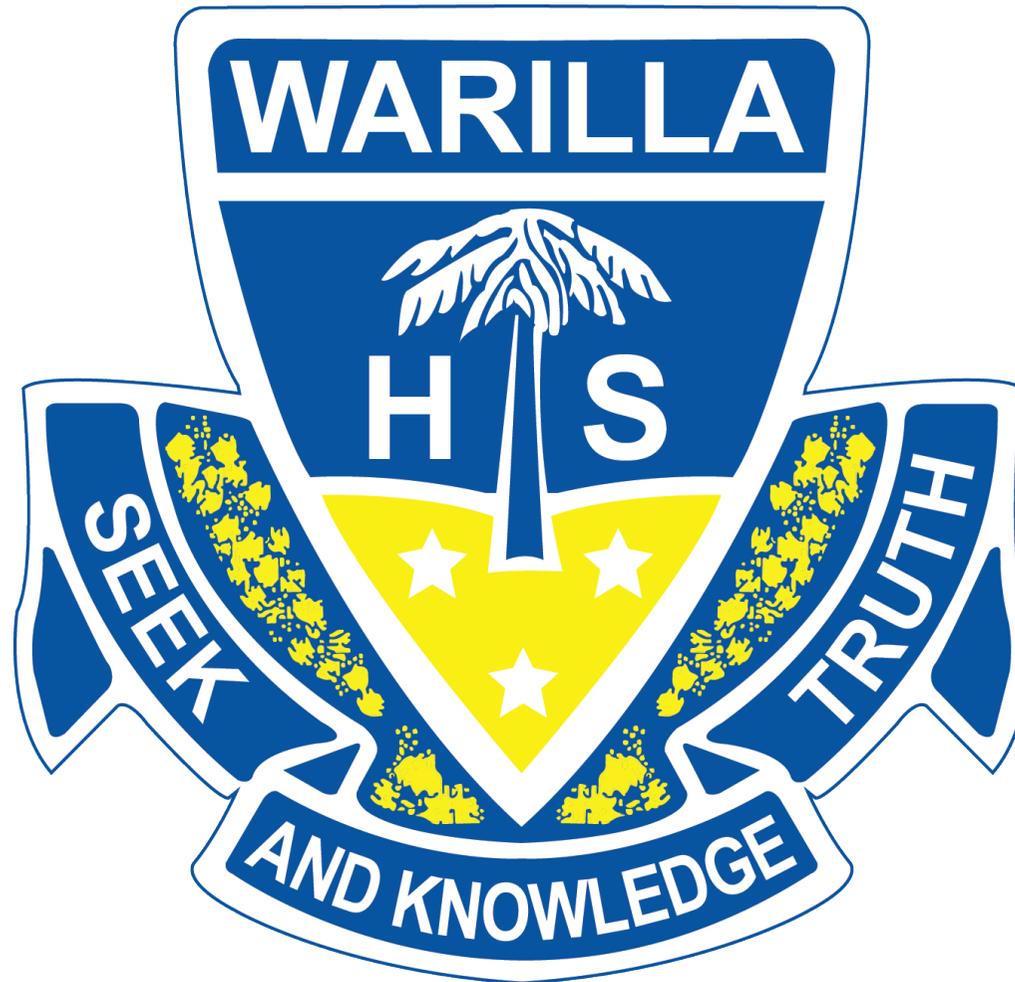


School plan 2018-2020

Warilla High School 8418



School background 2018–2020

School vision statement

Warilla High School is committed to excellence for all in a safe, caring and inclusive environment which provides relevant learning activities that will develop independent, self-directed learners who will positively contribute to their local and wider communities.

The principles and practices of Warilla High School are derived from a set of core beliefs that have been endorsed by our school community.

At Warilla High School, we believe that:

- every child can learn,
- every child has the right to learn and
- every child has the right to access quality teaching practice.

We believe that as a school, we are: “Student Centred and Outcomes Driven”.

We commit to the notion of equality of opportunity for all members of our school.

We believe in a working environment of mutual respect and shared responsibility that promotes positive relationships among staff and students.

Working ethically and with integrity will be hallmarks of our school.

School context

Warilla High School is situated in close proximity to the picturesque seaside village of Shellharbour on the South Coast of NSW. The school was established in 1965 as a comprehensive co-educational high school. The school attracts many enrolment applications from outside its designated drawing area because of its excellent reputation in the community for its sporting, academic and welfare successes and initiatives. The school serves a diverse community and has 5 Special Education classes including ED, Autism, IM and IO. It is one of the largest Schools in Network 4 and offers a broad curriculum in both the junior and senior school. Student Engagement has been a crucial focus for the school.

The school is committed to equality of opportunity and the creation of conditions which allow all students to achieve excellence. Quality systems and teaching practice for 21st-century learners which reflect current research drives our efforts to ensure the school is student centred and outcomes driven. Our values education agenda focuses on; Excellence; Respect; Integrity and Compassion.

This is supported by all staff who are involved in teaching explicit lessons around these values. Our highly developed welfare system is reflected in the cohesive nature of the school community and our unwavering commitment to ensuring all students leave this school equipped with the requisite skills to be effective citizens who will lead fulfilling and rewarding lives.

