

School plan 2018-2020

Wollumbin High School 8596



School background 2018–2020

School vision statement

Our students will be informed, active learners who embrace opportunities and contribute positively to their communities.

School context

Education has been traditionally about acquiring knowledge. Wollumbin High School (WHS) recognises the importance of core knowledge and skills and explicitly teaches these. We also focus on developing capabilities which prepare students to take their place in a global, complex and competitive world. Thus teaching and learning activities focus on cultivating critical thinking, collaboration, creativity and communication skills through engaging, challenging, and meaningful experiences.

To be future ready our students need to be self-reflective, willing to take ownership of their learning and feel supported so they accept mistakes and challenge is a component of learning. Staff are responsive to the needs of students, and increasingly utilise data and research to guide practice within a culture of collaboration.

Close partnerships with parents, our educational community and the broader local community are essential to maximise learning outcomes for students and continues to be a focus of our school.

At Wollumbin High School we are committed to the provision of high quality educational experiences for every student.

School planning process

The school plan builds on the previous three year plan based on consultation and valued input from parents, students and staff.

The strategic directions identified in the collaboratively developed Tweed 5 Plan and Wollumbin Community of Schools Plan have also informed the Wollumbin High School Plan.

The implementation of the school plan will be monitored by the executive team who have responsibility and accountability for the plan's implementation.

The P&C endorsed the strategic directions.

The Department of Education's School Excellence Framework provided additional opportunity for school reflection on the domains of learning, teaching and leading.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Successful Learners

Purpose:

Students with the capacity for independent thinking and problem solving, the ability to be discerning digital citizens and an understanding of wellbeing will be better prepared to meet the challenges of 21st C citizenship.



STRATEGIC DIRECTION 2 Engaging Educational Experiences

Purpose:

Students actively involved in deep and authentic learning, critical thinking and mastery through effective, evidence-based teaching within a positive learning environment will achieve progress as learners.



STRATEGIC DIRECTION 3 Strengthen Educational Partnerships

Purpose:

Engaging in partnerships which are collaborative and sustainable will support enhanced student wellbeing, engagement and achievement.

Strategic Direction 1: Successful Learners

Purpose

Students with the capacity for independent thinking and problem solving, the ability to be discerning digital citizens and an understanding of wellbeing will be better prepared to meet the challenges of 21st C citizenship.

Improvement Measures

Students more closely reflect the state norm for having a positive sense of belonging.

Improved submission rate of tasks requiring independent learning by year 10

20% of students in Year 9 will achieve in the top two bands in NAPLAN for Reading, 16% for Numeracy and 10% for Writing.

People

Students

Demonstrate the capacity for problem solving, independent thinking, exercising safe, ethical practices with technology.

Build capacity to support own and other's wellbeing knowing how to access protective strategies.

Staff

Are proficient in their teaching of literacy and numeracy and increase their understanding of wellbeing strategies for support of self and students.

Leaders

Expand knowledge of innovative teaching practice and wellbeing strategies through research and reflective practice.

Parents/Carers

Increased awareness of ethical technology use, independent learning strategies and wellbeing as an important condition for learning.

Community Partners

Collaborate to enhance student wellbeing, inform ethical technology use and promote independent thinking and problem solving.

Processes

Implement whole school approach to implementation of safe and ethical use of technology including social media platforms and the wellbeing framework.

Implement whole school approach to embedding 4Cs and independent learning.

Implement whole school approach to Literacy & Numeracy.

Evaluation Plan

NAPLAN data

Mind matters and/or TTFM survey data

Sentral & KLA data

PISA data

Practices and Products

Practices

Consistent approach by all teachers fosters independent thinking and problem solving through explicit teaching and learning activities.

Staff explicitly teach literacy and numeracy to students in their subject areas.

Staff explicitly include wellbeing strategies through the WHS Mentoring Program and teaching and learning activities.

CoS strategic directions incorporate digital citizenship, thinking skills and wellbeing strategies.

Parents/Carers provided information to support student learning and wellbeing.

Products

Junior programs incorporate explicit strategies for independent thinking and problem solving.

Wollumbin High School Wellbeing Strategy and Digital Citizenship Strategy with resources.

Mentoring program with identified wellbeing strategies.

Numeracy Plan for Stage 4 & 5.

Strategic Direction 2: Engaging Educational Experiences

Purpose

Students actively involved in deep and authentic learning, critical thinking and mastery through effective, evidence-based teaching within a positive learning environment will achieve progress as learners.

Improvement Measures

Google Drive is utilised by 75% of teaching staff.

Students more closely reflect the state norm for valuing schooling outcomes.

Students more closely reflect the state norm for high levels of academic self-concept (TTFM).

People

Students

Are critical, independent and reflective thinkers, utilising ICT as a tool for learning.

Staff

Confident and reflective in use of technology, innovative and evidence based teaching practices.

Leaders

Focus on instructional leadership to sustain a culture of effective evidence based teaching.

Parents/Carers

Support their children to set and achieve learning goals.

Community Partners

Focus on improving teaching and learning opportunities, utilising data sources to inform decision making and sharing resources.

Processes

Focus on problem based learning, inquiry learning and reflective practice.

Teaching and learning is rigorous, dynamic and includes evidenced based teaching strategies.

Develop a cross-disciplinary approach to STEM and ICT learning.

Evaluation Plan

Use of survey tool – TTFM

Staff and student survey

Staff Professional Learning reflections

KLA ARP reflection

Practices and Products

Practices

Staff articulate explicit learning intentions for every lesson.

Technology is integrated in teaching and learning activities.

Staff actively engage in collaboration and evidence based teaching, drawing on a range of data to inform practice.

Staff providing authentic learning, inquiry and problem based learning opportunities in their practice.

Staff utilising classroom space to impact positively on learning.

Products

Student evaluation tools and self improvement cycle poster.

Teaching programs show evidence of revisions and adjustments demonstrating a focus on improved teaching.

IBL/PBL units of work incorporated into teaching programs.

Strategic plan for whole school approach to integrating technology as a tool for learning.

Strategic Direction 3: Strengthen Educational Partnerships

Purpose
Engaging in partnerships which are collaborative and sustainable will support enhanced student wellbeing, engagement and achievement.
Improvement Measures
60% of parents have connected with the school through the parent portal or make this include social media platforms.
CoS engagement continuums build on previous practice.
Increased parent response rate to feedback processes.

People
Students
Acknowledge their role as partners in learning.
Staff
Engage in greater communication with parents and community.
Leaders
Enable a self sustaining and self-improving educational community that supports high levels of learning, wellbeing and achievement.
Parents/Carers
Build partnerships in learning with the school.
Community Partners
Work in partnership to increase engagement opportunities.

Processes
Create parent partnerships in learning through bi-directional communication.
Management practices and processes are responsive to feedback.
Collaboration with CoS communities to enhance learning opportunities.
Evaluation Plan
Parent response rate 2018 and baseline data TTFM survey 2017.
Feedback on value of parent portal, social media platforms and new student enrolment procedures utilised by school.
Student survey.
Mapping of CoS continuum programs and impact.

Practices and Products
Practices
Utilisation of parent portal and social media platforms for communication, consultation and feedback.
WHS staff collaborating with Cos and T5 on learning projects.
Students are reflecting on learning achievement using a variety of strategies.
Products
Parent Portal on Sentral.
CoS & T5 plan with identified learning projects.
WHS CoS Numeracy plan for stages 3 to 5.