

School plan 2018-2020

Willyama High School 8491



WILLYAMA
HIGH SCHOOL

CONNECT • INSPIRE
EXCEL - TOGETHER

School background 2018–2020

School vision statement

To embed a powerful supportive culture that challenges all students and staff to be higher order thinkers through reflecting on themselves as learners. Staff utilise quality teaching practices to engage 21st century learners, equipping students with the dispositions to be active and informed citizens in a diverse and dynamic society.

School context

Willyama High School is a 7–12 comprehensive high school of 493 students located in Broken Hill in Far West NSW. The school services a predominantly low socioeconomic community and has a diverse population with 95 Aboriginal students (approximately 19% of the student population). The school is staffed with 48 teachers and 18 administrative and support staff. There is a relatively high turnover of teachers each year. The school was built as a second high school in Broken Hill in 1974. As the population of Broken Hill has declined, the school has been challenged to come up with innovative approaches to continue to provide a wide range of opportunities and experiences to engage students. There is curriculum collaboration with Broken Hill High School in the Reaching Across the Secondary Program (RASP) for Stage 6 courses. The school has six students involved in the virtual selective high school Aurora College for English, Mathematics and Science. The school maintains strong links with Western Institute of TAFE (Broken Hill campus) who offer courses such as Automotive Studies, Electrotechnology and Health Services in Stage 6. The school's key values are respect, responsibility and cooperation. The expectations and behavioural standards of these values are explicitly taught. The priorities in this school plan attempt to address the long term needs of students who live in an isolated rural environment to build their capacity to be successful lifelong learners in an increasingly complex world.

School planning process

In 2017, a comprehensive evaluation process was undertaken across all sectors of the school community to collect evidence and review current practices. School data from a variety of sources including SCOUT data, NAPLAN, HSC results, suspension data, Sentral data, survey data (students, parents and staff), Woodcock reading assessments was collected and analysed from all sectors of the school community. Trends in NAPLAN data, in particular reading, writing and numeracy were analysed and discussed. Discussions were also had with members of the local Aboriginal Education Consultative Group. Decisions were made based on the needs of the school and all of its students. This input drove the development of the school's three strategic directions and the purpose statements behind each one.

The school's strategic directions are:

1. Inspired Learning
2. Quality Teaching
3. Distributed Instructional Leadership.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Inspired Learning

Purpose:

To build student capacity focusing on literacy and numeracy skills in an environment underpinned by high expectations and challenge.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

To build staff capacity through a school-wide focus on professional learning to maximise quality teaching practices and enhance student performance.



STRATEGIC DIRECTION 3 Distributed Instructional Leadership

Purpose:

To build a strong pipeline of leaders with a focus on building and sustaining a culture of effective, evidence-based teaching so that everyone makes measurable learning progress.

Strategic Direction 1: Inspired Learning

Purpose

To build student capacity focusing on literacy and numeracy skills in an environment underpinned by high expectations and challenge.

Improvement Measures

- A greater percentage of students achieve in the top two bands for NAPLAN reading, writing, spelling and numeracy.
- At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing, spelling and numeracy in Year 9.
- Improved value-added results from 7–9 and 9–12.
- Improved levels of student well-being and engagement.

People

Students

Are engaged in being quality learners of literacy and numeracy in classrooms and in the home environment.

Staff

Develop and enhance their skills to meet student learning needs providing targeted intervention in the areas of literacy and numeracy.

Parents/Carers

Collaboratively develop learning goals with student and teacher and support students in achieving those goals.

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Processes

Literacy Development

Implement strategies to develop literacy skills in reading, writing and spelling. (Progressions are in SD2 P3)

Maths Pathway

Implement Maths Pathway program providing a individualised approach improving student numeracy in years 7–9.

Positive Learning Environments

Implement a whole school integrated approach to student wellbeing in which positive, respectful relationships are evident and widespread to ensure optimum conditions for student learning.

STEM

Implementation of programs to develop students' STEM foundational skills in mathematics, science and technology.

Evaluation Plan

All data will be analysed collaboratively:

- Teacher, student and parent TTFM surveys
- NAPLAN data (T3)
- Reading tests – pre/post
- Classroom observations
- Student Support Team minutes
- Programs – adjustments/modifications

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning to inform planning in future quality learning experiences.

Strong relationships amongst the broader school community support students' connectedness to school to foster student learning.

