

# Strategic Plan for Wauchope High School 2014



## Purpose of Strategic Direction 1

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged and transparent communication, empowered leadership and effective management and organisational practices.

## Purpose of Strategic Direction 2

To provide a high standard of education through a combination of appropriate curriculum, teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.

## Purpose of Strategic Direction 3

To increase community support for our students and school through the development of programs which foster enjoyment, passion and a commitment to life-long learning. To increase the significance of learning through community partnerships and participation that give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in 21<sup>st</sup> Century.

## Strategic Direction 1: Leadership

Purpose	People	Processes	Product and Practices
<p>To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged and transparent communication, empowered leadership and effective management and organisational practices.</p>	<p><b>Students:</b> Engage students in being quality learners.</p> <p><b>Students:</b> Engage student leaders in developing their capabilities in the area of intellectual quality to enable them to inform strategic planning.</p> <p><b>Staff:</b> To further develop leadership capacity, at all levels, to enable the continued introduction of the National Curriculum and literacy across KLAs (ILNNP) to support and extend high and middle performing students.</p> <p><b>School Leaders:</b> Have the capacity to play a critical role in the quality of learning programs and setting high expectations through development a culture of mentoring and coaching in the school.</p> <p><b>Parents:</b> To establish a collaborative learning community by providing opportunities for parents to work together to improve the intellectual quality of educational programs in the school. This will include areas such as literacy and The National Curriculum.</p> <p><b>Community:</b> To further establish and develop mentoring role the community plays at present Strengthen links with the Chamber of Commerce, TAFE, universities etc.</p>	<p><b>Leading and inspiring a culture of collaboration:</b></p> <ol style="list-style-type: none"> <li>1. Further development of the ILNNP literacy project to involve whole staff and collaboration with primary schools</li> </ol> <p><b>Transparent communication:</b></p> <ol style="list-style-type: none"> <li>2. Communication of role statements, understanding of leadership roles and how people fulfil those roles</li> </ol> <p><b>Effective Management and Organisational practices:</b></p> <ol style="list-style-type: none"> <li>3. Improvement of our systems, TPL, VOR PxP roll marking, photocopying, staff meeting protocols</li> </ol>	<p><b>Product:</b> To attain an average improvement of one cluster on the literacy continuum in reading texts and comprehension by end 2014 (Years 8 and 9).</p> <p><b>Product:</b> More efficient TPL, VOR and PxP roll marking systems</p> <p><b>Product:</b> Published role statements and introduction of Great Teaching, Inspired Learning</p> <p><b>Practices:</b> Continuation of the literacy professional learning teams that are focused on evidence based practice across KLAs and leadership development of staff including a cross KLA project on writing that set high expectations as it differentiates for KLA differences and curriculum needs. Cross faculty development for all staff in the Literacy Continuum with feeder primary schools. <b>Identified as a high priority practice.</b></p> <p><b>Practices:</b> Continued involvement and leadership in CLNs on development. Integration and feedback of the national Curriculum.</p> <p><b>Practices:</b> Continuation of faculty teams developing and designing high quality teaching and learning programs designed to meet the needs of and extend all students.</p> <p><b>Practices:</b> Published role statements and more effective use of systems</p>

## Strategic Direction 2: Teaching and Learning

Purpose	People	Processes	Product and Practices
<p>To provide a high standard of education through a combination of appropriate curriculum, teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.</p>	<p><b>Students:</b> Actively engage students in programs that meet their needs and extend their outcomes across a diverse range of programs</p> <p><b>Staff:</b> Further develop capabilities of staff for introducing the National Curriculum, designing teaching and learning experiences that engage students and set high expectations for individual outcomes.</p> <p><b>Staff:</b> Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and the sharing of professional practice to prepare for the introduction of teaching standards for all staff and Great Teaching, Inspired Learning.</p> <p><b>Parents:</b> Design an effective communication strategy to build awareness amongst parents of the range of programs on offer at Wauchope High School, including those that focus on intellectual quality and alternate patterns to the HSC.</p> <p><b>Community:</b> Develop community links by inviting students and ex-students to speak with groups of students to</p>	<p><b>High standard of education:</b> 4. ILNNP Writing as a focus – directly impacts on HSC results; other issues that directly impact on HSC results</p> <p><b>Appropriate curriculum:</b> 5. Introduction of the National curriculum – work in progress for some KLAs and to be picked up by others.</p> <p><b>Engaging and inspiring teaching and learning programs:</b> 6. Investigation of new approaches to teaching your KLA with the transition to the National Curriculum</p> <p><b>Differentiated learning:</b> 7. Exploration of effective methods to differentiate within a classroom setting and systems for accountability related to it.</p>	<p><b>Product:</b> To increase the number of students receiving Bands 5 and 6 in the HSC by 5% by end 2016.</p> <p><b>Product:</b> To attain an average improvement of one cluster on the literacy continuum in Aspects of Writing by end 2014 (Years 8 and 9).</p> <p><b>Product:</b> Effective transition to the national Curriculum</p> <p><b>Practice:</b> High quality teaching and learning practices, which extend student outcomes, demonstrated and supported across KLAs through teaching and learning programs, assessment, TARS and EARS.</p> <p><b>Practice:</b> Continue joint staff development days as appropriate (determined by CLNs)</p>