School planning process

In 2017, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student assessment results, attendance, behaviour, and participation along with survey data from staff, students and parents harvested in the ‘Tell Them From Me’ protocol.

Additionally, The school was externally validated by an independent Team and benchmarked against The School Excellence Framework. This feedback has been used to inform the next planning cycle.

This evidence was used at several staff meetings and P&C meetings – along with executive planning days – to assess and review the school’s strengths, opportunities, and areas for development. As a result, our three key strategic directions have been maintained.

These directions are:

- 21st Century Learning
- Quality Systems and Practices
- Excellence for All

Each of these strategic directions provides details of the purpose (why), people and processes (how) and products and practices (what) are to be realised through the implementation of the plan. The plan’s absolute imperative is improved student learning outcomes and an environment where students are challenged on a daily basis to go beyond what they thought they were capable of achieving.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 21st Century Learning

Purpose:

To engage students in developing skills for the 21st Century including being literate, numerate innovative learners with strong skills in the areas of citizenship, collaboration, communication, creativity and critical thinking. This will involve engagement with high-quality, differentiated teaching and learning practice and whole school programs to enable success both within and beyond the school.



STRATEGIC DIRECTION 2 Quality Systems and Practices

Purpose:

Quality schools are underpinned by systems and practices which are self-supporting and self-sustaining. Our school systems and practices will be known, utilised, efficient and workable across the school and the broader community. They will be designed to enhance the teaching, learning and accreditation process as presented by NESA and The Australian Professional Standards for Teachers.



STRATEGIC DIRECTION 3 Excellence for All

Purpose:

The development of a school culture of continuous improvement, self-reflection and evaluation will create quality teaching and learning environments. Quality is characterised by high expectations, the relentless pursuit of excellence – without excuse – and the use of validated research to underpin school direction. In this climate, Excellence for All can be achieved.

Strategic Direction 1: 21st Century Learning

Purpose

To engage students in developing skills for the 21st Century including being literate, numerate innovative learners with strong skills in the areas of citizenship, collaboration, communication, creativity and critical thinking. This will involve engagement with high-quality, differentiated teaching and learning practice and whole school programs to enable success both within and beyond the school.

Improvement Measures

- Increased number of students achieving Band 5/6 results in HSC exam by 10% compared to 2017 level.

- All teaching programs have 21st Century Learning Skills embedded.

- Learning environments reflect 21st Century teaching alignment.

- Literacy & Numeracy

Key evidence: Improved average growth scores for Year 7 and 9 in Reading, Writing and Numeracy to ensure better than SSG and moving toward State:

- Year7 Reading 50.7 to 52.7
- Year7 Writing 28.8 to 30.8
- Year7 Numeracy 53.4 to 55.4
- Year9 Reading 40.3 to 42.3
- Year9 Writing 44.1 to 46.1
- Year9 Numeracy 46.7 to 50.4

People

Staff

- Have a program of personalised professional development using a range of innovative strategies, including cross-curricular planning, peer sharing and observation, feedback and school-parent communication.
- Develop and implement quality teaching and learning programs which embed 21st Century Learning skills.
- All staff especially Stage 6 responsible for a pragmatic approach to DEAL, in each KLA, with accountability embedded in Faculty Validation process.

Students

- Work collaboratively with staff, parents and the community, as well as independently, to engage with learning opportunities.

Parents/Carers

- Engage and actively participate with the school to assist students in becoming successful, positive contributors to the school and the wider community.

Community Partners

- Work together, utilising a wide range of resources, to develop skills which assist in the development of successful digital citizens moving from school into wider society (University, TAFE, workplace, volunteering and community involvement).

Processes

Embed 21st Century Learning Skills in Teaching Programs

Increase Student Engagement through effective and innovative pedagogy

KLAs explicitly analyse, plan and deliver Numeracy and Literacy Strategies

Evaluation Plan

In addition to the specific evaluative processes defined in the milestones section our work in the 21st-Century Learning area will be evaluated using CESE Reports including;

- Equity Group Attainment
- Value Added
- Attendance
- HSC
- NAPLAN

These reports will be used as a tool to provide both benchmark data and quantifiable evidence of impact.

Practices and Products

Practices

- Digital programs and registers with 21st Century skills embedded in all faculty areas.
- Lesson observations and student work samples show evidence of efficient and effective pedagogies with student centred and project-based learning.
- All KLA's using a DEAL matrix in all Stages, especially Stage 6.
- Literacy/Numeracy Teams meet twice per term and provide feedback to staff on best practice and actively assist in the implementation of these practices.

Products

- A coordinated plan by the technology team to provide TPL for all staff relating to innovative & effective technologies.
- DEAL, Literacy & Numeracy key focus areas within Faculty Validation and PDP processes.
- Improved achievement of students evidenced by literacy continuum, written responses in Stage 5 and 6, NAPLAN, ROSA and HSC data.
- Future-focused outcomes that incorporate 21st Century skills reported on in school reports.
- The development of more contemporary learning spaces.

