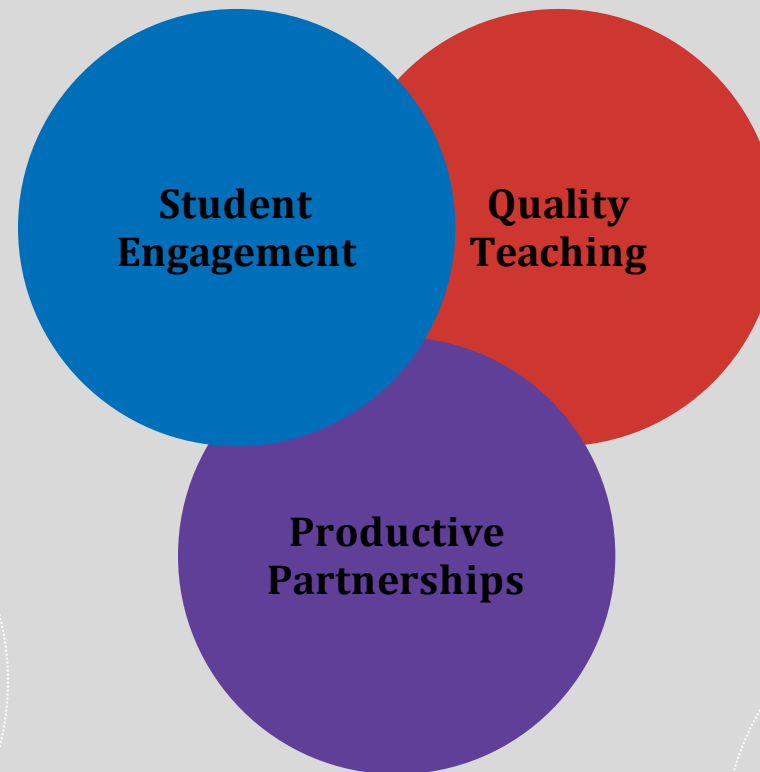


School plan 2015 – 2017

WAUCHOPE HIGH SCHOOL





School vision statement

Wauchope High School being a comprehensive, co-educational school and a member of the Bago Community of Schools is focussed on providing outstanding opportunities and educational experiences for all students irrespective of the diverse educational pathway they may choose.

Students are able to pursue, with equal ease and quality an academic, vocational or multifaceted pathway to future success and employment.

The school provides opportunity for students to develop their sporting, cultural and social skills in an environment that provides excellent student wellbeing support and builds creative, resilient and productive individuals.

School context

Wauchope High School is a rural school located in the Hastings Valley, west of Port Macquarie. The school has, until 2015 seen a gradual decline in student numbers due to pressure from the breadth of schooling options available within the area.

Wauchope High School has always demonstrated strength in the sporting arena and continues to provide a diverse and rich sports program. It also has a strong link to TAFE and provides a wide range of vocational pathways for its students.

A significant number of students are achieving educational success at a level that was not realised by their parents or can be readily supported by family members. At the same time many of our students suffer from the tyranny of rural isolation, poor literacy skills and all the benefits and challenges that come with being part of a small, close-knit rural community.

School planning process

The 2015-17 school plan has been well informed by a series of consultation meetings with students, parents and staff with a modified SWOT analysis being the consultation tool utilised in the first instance.

A range of baseline data in relation to attendance, suspension records and NAPLAN results has also formed the basis of analysis that has informed the initial formation of the plan.

The school has moved to establish a mechanism for collecting longitudinal data through the use of the 'Tell Them From Me' school surveys and will begin collecting data through this service in 2015.

Consultation with the indigenous community in 2013 and 2014 has also informed the plan with parents and community representative being consulted, the schools Junior AECG providing clear student voice through the Think Tank and work already underway to build stronger community/school relationships.

All elements of the plan have been presented in draft to each key stakeholder group with opportunity provided for further input and refinement.



Student Engagement

Purpose:

In order for students to be successful 21st Century learners they need to attend school regularly, and be fully engaged in the teaching and learning taking place in every lesson.

For students to achieve academic success in high school, they need to master content knowledge in a wide variety of subjects. To achieve this students in secondary school must be able to: read and understand large amounts of text, often on unfamiliar topics; learn specialised and technical vocabulary; master knowledge of the various text structures that are used to organise subject material; and make meaning from the texts that are used by teachers as the basis of instruction.

