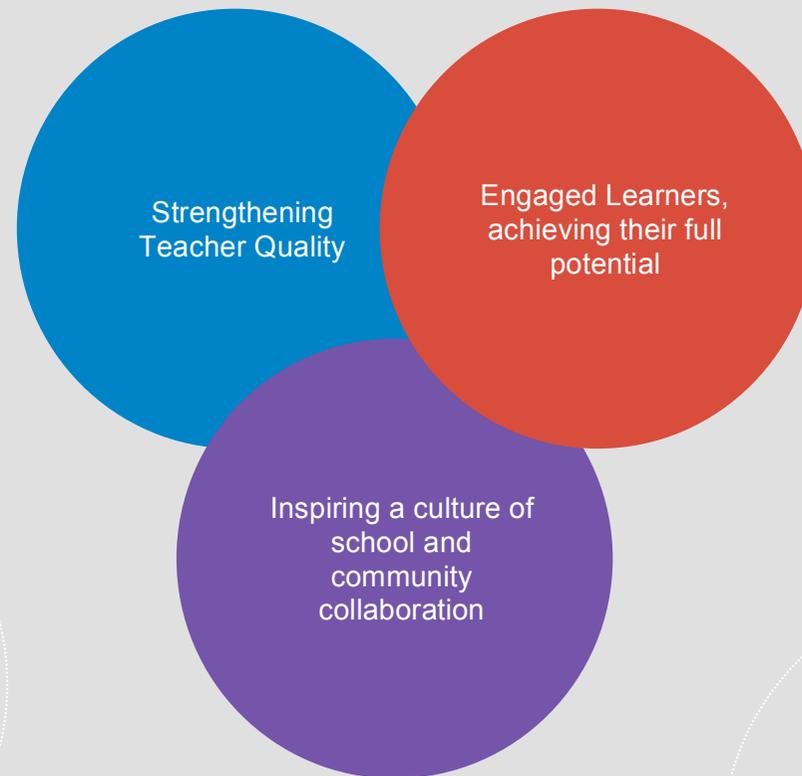


# School plan 2015 – 2017

## Windsor High School





## School vision statement

Windsor High School both leads and responds to the needs of the local community in providing outstanding opportunities to students who draw from all backgrounds.

We respect the dignity of each individual in walking and learning together as equal partners. The school responds to each student's needs to develop individual pathways to success.

Our teachers model life-long learning principles, always willing to examine their own practice and seek continuous improvement to provide students with the skills and experiences to be part of the global community.

## School context

Windsor High School is a comprehensive high school of about 490 students, located in the Hawkesbury Valley. Students draw from Wiseman's Ferry in the north to Bligh Park in the south.

The school's Index of Community Socio-Educational Advantage (ICSEA) value is 932 (national average is 1000) with 54% of students from families in the lowest quartile of advantage and 4% in the top quartile. The school receives additional funding under the Resource Allocation Model (RAM). Enrolment is comprised of about 11% ATSI and 8% LBOTE students. The school has a Support Unit for students with emotional and intellectual disabilities.

Over the past six years, the school has focused on establishing highly effective systems and structures in student welfare, school organization, curriculum and teacher professional learning and has established a positive learning environment and a culture that focuses on student and teacher learning with the aim of improving outcomes for students leaving the school.

The school has used its RAM and Improving Literacy and Numeracy National Partnerships (ILNNP) funds to support Aboriginal students in their learning and to increase retention to HSC, to provide all senior students with access to qualified tutors, to train all teachers to better teach literacy and reading skills, to offer more challenging learning programs to GAT students, to offer programs to engage students at risk and to increase the level of teacher and executive leadership.

The most recent "Tell Them from Me" student survey shows that students across all cohorts are at or above state average in almost all positive areas of school life, an improvement on the 2013 results. However, students' expectations of completing Year 12 and also of pursuing university as an option post high school is below state average and this will be a focus of the 2015-2017 school plan.