Products

Our school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Strategic Direction 2: Quality Teaching

Purpose

To build staff capacity through a school-wide focus on professional learning to maximise quality teaching practices and enhance student performance.

Improvement Measures

- Increased use of evidence-based pedagogy by teachers.
- Teachers undertake professional learning in the literacy progressions and improve their capacity to teach literacy.
- A system is implemented to monitor and facilitate individual student growth across our school.

People

Students

Develop their ability to become quality learners.

Staff

Have the capabilities and mindsets to be able to implement quality teaching practices based on the NSW Quality Teaching Framework.

Develop the capacity to foster a culture of high expectations for all students.

Leaders

Provide professional learning opportunities and time for staff to develop their and mindsets in the explicit teaching of literacy.

Parents/Carers

Become more involved in their child(ren)'s learning in literacy and numeracy.

Community Partners

Work collaboratively with school staff to support a culture of high expectations and improvements in student growth.

Processes

Quality Teaching Rounds

Teachers engage in professional collaboration using QTR process aiming to improve teaching practices and student learning outcomes.

Formative Assessment

Teachers undertake professional learning in formative assessment. Teachers routinely use evidence of learning and adapt their teaching practice as an integral part of their daily classroom instruction.

Literacy Progressions

Teachers undertake professional learning in literacy progressions. Teachers use the progressions to systematically monitor and explicitly teach literacy to students at all levels of achievement.

Evaluation Plan

All data will be analysed collaboratively:

- QTR data
- classroom observation data
- NAPLAN data
- Teacher, student and parent TTFM surveys
- Internal assessments
- Attendance data
- Sentral entries

Practices and Products

Practices

Continuous collaboration and professional learning results in an explicit teaching approach to literacy and numeracy which is research-informed.

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

The use of explicit teaching techniques and quality feedback is embedded within a model of effective classroom practice by all teachers.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Products

The structures are in place and there are regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence-informed pedagogy.

Our school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

Structures are in place that support staff to encourage and develop students that allow them to achieve value-added results across all curriculum areas.

Our school identifies growth targets for individual students, using internal progress and achievement data to facilitate learning progress in all students.

Strategic Direction 3: Distributed Instructional Leadership

Purpose

To build a strong pipeline of leaders with a focus on building and sustaining a culture of effective, evidence-based teaching so that everyone makes measurable learning progress.

Improvement Measures

An increase in effective instructional leadership emphasised in professional learning programs.

Increase the proportion of students involved in programs or activities that allow them to build or demonstrate leadership skills.

Improve the appearance and profile of our school through increased community engagement and improved communication strategies.

People

Students

Engage with the concept of distributed leadership and participate in opportunities to develop their leadership skills whilst connecting, collaborating with and contributing to the wider community through authentic experiences.

Staff

Develop their skills and mindsets in terms of distributed instructional leadership and engage in opportunities to develop their leadership skills and provide instructional leadership to others.

Build productive positive relationships with the wider school community to encourage lifelong learning.

Leaders

Successfully model instructional leadership and provide opportunities for all staff members to develop through growth coaching practices.

Build a successful collegial partnership with the broader school community.

Parents/Carers

Actively participate in a range of school-related activities and provide support to engage their child(ren) in learning and leadership opportunities.

Community Partners

Work together to create meaningful partnerships to engage our students in authentic experiences that connect with the

Processes

Growth Coaching

Provide professional learning in growth coaching and implement executive coaching support structures to ensure the ongoing development and improvement of all staff.

Aboriginal Education

Implement strategies to improve student learning outcomes for Aboriginal students.

Community Engagement

Develop and strengthen community engagement through improved communication practices and raising the profile of our school.

Evaluation Plan

All data will be analysed collaboratively:

- Classroom observation data
- Teacher, student and parent TTFM surveys
- Participation in leadership opportunities

Practices and Products

Practices

Our school leadership team model instructional leadership and support a culture of high expectations and community engagement.

All students are provided with opportunities to develop their leadership skills.

Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all staff members by school leaders and colleagues.

Products

Our school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations.

Parents and community members have the opportunity to engage in a range of school-related activities which help build our school as a cohesive educational community.

There is a school-wide collective responsibility for student learning and success, which is shared by parents and students.

Strategic Direction 3: Distributed Instructional Leadership

People

local and global community.