Quality Teaching

Purpose:

It is critical that all teaching staff have the capacity to expertly address the literacy demands of their subject and to ensure that students have the literacy skills necessary to engage fully and be successful users of language to learn across the stages of schooling and within all domains.

Building strong relationships based on high expectations and high levels of support and feedback is critical to students realising their full potential and to maximise their outcomes from their time at Wauchope High School.

Productive Partnerships

Purpose:

The school provides ongoing support for the welfare of all students and provides engaging and motivating educational experiences, however, we can only achieve the high levels of student engagement required for success in partnership with students, parents and community.

The development of an agreed and shared vision for student engagement and success will produce a creative, inclusive school environment reflecting a safe, positive and productive culture of learning.

Strategic Direction 1: Student Engagement

Purpose

In order for students to be successful 21st Century learners they need to attend school regularly, and be fully engaged in the teaching and learning taking place in every lesson.

For students to achieve academic success and master content knowledge in a wide variety of subjects they must develop critical literacy skills. They need to be able to access large amounts of texts and communicate their knowledge and understanding using the specific metalanguage of the subject.

Improvement Measures

- ❖ A 5% reduction in the number of students in Year 7 and Year 9 at or below national minimum standards (NMS) based on NAPLAN data.
- ❖ A 5% increase in the number of students in Year 7 and Year 9 achieving at the proficient level based on NAPLAN data.
- ❖ An increase in average attendance rates to greater than the state average.
- ❖ A 25% decrease in the number of N-Award warning letters issued to students in Years 11 and 12.

People

Students: need to develop their understanding of the impact of non-attendance on their ability to achieve their goals and develop not only a commitment to attending school but also a resilience to cope with setbacks and difficulties that will make attendance a difficult

Staff: access and engage with ongoing professional development to build positive relationships with students, ensure consistent articulation of high expectations and implement a culture of rewarding and celebrating success

Parents/Carers: understand the impact absences have on the success of student outcomes.

Community Partners: continue to raise community awareness of the significant impact that all absences have on student success and work with the community to find ways to support student attendance and minimise both partial absences.

Leaders: model and build support for staff to develop and refine their capacity to implement quality literacy strategies with the classroom and within the context of their learning area.

Processes

Literacy Learners Strategy (LLS)

Literacy success will be built by ensuring students have the key skills needed to engage with texts and to articulate knowledge and understanding.

Senior Preparation Area

Ongoing development and refinement of the Senior Preparation (Study) Room, increasing the facilities to support student success.

Celebrating Success

Use of the school merit system and High Achievers Assemblies to celebrate student success and to encourage students to set goals and aim high.

Evaluation Plan

- Longitudinal analysis of attendance rates.
- Analysis of student NAPLAN data – focusing on both cohort and individual student growth.
- Yearly internal evaluation of SENTRAL student attendance data.

Products and Practices

Product:

Students demonstrate growth of key foundational literacy skills across years 7-9

Product:

Average student attendance rates for Wauchope High School are higher than the state average.

Product:

Students make subject selection choices that reflect high expectations and clear short and long-term goal setting.

Practice:

Students engage in sustained reading and writing in each key learning area

Practice:

Students use the metalanguage of specific subject content in the demonstration of their knowledge, understanding and skills

Practice:

Students achieve an individual student attendance rate in excess of 95% and limit partial absences through smart choices.

Strategic Direction 2: Quality Teaching

Purpose

It is critical that all teaching staff have the capacity to expertly address the literacy demands of their subject and to ensure that students have the literacy skills necessary to engage fully and be successful users of language to learn across the stages of schooling and within all domains.

Building strong relationships based on high expectations and high levels of support and feedback is critical to students realising their full potential and to maximise their outcomes from their time at Wauchope High School.

Improvement Measures

- ❖ Within individual teacher Performance and Development Plans, each staff member has completed and evaluated a Literacy Action Research Project linked to the LLS outlined in the school plan.
- ❖ All staff have undertaken professional learning to build capacity to develop strong, positive relationships with students.
- ❖ All teaching and learning programs and assessment programs explicitly articulate high expectations of students.

People

Students: master the individual literacy demands of each subject and develop the capacity to utilise appropriate metalanguage in the demonstration of their knowledge, understanding and skills.