## School planning process

Windsor High School community has for each of the past five years, reflected on where it has come from and where it is going, as part of its planning and evaluation processes. Each year, the school collects a wealth of data about its students and their learning, and the teachers and their teaching. Parents, students, teachers and other community organisations such as the local Aboriginal Education Consultative Group are involved in all these evaluation processes as equal partners and contribute to the evaluations via surveys, reviews, and focus groups. Data is collected also from SMART data (NAPLAN and HSC data), from internal school welfare data, attendance data, subject selections, destination survey data and student, parent and teacher surveys. The results of these surveys are published in the Annual School Report.

In relation to the 2015-2017 school planning process, further consultation occurred in 2014 with the staff, parents and students to create a shared vision for our students for their future, and a vision for the Windsor High School community. From these dialogues, the three strategic directions were determined.

Teachers, executive and other members of staff were invited to form teams on each of the strategic direction under the leadership of one executive member. These teams developed the 5P planning page.

At each stage of the plan, parents were informed via P&C of the progress of the planning process.

Following the planning process, the teams developed milestones for implementation and linked actions to the school budget.



## STRATEGIC DIRECTION 1

Strengthening Teacher Quality

### Purpose:

Teacher quality and leadership is crucial to students' success. A focus on strengthening teacher quality will ensure teachers are confident and skilled professionals, who set high expectations for themselves and their students. Teachers foster a culture of knowing how learners learn within a 21<sup>st</sup> Century context, through continuous learning, collaboration, leadership and reflective practice.

## STRATEGIC DIRECTION 2

Engaged Learners, achieving their full potential

### Purpose:

Student learning and engagement go hand in hand. To ensure success, students need to be supported to become independent, creative, confident and resilient life-long learners who contribute positively to the broader community. We will do this by developing a school environment that fosters high levels of student engagement and meaningful learning opportunities, enabling the successful transition of all students into post-school education and career pathways.

## STRATEGIC DIRECTION 3

Inspiring a culture of school and community collaboration

### Purpose:

Students thrive when parents and communities become partners in the learning process. We will build, through organisational practices, a supportive educational community that inspires a culture of collaboration, engaged communication and empowers leadership and involvement between school, parents and community.

# Strategic Direction 1: Strengthening Teacher Quality

## Purpose

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

Teacher quality and leadership is crucial to students' success. A focus on strengthening teacher quality will ensure teachers are confident and skilled professionals, who set high expectations for themselves and their students. Teachers foster a culture of knowing how learners learn within a 21<sup>st</sup> Century context, through continuous learning, collaboration, leadership and reflective practice.

## Improvement Measures

- ❖ Documentation confirms the school has embedded and explicit systems for induction, teacher reflection and goal-setting, collaboration (within and beyond the school), classroom observation, modelling of effective practice and teacher feedback.
- ❖ All faculty programs include student-centred learning and the embedding of differentiated practice in relation to assessment tasks, class activities and teaching strategies based on evaluation and evidence.

## People

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

**Students:** Teachers and students develop partnerships to encourage student responsibility for learning

**Staff:** Provide teachers with professional learning opportunities to:

- Develop and explore differentiation strategies for the secondary classroom;
- Network with colleagues to deepen knowledge and understanding of pedagogy, student learning and curriculum;
- Develop an understanding of the NSW Teaching Standards to meet or exceed requirements for the attainment and/or maintenance of accreditation at proficient level.