## Strategic Direction 3: Retention and Engagement

Purpose	People	Processes	Product and Practices
<p>To increase community support for our students and school through the development of programs which foster enjoyment, passion and a commitment to life-long learning. To increase the significance of learning through community partnerships and participation that give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in 21<sup>st</sup> Century.</p>	<p><b>Students:</b> Actively engage students in programs that will make them confident, creative and informed citizens (Melbourne Declaration) and life-long learners.</p> <p><b>Students:</b> Engage students in programs that allow them to respond to rapidly changing information and learning environments, employing technologies and learning strategies that will equip them for the 21<sup>st</sup> Century.</p> <p><b>Staff:</b> Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and the sharing of professional practice to develop the community partnerships necessary to program at a high level of student engagement and significance.</p> <p><b>Staff:</b> Develop strategies that communicate our diversity, high expectations and success effectively with the community.</p> <p><b>Parents:</b> In working collaboratively with the school, parents will develop the understanding that Wauchope High School offers quality education which compares well to other educational providers.</p> <p><b>Community:</b> Ensure that the school builds on local knowledge and experience to provide a culturally significant curriculum for all students and promote high expectation of outcomes.</p>	<p><b>Programs which foster enjoyment, passion and a commitment to life-long learning:</b></p> <p>8. Strengthened accountability and transparency and combined responsibility for the development of creative and confident thinkers and effective citizens</p> <p>9. Strengthen PBL in the school</p> <p><b>To increase the significance of learning through community partnerships:</b></p> <p>10. Build on established partnerships to strengthen their impact on student learning and promote the school</p> <p>11. Development of stronger partnerships with the indigenous community based on cross-cultural respect as a main method of achieving highly effective schooling for indigenous students</p> <p><b>To build capacity, knowledge, skills and experiences for our students in order to achieve their personal goals and lead successful lives in 21<sup>st</sup> Century:</b></p> <p>Explicit teaching of goal setting skills, scaffolding learning with lots of direction</p>	<p><b>Product:</b> A 5% increase in student retention from Year 10 to Year 12, resulting in a 5% increase in students who finish Year 12 with an HSC that will allow them to pursue their goals to pursue university or post-school vocational options.</p> <p><b>Product:</b> Whole school programs which set high expectations, not only in KLA learning, but for the development of life-long learners and effective citizens.</p> <p><b>Product:</b> The use of PLPs is more effective across the school</p> <p><b>Practices:</b> Cross KLA communication and scope and sequence that ensures combined responsibility for the development of life-long learners, creative and confident thinkers and effective citizens. <b>Identified as a high priority practice.</b></p> <p><b>Practices:</b> Positive Behaviour for Learning is embraced outside and inside the classroom.</p> <p><b>Practices:</b> Develop an offline Lighthouse class that focusses on students who need extra support.</p> <p><b>Practices:</b> Market and promote the school.</p> <p><b>Practices:</b> Employ an AEW to work with the Aboriginal Education team to develop partnerships, PLPs etc.</p>

## Strategic Direction 1: Leadership - Implementation and Program Monitoring

**To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged and transparent communication empowered leadership and effective management and organisational practices.**

