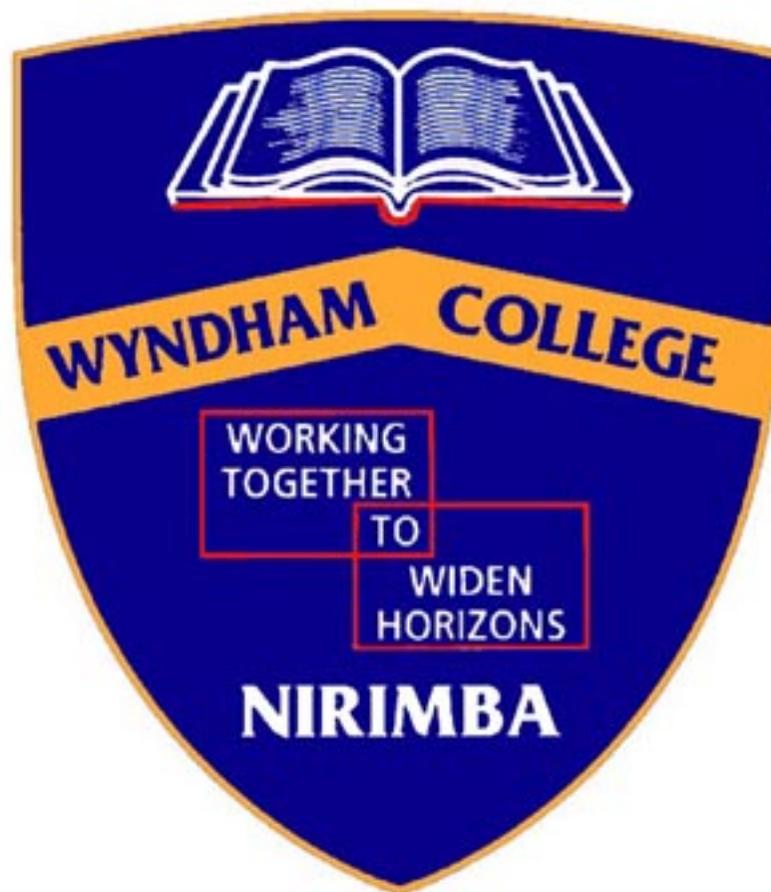


School plan 2018-2020

Wyndham College 8277



School background 2018–2020

School vision statement

At Wyndham College, we work in partnership with the whole school community to create a safe supportive environment which will challenge and enable all students to identify and move towards reaching their potential.

Our legacy will be the nurturing of young adults who have developed a love of learning, a suite of skills, a global outlook and a willingness to constructively participate in the wider community.

School context

Wyndham College provides a range of educational options for stage 6 students. The College offers a broad range of senior curriculum, supported by an extensive student support program.

Wyndham College is located in Quakers Hill on the Nirimba Education Precinct, and is a comprehensive senior high school and draws students from the three 7–10 schools within the Nirimba Collegiate (Quakers Hill, Riverstone and Seven Hills High Schools). The College, with its reputation for the provision of high quality education, attracts a significant number of students from non–government schools.

There are currently over 751 students enrolled in the College.

Of these, 40 students identify as Aboriginal and Torres Strait Islanders.

The College partners within the Nirimba Education Precinct are: Western Sydney University–The College Nirimba Campus, Western Sydney Institute of TAFE (Nirimba College) and the Catholic Education Office Parramatta Diocese (St John Paul II Catholic College).

School planning process

An extensive consultative process involving staff, students and the College community has been undertaken to review current practices and processes.

This process included a review of the strengths, opportunities and areas for development across the College.

Three key strategic directions were identified as a basis for shared commitment to future development across the College:

- Quality educational practices
- Leading, learning and connecting
- Holistic development of students

Wyndham College School Plan 2018–2020 flows from the strategic directions and sets clear improvement measures. It will form the basis for the College's improvement and development efforts for the next three years.

School strategic directions 2018–2020



Purpose:

Provide a high standard of education through innovative pedagogy, student engagement and quality teaching that enables all learners to succeed.

Purpose:

Provide a culture of learning and development, which enhances pedagogical skills, leadership experiences and connections within and beyond the college.

Purpose:

Provide an inclusive, holistic educational environment to enhance student development as independent, resilient learners and citizens.

Strategic Direction 1: Quality educational practices

Purpose

Provide a high standard of education through innovative pedagogy, student engagement and quality teaching that enables all learners to succeed.

