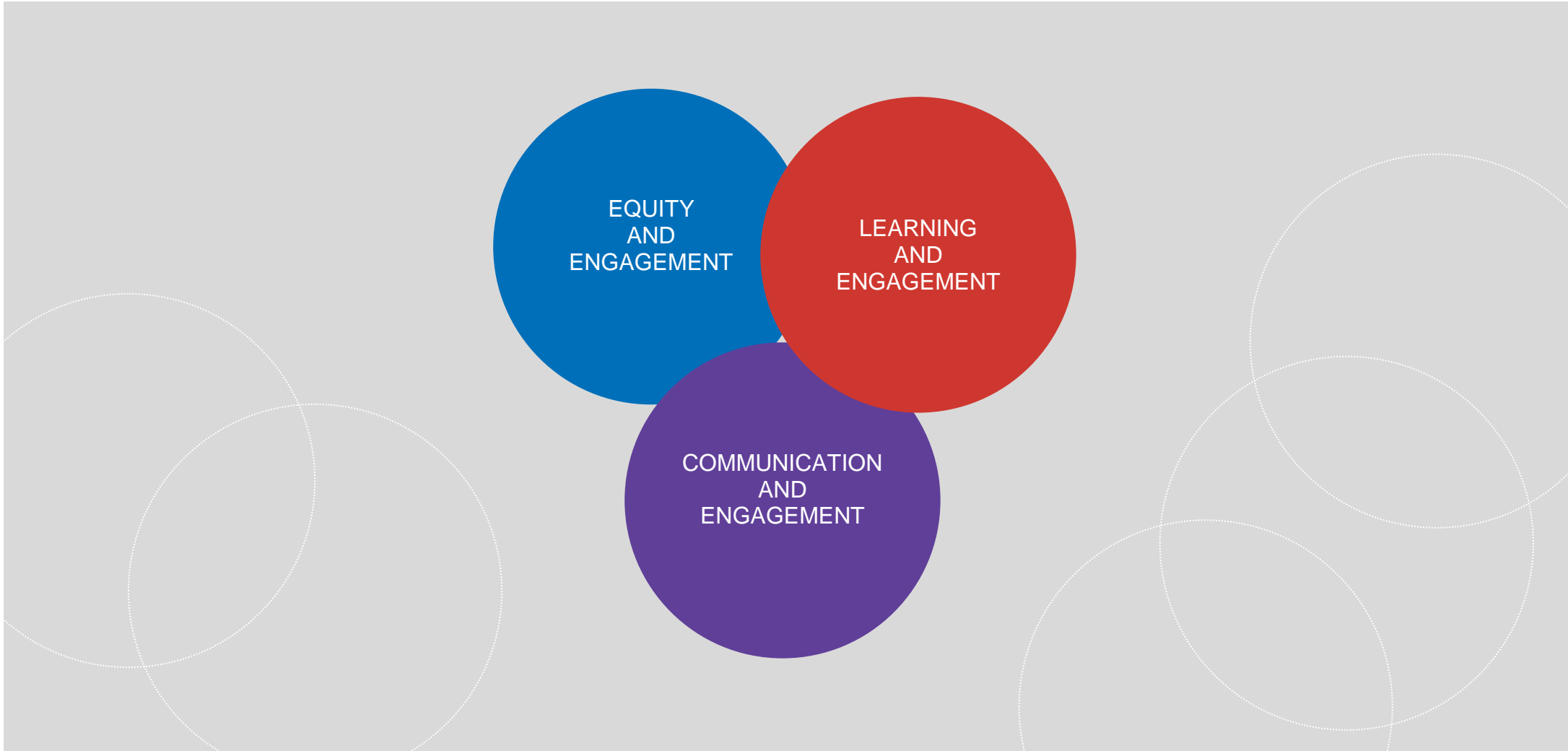


# School plan 2015 – 2017

## Warrawong High School 8480





## School vision statement

Warrawong High School is a nurturing and inclusive learning environment where all students are valued. We have high expectations leading to our students being successful learners who make valuable contributions to school and beyond. We value maintaining positive and respectful relationships while demonstrating empathy for one another. Our expert teachers deliver quality learning experiences that challenge our students' thinking in a 21<sup>st</sup> Century world. We encourage our students to be environmentally responsible global citizens. All of these are reflected in the Warrawong High School Values Platform.

## School context

Warrawong High School is situated close to Port Kembla in the Illawarra bordered by Lake Illawarra. It is a low socio-economic community which causes enrolments to fluctuate as families move into and out of the area. Warrawong High School houses the region's Intensive English Centre which supports new arrival and refugee students as they enter our country. It also has one of the largest Special Education Units in the Illawarra and South Coast which supports students with intellectual disability.

The total student population of Warrawong High School is 650 which include 56% from non-English speaking backgrounds, 8% Aboriginal and Torres Strait Islander and 39 nationalities.