**Parents:** Provide parents with increased opportunities to discuss student learning with teachers.

**Community Partners:** Provide opportunities for partners to support teachers in enhancing their teaching skills

**Leaders:** Provide school leaders with:

- Training to develop skills in mentoring and supervising new and beginning teachers and an understanding of accreditation processes.
- Opportunities to engage in professional dialogue with teachers under their supervision to support them in achieving their performance and development goals

## Processes

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

- Provide teacher professional learning in developing and monitoring professional learning plans, in applying and understanding the NSW Professional Teaching Standards, and in differentiating programs, lesson plans and pedagogy to deliver engaging and student-centred lessons;
- Create a quality induction program using the 5Cs model to support new teachers across the first two years of their career and beyond;
- Teachers and students work collaboratively to develop and attain learning goals, providing support and feedback ;
- Provide training and guidance for executive to enhance their capacity to lead and develop people, and to transform teaching and learning through the modelling of effective practice, and the delivery of feedback to teachers.

## Evaluation Plan

Executive, Executive and teachers monitor the progress of the implementation of professional learning plans and teacher induction and evaluate progress in the eight drivers of student learning as measured by the Focus on Learning annual survey.

Executive and Senior Executive monitor annually the development of faculty programs focussing on the integration of student-centred learning and differentiation.

## Products and Practices

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

- ❖ The school has embedded and explicit systems for teacher induction, reflection and goal-setting, collaboration, classroom observation, modelling of effective practice and teacher feedback confirmed by documentation and Focus on Learning Survey results.
- ❖ All faculty programs include student-centred learning and embedded differentiated practice in assessment tasks and teaching strategies.

## Product:

- All teachers develop and use a professional learning plan aligned to the NSW Professional Teaching Standards and the Performance and Development Framework and which includes challenging goals built upon the achievements of the previous year.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

## Practice:

- A quality induction program provided for all graduate, beginning and newly appointed teachers.

## Practice:

- Staff and executive collaborate to set and attain professional goals that develop individual capacity and improve teaching and learning practice.

## Practice:

- Staff differentiate the curriculum, embedding whole-school literacy, ICT, GAT and assessment practices, and adjust programs and lesson plans, to deliver student-centred learning.

# Strategic Direction 2: Engaged learners, achieving their full potential

## Purpose

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

Student learning and engagement go hand in hand. To ensure success, students need to be supported to become independent, creative, confident and resilient life-long learners who contribute positively to the broader community. We will do this by developing a school environment that fosters high levels of student engagement and meaningful learning opportunities, enabling the successful transition of all students into post-school education and career pathways.

## Improvement Measures

- ❖ External performance measures (including student growth and value-added measures and rates of students completing year 12) show high levels of achievement and positive growth for all students, including equity groups. Achievement will be measured by SMART data, destination survey, retention rates to Year 12, Tell Them From Me survey.
- ❖ All measures of student engagement and drives of student learning at or above state average as measured by Tell Them From Me survey.

## People

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

**Students:** Assist students in learning:

- About themselves as learners and how to adopt the behaviours employed by successful learners including skills in critical thinking.
- How to use teacher assessment and feedback to plan their own learning.

**Staff:** Provide teachers with professional learning opportunities to:

- Increase their understanding of student assessment and feedback mechanisms and purposes.
- design and develop quality assessment tasks and strategies which are linked to syllabus outcomes and student needs
- Include welfare strategies and critical thinking skills for students in their lessons and other interactions

**Parents/Carers:** Provide opportunities for parents to learn how their child learns and how to assist their child be successful at school.

**Community Partners:** Provide opportunities for community partners to maintain links with the school and support for students to access varied study options, career pathways and welfare programs.

**Leaders:** Provide leaders with professional learning about establishing processes that build the capacity of staff to use data and evidence for strategic school improvement, including whole-school initiatives and assessment.

## Processes

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

- Develop a professional learning program for teachers including training about a range of practices which support a high level of student achievement and engagement, including: literacy, numeracy, ICT, quality student assessment and feedback; reflective practice strategies, collecting, analysing and evaluating various forms of data including both internal and external measures of student engagement and performance.
- Develop, maintain and deliver targeted and meaningful social and wellbeing programs to promote engagement.
- Provide a broad, flexible curriculum adapted for individual student needs and aspirations which includes academic and vocational education courses, school-based apprenticeships and distance education and acceleration.