Strategic Direction 2: Quality Systems and Practices

Purpose

Quality schools are underpinned by systems and practices which are self-supporting and self-sustaining. Our school systems and practices will be known, utilised, efficient and workable across the school and the broader community. They will be designed to enhance the teaching, learning and accreditation process as presented by NESA and The Australian Professional

Improvement Measures

- 100% of staff marking rolls electronically and period by period.
- School attendance rate of 90% or greater.
- 5% reduction in negative referrals and suspension rates as compared to 2017 levels.
- 100% of staff engaged in Professional Sharing Communities.

People

Staff

- Responsible and accountable for effective period by period roll marking and subsequent follow-up.
- All staff actively involved in Values Education Lessons.
- All staff compliant with NESA requirements and school protocols.
- Quality TPL opportunities accessed by all staff and reflected in Professional Learning Plans.

Students

- Attend minimum of 90%.
- Are punctual to school and class.
- Actively participate in Values Lessons and display commitment to whole school values.
- Understand rights and responsibilities by following school and NESA practices.

Community Partners

- Parents are informed and knowledgeable regarding school and NESA requirements.
- Parental support for regular student attendance in place and demonstrated by a 10% increase in explained absences as compared to 2017 levels.

Processes

Attendance procedures and processes improved

Implementation of E.R.I.C

Curriculum patterns and all credentialing requirements meet NESA requirements.

Evaluation Plan

In addition to the specific evaluative processes defined in the milestones section our work in the Quality Systems & Practices area will be evaluated using CESE Reports including;

- Equity Group Attainment
- Value Added
- Attendance
- HSC
- NAPLAN

These reports will be used as a tool to provide both benchmark data and quantifiable evidence of impact.

Practices and Products

Practices

- Period by period electronic roll marking.
- Staff & Student Committees driving values-based agenda across the school.
- Compliant with all NESA requirements, Stages 4, 5 and 6.
- Efficient and effective TPL administration.
- All staff have access to staff professional learning targeting school priorities.

Products

- Improved attendance data.
- Reduction in negative incidents as recorded on Sentral.
- Increase in positive incidents as recorded on Sentral.
- Faculty Validation regime ensures compliance in programming, assessment, certification and examination.
- Individualized Teacher Professional Learning Plans.
- A school timetable designed to cater for curriculum diversity and organisational effectiveness.

Strategic Direction 3: Excellence for All

Purpose

The development of a school culture of continuous improvement, self-reflection and evaluation will create quality teaching and learning environments. Quality is characterised by high expectations, the relentless pursuit of excellence – without excuse – and the use of validated research to underpin school direction. In this climate, Excellence for All can be achieved.

Improvement Measures

- A minimum of 30 ATAR students achieve Early University Admission status, annually.
- 100% of learning accommodations for students with a disability documented and available to all staff.
- Over 90% of students will reach nominated post-school destinations.
- Increase in NAPLAN Value-Added data Years 7–9 by 6% in Literacy and Numeracy compared with 2017 levels.

People

Staff

- All staff familiar with intent and nature of welfare interventions and initiatives.
- All staff target student data and feedback in the evaluation, adjustment and reporting on T&L programs.
- The school, students, parents and community become active participants in the development and delivery of quality Aboriginal Education initiatives.

Students

- Actively engage in differentiated learning activities.
- Utilise BYOD technologies to enhance learning outcomes.
- Proactive in careers and pathway planning.
- Utilise welfare initiatives designed to improve learning outcomes including tutoring, University-based activities and the homework centre.

Community Partners

- Parents informed of the range and nature of welfare, engagement and careers based initiatives.
- Detailed information on all student programs available to parents across a variety of communication platforms.

Processes

Dynamic curriculum providing successful pathways for all students

Ensure best practice Welfare and Equity Team structures and practices

Excellence in Aboriginal Education initiatives

Evaluation Plan

In addition to the specific evaluative processes defined in the milestones section our work in the Excellence for All area will be evaluated using CESE Reports including;

- Equity Group Attainment
- Value Added
- Attendance
- HSC
- NAPLAN

These reports will be used as a tool to provide both benchmark data and quantifiable evidence of impact.

Practices and Products

Practices

- Regular Welfare and Equity Team meetings coordinating Wellbeing practices across the school.
- Extension/ Consolidation and Remedial pedagogies employed in CAP / CORE and differentiated senior pathways.
- Regular review and evaluation of alternate curriculum structures and welfare programs.
- Careers office a hub for post-school destination and Career path planning and monitoring.

Products

- CAP/ CORE Skills and senior pathways and career planning are operational and embedded.
- Welfare programs are preventative, developmental and remedial.
- Equity Team monitors student needs, takes welfare referrals and sources alternate, interagency and DoE placements for targeted students.
- Warilla High School Aboriginal Education Committee established and active in supporting ATSI students within the school and in the broader community context.
- ILP's, OOHC's and PLP's are current, in place and well communicated to all relevant parties.
- E-Smart- ICT survey completed and used to inform staff, provide workshops, and engage appropriate personnel to ensure safe and responsible use.