Warrawong High School is part of strong Community of Schools which includes: Cringila Public School, Lake Heights Public School, Kemblawarra Public School, Port Kembla Public School and Warrawong Public School. Two of our signature CoS programs are the WACKI Film Festival and Permaculture Garden Living Classroom.

Through these programs and others, Warrawong High School has strong links with the local education and business community including Bluescope and the University of Wollongong.

The schools strategic directions: Equity and Engagement; Learning and Engagement; Communication and Engagement supports our focus on making a real difference to the learning outcomes of all students, building the capacity of staff to deliver on this and strengthen our community relations.

## School planning process

Throughout 2014 the school community engaged with a variety of evaluation tools including the National School Improvement Tool and the Langford Tools for Education. There were numerous meetings, workshops and other forums where staff and students provided valuable contributions to developing the school's vision, strategic directions and improvement measures.

Evaluations included gaining feedback on the achievement of targets associated with programs under National Partnerships. General findings were these programs are valued by staff and meet the needs of our diverse student population, however, some improvements were identified. The school's ethos statements were revisited and framed as a values platform with clear student expectations.



**Purpose:**

Ensuring all students have access to the curriculum, regardless of ability, increases the opportunity to be successful at school. Catering for individual learning needs through accommodations, adjustments and differentiation overcomes inequities in education. Engaging students in learning increases attendance, retention and attainment across all year groups.



**Purpose:**

Focussing on teacher quality builds their capacity as leaders of learning which enhances the educational outcomes of all students. Effective induction programs, aspiring leader programs and developing individualised professional learning plans support the performance and development of teachers at all career stages.



**Purpose:**

Effective communication and management systems within and across the school community support the work of teachers and maintains these positive relationships. Engaging our parents, education community and business community in productive partnerships with the school enhance the learning outcomes for our students.

# Strategic Direction 1: EQUITY AND ENGAGEMENT

## Purpose

**Why do we need this particular strategic direction and why is it important?**

Ensuring all students have access to the curriculum, regardless of ability, increases the opportunity to be successful at school. Catering for individual learning needs through accommodations, adjustments and differentiation overcomes inequities in education. Engaging students in learning increases attendance, retention and attainment across all year groups.

## Improvement Measures

- ❖ There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- ❖ Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.
- ❖ Performance for equity groups within the school is comparable to the performance of all students in the school.

## People

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

### Students:

Students are actively engaged in negotiating their own individual learning plans and monitoring their progress towards improvement.

### Staff:

Staff engage in professional learning activities that develop and sustain their ability to make effective accommodations and adjustments specific to their students' learning needs.

### Parents/Carers:

Parents play an active role in developing and supporting individualised learning plans for their children and monitoring progress towards improvement.

### Community Partners:

Community Partners play a vital role through mentoring and guiding programs relevant to the learning needs of students.

### Leaders:

School Leaders will engage with the School Excellence Framework and Performance and Development Framework to build their capacity and the capacity of others to make effective accommodations and adjustments specific to their students' learning needs.

## Processes

**How do we do it and how will we know?**

- Re-negotiate the roles and responsibility statement for the Head Teacher Equity and Engagement as well as the Head Teacher Wellbeing.
- Further embed the integration of the Learning Support and Welfare Teams into daily school practices with clear systems and procedures.
- Further develop policies, programs and systems that address and monitor student learning needs.
- Ongoing professional learning supports staff to implement individualised learning plans for students.
- Analysing a range of school and external data to measure the impact of the Learning Support team and associated strategies used by teachers in implementing individualised plans.

### Evaluation Plan

- Report on progress towards achieving milestones twice a term at executive meetings.
- Report on progress towards achieving milestones at staff meetings.

## Products and Practices

**What is achieved and how do we measure?**

- ❖ There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- ❖ Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.
- ❖ Performance for equity groups within the school is comparable to the performance of all students in the school.

### Products:

- Individualised education plans are in place for students requiring additional support for their learning, attendance, behaviour, wellbeing and/or vocational pathways.
- Teaching programs and assessments are differentiated with appropriate adjustments and accommodations to cater for the learning needs of all students.
- The school achieves value-added results.

### Practices:

- Teachers regularly evaluate students' progress, using a range of school data, and seek support from the Welfare and Learning Support Teams to enhance learning outcomes
- Teachers regularly evaluate their own classroom practice, using a variety of feedback strategies, and seek support from the Welfare and Learning Support Teams to enhance student learning outcomes.

# Strategic Direction 2: LEARNING AND ENGAGEMENT

## Purpose

### Why do we need this particular strategic direction and why is it important?

Focussing on teacher quality builds their capacity as leaders of learning which enhances the educational outcomes of all students. Effective induction programs, aspiring leader programs and developing individualised professional learning plans support the performance and development of teachers at all career stages.