### Evaluation Plan

- Internal and external data analysed each semester or annually as appropriate.
- HT Curriculum and executive oversee development of high quality assessment tasks, clearly linked to syllabus outcomes.
- Executive monitors the curriculum offerings for students annually.

## Products and Practices

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

- ❖ External performance measures show high levels of achievement and positive growth for all students, including equity groups. Achievement will be measured by SMART data, destination survey, retention rates to Year 12, Tell Them From Me survey.
- ❖ All measures of student engagement and drivers of student learning shown in the Tell Them From Me survey to be at or above state average.

### Product:

- High quality, evidence-based teaching and learning programs, lessons and assessment tasks, clearly linked to syllabus outcomes and catering for individual student and course needs.

### Product:

- Exposure to a wide range of curricular and extra-curricular programs to facilitate post-school options.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

### Practice:

- Students develop independent learning practices such as study skills, time management and organisational skills.

### Practice:

- Students engage with meaningful and challenging lesson content and student welfare programs that encourage critical thinking and lift aspiration.

### Practice:

- Students use reflection on assessment and reporting processes and feedback to plan learning.

# Strategic Direction 3: Inspiring a culture of collaboration between the school and community

## Purpose

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

Students thrive when parents and communities become partners in the learning process. We will build, through organisational practices, a supportive educational community that inspires a culture of collaboration, engaged communication and empowers leadership and involvement between school, parents and community.

## Improvement Measures

- Quality student leadership programs that operate in school and community and which engage all students, including ATSI students as measured by Sentral records.
- High level of community satisfaction with school's achievements, practices and standing in the community, and increased community participation in school life, measured via survey data and meeting records.

## People

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

**Students:** Provide all students with information about and training in:

- understanding of self and others and school and community values;
- leadership skills;
- Opportunities to participate more fully in areas of school life.

**Staff:** Develop in staff an understanding about the benefits of engaging the community in the life of the school; provide professional learning in skills of working effectively with parents and supporting them in their child's education.

**Parents/Carers:** Facilitate learning for parents about the school's goals, values and strategic directions and how they can effectively contribute to the life of the school.

**Community Partners:** Provide community partners with knowledge and opportunities to establish and maintain collaborative partnerships.

**Leaders:** Provide leaders and aspiring leaders with training in strategic decision-making in relation to establishing and maintaining enriching community partnerships, including parents, primary schools, tertiary institutions and businesses to improve the school's standing in the local community and to improve student learning outcomes.

## Processes

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

- Include students in ongoing development and evaluations of various school structures including PBL;
- Develop staff and parent capacity to facilitate regular communication of positive student achievements at a school and community level;
- Establish partnerships with primary schools through a strong transition program that addresses the needs of students;
- Survey parent expertise and increase parent and community involvement in school life;
- Develop a support network for aspiring student leaders to facilitate involvement in school and community initiatives;
- Create new student leadership positions to model exemplary practice in all aspects of school life;
- Facilitate student participation in both school and community forums and activities that reinforce our shared community values and citizenship.

## Evaluation Plan

Annual comparisons with previous years using the student, teacher and parent surveys provided by the Learning Bar.

Evaluate progress through various school and community meetings and recording of milestones.

## Products and Practices

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

- ❖ Quality student leadership programs operate in school and community and engage aspiring students leaders including ATSI students, measured by Sentral records and other means.
- ❖ High level of community satisfaction with school's achievements, practices and community standing and engagement, measured via survey data and meeting records.

## Product:

- Community and school interact to provide opportunities to enhance student learning, to ensure an effective transition to high school and to celebrate student achievement.

## Product:

- Students have a strong, authentic voice in the life of the school.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

## Practice:

- School and community communicate effectively via a range of means including social media, website, personal contact, mail and school functions.

## Practice:

- Students adopt leadership opportunities offered by the school and community.

## Practice:

- High school and primary schools collaborate to deliver innovative transition programs.

