of relevant Habits.

Differentiate teaching to extend student learning through challenge and support with literacy and numeracy skills development.

Explicitly teach students skills for collaborative learning, individual goal setting and peer and self-assessment.

### Leaders

Provide structures and processes to understand and harness the Cultural Forces of Time, Opportunity, Expectation, Routine, Language, Modelling, Environment in collaboration with all staff.

### Parents/Carers

Engage with the school to support student learning in and beyond the classroom.

## Processes

### Habits of Mind

Enhance student learning and wellbeing through embedding Habits of Mind in all policies, teaching and learning programs, lessons, assessment and wellbeing programs. Ensure development of teacher understanding of and confidence in Habits of Mind culture through ongoing Teacher Professional Learning

### Innovative and Engaging Curriculum

Implement challenging, relevant and engaging learning experiences with real world connections so that students are challenged and value what they learn, including (but not limited to):

- iSTEAM elective Stage 5
- Year 7 PBL
- Project Based Learning within subjects and across subjects as appropriate
- Authentic questions and rich assessment tasks

### Future Focused Learning

Explicitly teach students skills for engaging productively with the world within and beyond school, including skills for:

- Collaborative learning
- Critical thinking & Problem solving
- Self reflection
- Imagination
- Adaptability/ flexible thinking
- Peer and self-assessment
- Highly developed communication skills

## Practices and Products

### Practices

Continuous learning about, and implementation of Habits of Mind by the whole school community results in teacher, student and parent learning, achievement and wellbeing

Continuous evaluation and refinement of Teaching and Learning programs ensure connections to the world beyond the classroom maintain relevance and challenge for all students

Embedding of Future Focused capabilities in all teaching and learning programs

### Products

Habits of Mind are embedded in all teaching & learning, wellbeing and professional learning practices throughout the school and incorporated into the Willoughby Wheel.

Project based learning programs are in place across the school providing challenging, engaging and differentiated learning experiences

Students develop future focused skills in collaborative problem solving, effective communication and reflective practice

# Strategic Direction 1: Engaging Learners for Success

<b>Processes</b>
(written, oral and visual) • ACARA General Capabilities
<b>Evaluation Plan</b>
Decrease wellbeing incidents – eg: time out cards, special provisions
Improved academic growth 7–12 as measured by ACER testing, NAPLAN, HSC data Habits in T & L programs
Students understand Habits of Mind – identified in student reports
Tell Them From Me data (compared to previous years)

# Strategic Direction 2: Inspiring and Engaging Teaching

## Purpose

Highly effective teachers collaborate, innovate and engage students as individuals for lifelong learning. Our purpose is to improve and broaden pedagogy through collaborative practice. This involves observing, reflecting upon and refining teaching skills to enhance collective teacher efficacy. Evaluation of teaching and learning programs is data driven in order to make informed decisions and foster student practice.

## Improvement Measures

Increased teacher confidence in the use of data to inform practice (surveys over 3 years)

Increased use of evidence informed pedagogy by teachers (VT, PBL, assessment as/ for learning etc)

Increase in the number of teachers working towards and achieving Highly Accomplished Teacher

## People

### Students

Provide respectful, honest and timely feedback to teachers on their learning experiences.

### Staff

Know students and know how they learn; track progress through formative assessment, observation of student engagement, evaluate student self-assessment.

Work collaboratively to mutually support teacher learning and implementation of innovative and effective pedagogies.

Share responsibility for their own professional learning through effective PDP processes.

### Parents/Carers

Support their daughters in learning beyond the classroom

### Leaders

Develop teacher capacities in accessing, analysing, interpreting and using small and big data about student learning, progress and achievement.

Provide opportunities for teachers to engage in regular conversations with peers about student learning, and teacher learning aimed at improving practice.

## Processes

### Inspiring pedagogy

Strengthen individual and collective teacher pedagogy using research informed practices that facilitate individualised student learning through effective differentiation of teaching and assessment practices: (eg. Visible Thinking, Problem Solving, Flipped Learning, Flipped Classroom, PBL, Literacy Strategies–ALARM & Reading to Learn, Opportunities for Feedback (Assessment as and for Learning, including peer and self-assessment))

### Collaborative and reflective practice:

Collaboratively plan and evaluate teaching and learning programs framed around big questions, using the PDP framework to support observation, reflection and refinement of practice, (opportunities for team teach including peer coaching etc)

### Data informed practice:

Analyse student learning and wellbeing data to know students and know how they learn. Reflect on student progress using a range of small and big data sources at key points throughout each year.