## Improvement Measures

- ❖ The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.
- ❖ The school is recognised as expert in the provision of support to beginning, early career and aspiring teachers.

## People

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

#### Students:

Students are engaged in new and higher order ways of learning that focus on improving their literacy and numeracy skills.

#### Staff:

Staff take responsibility for developing their own professional learning plan and engage with Performance and Development strategies to suit their career stage and aspirations.

#### Parents/Carers:

Parents take opportunity to engage with the school's assessment, reporting and evaluation processes to make valuable contributions to their child's education.

#### Community Partners:

Community Partners play a role in building teacher capacity through professional learning activities.

#### Leaders:

Through the School Excellence Framework, Performance and Development Framework, School Professional Learning Plan and Growth Coaching, school leaders will lead whole school improvement in teaching and learning.

## Processes

### How do we do it and how will we know?

- Ongoing support of staff in the effective implementation of the Growth Coaching model as an integral component of the Performance and Development Framework.
- The Professional Learning Team will lead the implementation of the professional learning matrix that aligns with the School Plan and major priority areas as identified by the staff of Warrawong High School.
- Continued development and refinement of Teacher Induction and Accreditation programs to support the professional development needs of staff.
- Development and implementation of an Aspiring Leaders program to support the professional development needs of identified staff.
- Quality Teaching Peer Observation program is in place supported by ongoing professional learning.

#### Evaluation Plan

- Report on progress towards achieving milestones twice a term at executive meetings.
- Report on progress towards achieving milestones at staff meetings.

## Products and Practices

### What is achieved and how do we measure?

- ❖ The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.
- ❖ The school is recognised as expert in the provision of support to beginning, early career and aspiring teachers.

#### Products:

- Staff regularly evaluate their own and others' teaching practice including the assessment of student outcomes.
- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development programs in place.

#### Practices:

- Teachers provide and receive planned feedback from peers, school leaders through mentoring and coaching to improve teaching and leadership practice.
- Teachers are actively engaged in planning their own professional development to improve their performance with a particular focus on improved teaching methods in literacy and numeracy.

# Strategic Direction 3: COMMUNICATION AND ENGAGEMENT

## Purpose

### Why do we need this particular strategic direction and why is it important?

Effective communication and management systems within and across the school community support the work of teachers and maintains these positive relationships. Engaging our parents, education community and business community in productive partnerships with the school enhance the learning outcomes for our students.

## Improvement Measures

- ❖ School management systems and procedures provide explicit information about the school's function to promote ongoing improvement.
- ❖ The school is recognised as excellent and responsive by its community as a result of effective engagement with members of the local community such as parents, families, local media and business organisations.

## People

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

#### Students:

Students are aware of their responsibilities regarding their compulsory attendance at school. They understand the eligibility requirements for the RoSA, Preliminary Course and HSC Course.

#### Staff:

All staff are aware of the school's management procedures, DEC and BOSTES requirements. These are regularly revisited and form part of the school's Teacher Induction Program.

#### Parents/Carers:

The school has a range of strategies to engage Parents/Carers in the work of the school to improve the learning opportunities for their children e.g. P&C meetings, parent forums, information evenings, parent/teacher evenings.

#### Community Partners:

Community partnership programs and initiatives are evaluated with key stakeholders to improve their quality and meet the specific needs of our students.

#### Leaders:

Leadership development is central to school capacity building. Systems are in place to build the leadership capacity of staff and students.

## Processes

### How do we do it and how will we know?

- Strengthen and communicate efficient and effective procedures for managing the daily routine of the school e.g. staff absences, exam rosters, school calendars, excursion procedures, TPL procedures etc.
- Lead the implementation of BOSTES procedures and communicate timeline of key dates and deadlines to the Principal, Deputy Principals, Head Teachers and Teachers.
- Collaborate with the Community Liaison Officer to develop and implement community engagement strategies.
- Lead a team-based approach to ensure all of the school's community partnership programs and initiatives are embedded into school practices.

### Evaluation Plan

- Report on progress towards achieving milestones twice a term at executive meetings.
- Report on progress towards achieving milestones at staff meetings.

## Products and Practices

### What is achieved and how do we measure?

- ❖ School management systems and procedures provide explicit information about the school's function to promote ongoing improvement.
- ❖ The school is recognised as excellent and responsive by its community as a result of effective engagement with members of the local community such as parents, families, Aboriginal community leaders, Multicultural community leaders, local media and business organisations.

### Products:

- Effective school management systems and procedures are in place to support school operations and the teaching and learning activity of the school.
- Parents, Community of Schools and community members are engaged in a wide range of school-related programs and initiatives.

### Practice:

- Strategic financial, human and physical resources are used to gain efficiencies and maximise resources available for effective school operations.
- Productive relationships exist with parents, community members, education community and business community to improve the learning opportunities for our students.