Project Leaders: Executive Team Members

Budget: \$30,000 ILNNP

Processes		Mid-term 1	End-term 1	Mid-term 2	End-term 2	Mid-term 3	End-term 3	Mid-term 4	End-term 4	Resources
<b>Leading and inspiring a culture of collaboration:</b>										
1	<b>Process:</b> Further development of the ILNNP literacy project to involve whole staff <b>Team Leaders: Nicole and Donna</b>	HT EARS – plan outline to develop faculty in reading using literacy team members (Week 6: 3 <sup>rd</sup> – 7 <sup>th</sup> March)		Collected data on Years 8 and 9 students for mid-term data report \$800 – teacher days	Expression of Interest for a FT non-teaching position developing literacy in the school \$70,000 Planning day - \$4,000	Hired FT non-teaching literacy development officer. Full day fortnightly PL sessions Thursday, Wednesday pm fortnightly. \$60,000 Professional resources \$344	Plan for sustainability. Curriculum assessment being developed. Private literacy consultant. \$1,000	Submit data Years 8 and 9 students. \$800 Subscription to Professional Literacy Association \$600 Further PL with outside experts \$4,000	Develop plan for 1025. Begin to implement sustainable initiatives. Further PL for sustainability. \$25,000	ILNNP \$170,000  Photocopying \$1,000  Contingency \$3,500
<b>Transparent communication:</b>										
2	<b>Process:</b> Communication of role statements, understanding of leadership roles and how people fulfil those roles, teacher and school leader registration <b>Team Leader: Nicole</b>	First 5 weeks – keep track of all tasks that come with leadership – bring to exec meeting Week 6 for discussion and the development of a role statement.	Executive role statements have been developed. Executive have explored GTIL, AITSL framework, the new award and AITSL standards.	KLAs have dedicated some time in faculty meetings to GTIL, AITSL framework, the new award and AITSL standards and executive roles as they	KLAs continue to dedicate some time in faculty meetings to GTIL, AITSL framework, the new award and AITSL standards. Staff meeting re. process for	All teaching staff develop a professional learning plan in line with standards.	HTs and their KLA have met and discussed learning plans.	HTs and their KLA staff have collaborated to develop protocols to ensure successful registration.	Protocols are ready for the beginning of 2015.	Executive team Great Teaching Inspired Learning, new award, AITSL standards



				relate to Lead Teacher standards.	registration (if available).					
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To be completed next executive meeting

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Project Leaders: Executive Team Members

Budget: \$30,000 ILNNP

Processes	Mid-term 1	End-term 1	Mid-term 2	End-term 2	Mid-term 3	End-term 3	Mid-term 4	End-term 4	Resources
3 Improvement of our systems, TPL, VOR PxP roll marking, photocopying, staff meeting protocols <b>Team Leaders: Principal, DP, HT Admin</b>	<b>Effective Management and Organisational practices:</b>								
	Staff meeting protocols ready to be enacted – Jo and Marg (from 2013).	TPL form linked to the school plan, discussions re. VOR in executive and with LST	Updated VOR forms available for staff consultation.	Updated VOR forms available online.	HT Admin and Principal meet re. status of period by period roll marking, esp. re hardware.	A process has been determined for ensuring PxP is supported with hardware	Discussion with staff rep., SAM, Print room personnel and principal re. charging KLAS for photocopying	A process in place for photocopying and roll marking. Time at SDD for discussion.	Principal, DP, HT Admin, Meetings e.g staff, LST, exec

To be completed when Marg Sipkes is no longer HT Mathsematics.

## Strategic Direction 2: Teaching and Learning

**To provide a high standard of education through a combination of appropriate curriculum, teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.**

Project Leaders: Executive Team members

Budget: \$30,000 ILNNP, \$15,00 from RAM, T&D funds TBD

Processes		Mid-term 1	End-term 1	Mid-term 2	End-term 2	Mid-term 3	End-term 3	Mid-term 4	End-term 4	Resources
		<b>High standard of education:</b>								
4	ILNNP and writing as a focus – other issues that directly impact on HSC results <b>Team Leaders: Nicole and Donna</b>	Staff have been consulted as to ideas – executive have discussed those ideas and further developed this plan	Supervised senior study explored and implemented/ not implemented. Discussions at exec. Have plan for raising expectations and welfare and discipline review	The remainder of this timeline is complete						ILNNP resources \$30,000  Welfare and Discipline review \$5,000 from RAM
		<b>Appropriate curriculum:</b>								
5	Introduction of the National curriculum – work in progress for some KLAs and to be picked up by others. <b>Team Leaders: HTs of KLAs involved – Donna, Jayme, Jo and Margaret</b>	Phase 1 - Years 7 & 9 Maths, English, Science and History in place. EARS discussion re. Years 8 and 10 <b>Phase 2 suspended at present – plan will be further developed as information comes to hand</b>	Principal has met with HTs and further plan developed							Training and Development resources – amount to be finalised

## Strategic Direction 2: Teaching and Learning continued

**To provide a high standard of education through a combination of appropriate curriculum, teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.**