Improvement Measures

Improved student engagement is reflected in improved attendance, increased retention rates and improved value added in courses.

Students requiring differentiation are identified and have a learning plan/pathway that are accessible to all staff.

Data analysis is used to inform improved educational practices.

Data will identify improved **numeracy and literacy** educational practices

People

Students

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

Students are encouraged to:

Develop educational goals

Take ownership of their learning

Actively participate in all learning experiences

Reflect upon their learning

Staff

Staff will:

Develop and deliver quality teaching and learning programs that cater to the needs of all students

Hold high expectations for their professional performance in line with the teaching standards

Engage in a range of professional learning activities

Be involved in reflective processes to improve pedagogy

Parents/Carers

Parents/caregivers will be encouraged to:

Work collaboratively with the College to improve the learning outcomes of students by active involvement and support of educational programs

Processes

All staff will:

Use data to reflect on their own and others' teaching practice to identify best practice and areas for improvement

Engage in collaborative planning to differentiate teaching programs and resources

Build student capacity to become self-directed and independent learners

Implement the NESA changes for 2018–Teacher accreditation, implement new syllabuses and Implement new assessment requirements.

The College will:

Provide alternative enrichment and innovative curriculum initiatives to meet student needs. This might include:

- * STEM
- * Trade–School
- * Build–a–Bike course
- * Platinum class

Provide 'A Learning and Responding Matrix' (ALARM) Cross curricular **literacy** program

Re-engage MAGIC–(Meaning, Attack, Generate, Interpret, Communicate) Cross curricular **numeracy** program

Provide transition planning and careers advice, exit meetings and post school destination surveys

Practices and Products

Practices

What is achieved and how do we know?

All Preliminary, HSC courses and learning programs are compliant with NESA regulations, monitored and reviewed throughout the year.

Explicit quality teaching and assessment practices will occur.

Timely, accurate and effective feedback for improvement is provided.

Products

High quality learning programs are developed and delivered in accordance with NESA regulations and timelines.

Educational plans are in place for identified students and accessed by their teachers and mentors.

Acknowledgement of student participation and achievement through Awards system, Principal's Morning Tea, Graduation and Presentation Assemblies

All students attempting the HSC have reached the minimum literacy and numeracy standard (NAPLAN Band 8).

Students graduate with exit credentials appropriate to their efforts and aspirations.

This might include:

- * HSC
- * ATAR

Strategic Direction 1: Quality educational practices

People

Community Partners

Community partners:

The College will maintain, expand and improve community partnerships

Leaders

Leaders will:

Build staff capacity to inform, plan, implement, monitor and evaluate teaching, learning, assessment and reporting practices across the College

Mentor and model exemplary quality educational practices.

Processes

Evaluation Plan

Monitor SMART, RAP, Sentral and Scout data to analyse student performances in all courses.

Each faculty to evaluate programs in terms of the School Excellence Framework (SEFv2).

Practices and Products

* Life Skills HSC

* Trade Training qualifications

* Employment certifications (RSA, RSG, White Card, First Aid Certificate)

What are our newly embedded practices and how are they integrated and in sync with our purpose

Strategic Direction 2: Leading, learning and connecting

<p>Purpose</p> <p>Provide a culture of learning and development, which enhances pedagogical skills, leadership experiences and connections within and beyond the college.</p>
<p>Improvement Measures</p> <p>All staff will engage in professional learning and are successful in achieving and maintaining their accreditation.</p>
<p>Increased number of students involved in student leadership programs.</p>
<p>Monitor Performance and Development Plans for all staff which build capacity across all aspects of professional practice.</p>

<p>People</p> <p>Students</p> <p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students: Encouraged to participate in leadership opportunities.</p> <p>Encourage students to develop high expectations in all facets of learning.</p> <p>Students to access WSU–The College and TAFE programs and facilities on the Precinct</p> <p>Staff</p> <p>Staff: Provide quality professional learning programs including Performance and Development Plans for all staff.</p> <p>Provide opportunities to build capacity of staff to deliver innovative teaching and learning programs.</p> <p>Collaborate with Precinct partners to expand the common opportunities offered to students.</p> <p>Encourage and support staff to aspire to leadership opportunities.</p> <p>Parents/Carers</p> <p>Parents/caregivers: Establish opportunities for parents and teachers to work together.</p> <p>Community Partners</p> <p>Community partners: Engagement of community partners to enhance the leadership opportunities for students</p>