Differentiated teaching ensures all students are challenged and supported in their learning.

## Evaluation Plan

Faculty and Team Meeting minutes.

Exit surveys from PL meetings

Quality of PDP goals and evaluations

## Practices and Products

### Practices

Continuous Teacher Professional Learning and 'action learning' result in innovative teaching that is research informed.

The purposeful use of a range of data is embedded in the programming, teaching and learning, and assessment cycles of evaluation and improvement.

Collaborative planning, teaching and evaluation is integral to the school's learning culture

### Products

Opportunities for teacher professional learning are available within the school for ongoing targeted teacher growth

Teachers are confidently data literate and embed the strategic use of data to support student learning growth

Time and structures (such as release time, scheduled regular meetings) are provided for teachers to systematically collaborate in planning, team teaching, evaluating programs and pedagogy

# Strategic Direction 2: Inspiring and Engaging Teaching

## Processes

Lesson observations among PDP groups –  
quality of teachers' peer observations

Positive shift in cultural forces

Evaluation of impact of teaching programs

# Strategic Direction 3: Collaborative and Connected Partnerships

## Purpose

In schools that excel, all members of the learning community are engaged in purposeful, collaborative partnerships that are committed to achieving ongoing whole school improvement. The school leadership team makes strategic use of relationships with teachers, students, parents / carers and the wider community to increase resilience and improve learning outcomes.

## Improvement Measures

Interschool and intraschool collaboration – numbers involved, actions, impact on teacher & student learning

Successful attendance at and feedback from parent information sessions.

Increased level of student participation in student-led activities – measured through attendance data, TTFM feedback

Broad representation of staff (and students) on teams

## People

### Students

Participate in student clubs, leadership opportunities to develop interpersonal, social and cultural understandings and contribute to a thriving school community

### Staff

Actively participate in teams to learn about and contribute to improving differentiated learning for all students

Actively engage with wellbeing initiatives that support student self-efficacy (mentoring, home rooms, camps etc)

Collaborate with colleagues within and outside the school to improve practice and share expertise.

### Parents/Carers

Participate in school activities to contribute to and improve understanding on how to best support their daughters' social, emotional and academic growth.

### Leaders

Establish structures to support regular and productive team meetings and implementation of team devised initiatives.

Provide administrative support for effective communication across the school and with the wider community.

Develop a strong culture are committed to lifelong learning.

## Processes

### Engaging with parents:

Utilise range of communication methods with parents – social media, updated website, email, Sentral Portal as well as evening information sessions co-organised with the school and P&C on topics of interest to parents and relevant to student learning and wellbeing.

Increase opportunities for parental involvement and skill sharing (parent careers advice – Taster Week; parent input into PBL and as experts and authentic audiences)

### Teams leading improvement:

Distribute leadership throughout the school through representative teams, ensuring school-wide investment in improvement processes. Teams include: Faculty, Executive, Professional Learning, SASS, Wellbeing, Attendance, Learning Support, Differentiation, Student Leaders (prefects, SRC, House Captains, Amnesty etc), EALD, GATs, Extra-curricular, Lower North Shore Community of Schools (LNSCoS).

### A sharing school community:

Engage with expertise beyond the school to support best practice in learning, teaching and wellbeing primarily through LNSCoS and among the School's staff.

Implement and strengthen programs to support student mentoring, including, Year 7&10 Home Rooms & Peer Reading, Year 12 mentoring, Habits of Mind

## Evaluation Plan

## Practices and Products

### Practices

Parents and community members engage with the school through a regularly updated website, regular newsletters and social media showcasing of student learning.

Teacher expertise and interest are routinely utilised to improve practices across the school and develop leadership capacities.

Relationships among students, staff, parents, community and LNSCoS are mutually developed to ensure student learning has relevance and rigour.

### Products

The school's website and other communication facilities provide efficient access to information and effectively publicise the School's activities.

Structures are in place (such as regular published meeting times) to ensure the range of relevant, functioning teams across the school meet regularly to evaluate professional readings, analyse data, up skill staff, and advise the school executive as appropriate.

Positive, supportive and respectful relationships within and beyond the school community provide resources and expertise to positively impact teacher quality, student engagement and collective efficacy.



# Strategic Direction 3: Collaborative and Connected Partnerships

## Processes

Team and other meeting minutes

Team membership equitably distributed across the school

Evidence of joint P&C and school information evenings (aim for 1 per Semester)

Teacher, student and parent surveys – annual – eg: TTFM

Development of school website