Project Leaders: Executive Team members

Budget: \$30,000 ILNNP, \$15,00 from RAM, T&D funds TBD

Processes		Mid-term 1	End-term 1	Mid-term 2	End-term 2	Mid-term 3	End-term 3	Mid-term 4	End-term 4	Resources
<b>Appropriate curriculum continued:</b>										
6	Investigation of new approaches to teaching your KLA with the transition to the National Curriculum <b>Team Leader:</b> Jayme Reid	Member of executive has taken responsibility for this process		Leader has researched State and Federal requirements and is prepared to lead T&D in the executive	T&D and discussion in executive	T&D and discussion in executive	Team leader presents process and discussion to staff at a staff meeting	Resources investigated at executive meeting online	SDD time dedicated to this process	RAM funds \$5,000 T&D Funds TBD
<b>Appropriate curriculum continued:</b>										
7	Exploration of effective methods to differentiate within a classroom setting and systems for accountability related to it. <b>Team Leader:</b> HT LST	Member of executive has taken responsibility for this process	Leader has researched State and Federal requirements and is prepared to lead T&D in the executive	Executive has had training and development in differentiation and requirements	Training and development of executive has been completed	SENTRAL PLPs looked at in executive and a format agreed on	Protocol for the communication of PLPs to appropriate staff	Check DEC requirements (If available) and that our formats meet them	Develop school-wide system for reporting to requirements (if available)	ESES, AITSL standards, syllabus requirements for KLAs \$5,000 from RAM funding

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Project Leaders: Executive Team members plus Andrew Lord and Michele Gorton

Budget: \$145,000 from RAM

Processes		Mid-term 1	End-term 1	Mid-term 2	End-term 2	Mid-term 3	End-term 3	Mid-term 4	End-term 4	Resources
<b>Programs which foster enjoyment, passion and a commitment to life-long learning:</b>										
8	Strengthened accountability and transparency and combined responsibility for the development of creative and confident thinkers and effective citizens <b>Team Leaders: Principal and Andrew Lord</b>	- All faculties have completed survey developed by Andrew. - Draft plan developed including report to exec on survey. -Exec approval to initiate the ThinkTank lunchtime meetings FB page. - (W6) Meet with Angela Hughes to discuss ideas for Youth Week	- Have identified students who meet ThinkTank criteria to give invitations. - Think-tank FB page established  - First meeting to plan for upcoming events. (W8)  <b>W11 – Youth Week</b>	-Establish lunchtime gatherings for student feedback – how to improve.  <b>Motivational Media Presentation???</b> - ThinkTank meet, decide how to share inspiration with school -Extended Roll Call session  <b>W2 - Google Science Fair Entries Due</b>	<b>RU MAD Project initiated???</b> - ThinkTank meet, decide how to share inspiration with school -Extended Roll Call session	<b>W1 – Luminosity Summit</b> - ThinkTank meet, decide how to share inspiration with school -Extended Roll Call session -FB conversation continues... <b>W5 – Courage to Care</b> - ThinkTank meet, decide how to share inspiration with school -Extended Roll Call session -FB conversation continues...	<b>W10 – CUSP – Designing the Future</b> - ThinkTank meet, decide how to share inspiration with school -Extended Roll Call session -FB conversation continues...	Begin preparations for school showcase of ‘Confident & Creative thinkers’  Market research via ThinkTank student network and Send targeted invitations to potential clients (students/parents)	Have celebrated the achievements in ‘confident and creative thinking and effective citizenship’  <b>W? – Community Based Exhibition of Student Work</b>	RAM \$5,000
<b>Programs which foster enjoyment, passion and a commitment to life-long learning continued:</b>										
9	Strengthen PBL in the school <b>Team Leaders: PBL team with DP</b>	To be discussed with PBL team	PBL team discussed further plan	Develop lessons for litter and movement	Lessons taken place during roll call	Data analysis and plan to be developed for 2 <sup>nd</sup> semester				RAM \$5,000

## Strategic Direction 3: Retention and Engagement

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Project Leaders: Executive Team members plus Andrew Lord and Michele Gorton

Budget: \$145,000 from RAM

Processes	Mid-term 1	End-term 1	Mid-term 2	End-term 2	Mid-term 3	End-term 3	Mid-term 4	End-term 4	Resources	
10	Build on established partnerships to strengthen their impact on student learning and promote the school <b>Team Leader:</b> Principal with teacher of Lighthouse group	<b>To increase the significance of learning through community partnerships:</b>								
		Lighthouse Group established	Principal and Lighthouse group teacher discussed further plan Principal discussed promotion with P&C							
11	Development of stronger partnerships with the indigenous community based on cross-cultural respect as a main method of achieving highly effective schooling for indigenous students <b>Team Leader: DP with Aboriginal Education Team</b>	<b>To increase the significance of learning through community partnerships continued:</b>								
		Appoint interim SLSO – support Aboriginal students; advertise and interview for 3 day a week SLSO – Aboriginal Support. Met with executive of the AECG to get ideas for community consultation	Significant Aboriginal days placed on calendar and plans to celebrate/acknowledge those days Girls Camp planning complete	Discussion with AECG, SLSO Aboriginal Student Support and school based team re. formally developing partnership						