Staff: develop a deep knowledge and understanding of the Literacy continuum and demonstrate a capacity and commitment to embed effective Literacy strategies into their day to day teaching

Parents/Carers: actively engage with the school in supporting high attendance rates, and in the completion and submission of quality student work.

Community Partners: through the P&C have an active voice in the direction of the schools strategic plan and delivery of co-curricular and extra-curricular activities.

Leaders: including the Head Teachers and KLA Literacy Leaders, develop the capacity of all staff to apply a deep knowledge and understanding of the literacy continuum, and the use of metalanguage to guide the development quality teaching and learning strategies that articulate high expectations.

Processes

Literacy Learning Strategy

- Employment of a school based Literacy consultant for 2015-16 to build literacy capacity of all staff
- Continued expansion of the KLA 'Literacy Champion' model within the school and development of collaborative networks beyond the school.
- All staff undertaking and evaluating an Action Research Literacy Project within their KLA.

Building Effective Relationships:

- All staff undertaking training to support development of effective relationships with students and articulation of high expectations.

Evaluation Plan

- Samples of student writing at key stages will be collected and used to benchmark growth in the use of higher order literacy strategies.
- NAPLAN data will be used to track student growth from Year 7 to Year 9 and comparative data used to identify changes in growth within and across cohorts and years.

Products and Practices

Product:

All teaching and learning programs articulate explicit and systematic strategies for the teaching of literacy Years 7 -10

Product:

All staff completed a class based Literacy Action Research Project and presented their evaluation to staff.

Product:

The schools new Wellbeing policies and procedures, aligned to the Wellbeing Framework for Schools is in place and operational across the school.

Practice:

All staff are involved in peer mentoring/observation as both mentor and mentee –within faculty or across key learning areas.

Practice:

All staff explicitly and systematically embed literacy strategies into their teaching and learning and assessment for learning.

Practice:

All staff actively develop positive relationships with students and parents and provide informed and constructive feedback whenever possible.

Strategic Direction 3: Productive Partnerships

Purpose

The school provides ongoing support for the welfare of all students and provides engaging and motivating educational experiences, however, we can only achieve the high levels of student engagement required for success in partnership with students, parents and community.

The development of an agreed and shared vision for student engagement and success will produce a creative, inclusive school environment reflecting a safe, positive and productive culture of learning.

Improvement Measures

- ❖ Increased levels of parent engagement and involvement in school – community activities and events.
- ❖ High levels of satisfaction as measured through TTFM and school based surveys and consultation.
- ❖ Assessment for learning strategies are clearly articulated and embedded into all teaching and learning programs across the school.

People

Students:

Through engagement in authentic learning activities and the building the confidence to take risks in their learning students will develop the resilience and capacity challenge themselves and set high expectations.

Staff:

All staff build their capacity to form and maintain positive and productive relationships with students and parents

Parents/Carers:

In partnership with the school and its community students are supported to achieve their full potential.

Community Partners:

Community partners provide opportunities and support that promotes and provides educational benefit and life experiences for all students.

Leaders:

The leadership team effectively utilises school, and system resources and opportunities to support the wellbeing of all students

Processes

Student Wellbeing:

The school will continue to develop and refine its wellbeing policies and practices in line with the 'Wellbeing Framework for Schools'.

Positive Behaviour for Learning (PBL):

Continued development of the schools PBL strategies and the implementation of consistent programs and practices promoting a model of PBL that supports learning and growth K-12.

Building Positive Relationships and Celebrating Success:

The school continually works with its community to explore new opportunities and strategies to build emotionally, socially and physical empowered students.

Evaluation Plan

Through the analysis of SENTRAL Wellbeing data and the use of the TTFM survey tool the school will monitor student, parent and teacher levels of satisfaction and the number and nature of student wellbeing incidents and parent contact.

Products and Practices

Product:

Resilient and engaged students who are willing and able to take risks in their learning and continually strive to achieve their best.

Product:

A school staff that value and draw on the positive and productive relationships that exist between students, staff and parents.

Product:

A school community that regularly comes together to plan for, support and celebrate student success in all aspect of the holistic education offered to our students.

Practice:

Parents and community are welcomed into the school to participate in the provision of support for their child and in the celebrating success at key events staged throughout the year.

Practice:

Teachers create and work with students in a positive learning environment focussed on success.

Practice:

Assessment is actively used as a tool for learning and for celebrating success.