<p>Processes</p> <p>How do we do it and how will we know?</p> <p>Mentoring of teachers new to the College</p> <p>Teachers share curriculum and corporate knowledge</p> <p>Staff will engage in professional learning based on their Performance and Development Plan</p> <p>Develop strategies to ensure greater involvement of students in leadership programs. These may include:</p> <ul style="list-style-type: none"> * SRC * Peer Counsellors * MUNA * UBS Young Women's Leadership Academy * UBS Finance Academy <p>All staff and students will be immersed in the 'MindMatters' Wellbeing Program</p> <p>Select and implement the use of appropriate technologies for staff and students</p> <p>Create STEM opportunities for staff and students</p> <p>Create an e–P&C to increase parental involvement</p> <p>Evaluation Plan</p> <p>Monitor leadership programs.</p> <p>Evaluate all programs in terms of the</p>

<p>Practices and Products</p> <p>Practices</p> <p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practices:</p> <p>Provision for staff and students to access leadership roles across the College.</p> <p><i>Participate in shadowing programs for current and aspiring leaders to build capacity to lead within a network of schools.</i></p> <p>Products</p> <p>What is achieved and how do we know?</p> <p>Products:</p> <p>Staff will create an annual Performance and Development Plan (PDP) that reflects the Australian Professional Standards for Teachers and is developed collaboratively. The plan is regularly reflected upon with quality feedback as part of the SEFv2..</p> <p>All teachers undertaking accreditation are supported in achieving and maintaining their accreditation.</p> <p>Students requiring differentiation reflect positively on their learning experience e.g. Platinum Club Program, STEM, Trade School, Build A Bike program, Life Skills courses</p>

Strategic Direction 2: Leading, learning and connecting

People

Leaders

Leaders: Current and aspiring leaders will refine their skills in leadership through professional development activities.

Guiding and leading staff through activities to enhance student learning and engagement.

Processes

School Excellence Framework (SEFv2).

Strategic Direction 3: Holistic development of students

Purpose

Provide an inclusive, holistic educational environment to enhance student development as independent, resilient learners and citizens.

Improvement Measures

All staff and students are engaged in the *'MindMatters' Wellbeing Program*.

Greater involvement of students in the opportunities and events provided by the College.

Students successfully transition to employment or further education at the conclusion of secondary education.

People

Students

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

Students: Engage students in the *'MindMatters' Wellbeing Program* to facilitate resilience.

Take responsibility for their learning and embrace the opportunities provided by the College.

Staff

Staff: Provide quality professional learning and mentoring programs to staff as appropriate.

Provide learning support programs to ensure all students have access to educational opportunities.

Actively connect with students and engage in their learning journey.

Maintain the *'MindMatters' Wellbeing Program*.

Differentiate the curriculum to enhance student outcomes.

Parents/Carers

Parents/caregivers: Parents, teachers and students work collaboratively

Community Partners

Community Partners: Partnerships connect students to broader employment and educational communities.

Processes

How do we do it and how will we know?

The College will continue to offer opportunities for student participation in activities and events This might include:

- * SRC
- * Peer Counselling
- * Australian Indigenous Mentoring Program (AIME)
- * M-Goals
- * School Representative Sport
- * Student Clubs
- * Transition / Orientation Activities
- * WREC Days, Harmony Day, Multicultural Day, Competitions, Spirit Days
- * Hosting international school visits
- * SRE Assemblies / Ethics Program
- * Participation in community, citizenship and charity programs

Utilise connections with recognised accredited providers to enhance the learning experiences of students. These may include: WSU, TAFE, Elevate, Ready for Work, personnel to support the Crossroads program.

Maintain effective wellbeing programs to support students

Evaluation Plan

Evaluation Plan: Monitor student reviews,

Practices and Products

Practices

What is achieved and how do we know?

Practices: Staff and students utilise skills and strategies that promote resilience in their teaching and learning.

Differentiated programs will meet the needs of targeted groups and individual students.

Involvement of community personnel to support the delivery of curriculum and college based programs.

Facilitate community forums/seminars to support students.

Products

Products: Improved levels of achievement and engagement for all students.

Students transitioning from Wyndham are aware of post-school options and have a capacity to participate in further education.

Students graduate with a portfolio that articulates their skills and capabilities.

Strategic Direction 3: Holistic development of students

People

Leaders

Leaders: Current and aspiring leaders will develop effective programs to support the wellbeing of students.

Processes

school orientation programs, learning and support programs and post-school opportunities.

Regularly self evaluate in terms of the School Excellence Framework (SEFv2).