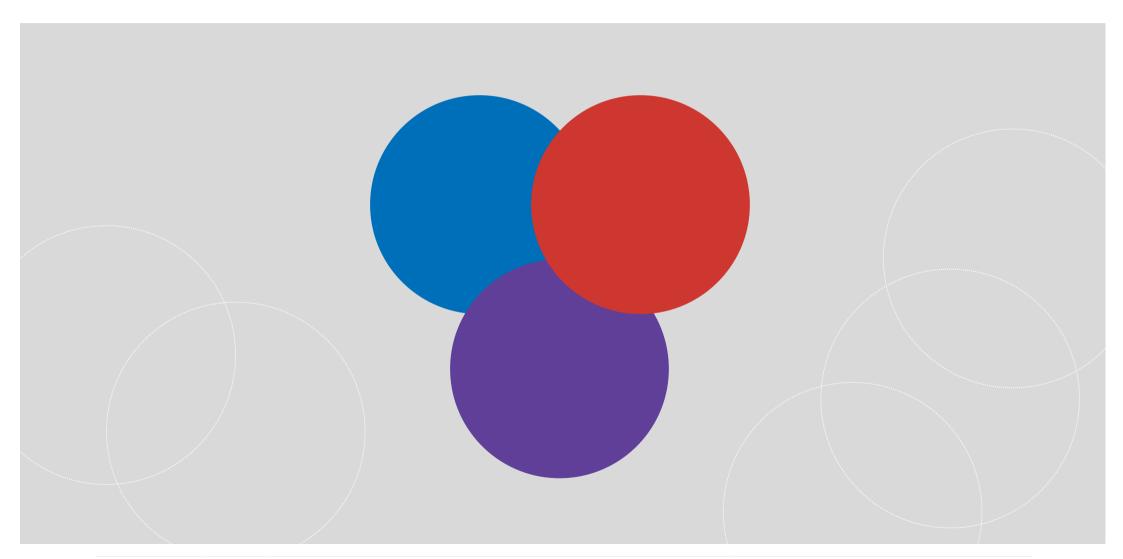# **School plan** 2018 - 2020

Willoughby Girls High School – 2018 - 2020

School background 2018-2020

School vision statement

At WGHS we strive to develop the best in each girl, to draw out her talents and interests, and to support and guide her in all areas of her schooling, so that she is well placed to pursue her career options, and to live a happy and productive life.

With the interests of all students in mind, the school offers a broad curriculum, with more than 40 courses in the junior and senior years, as well as a rich array of over 80 extracurricular programs, including competitions and awards in all subject areas, exhibitions in visual arts and design and technology, music and drama ensembles and performances, debating and sporting teams, and activity, study camps and sustainability garden.

Student voice and leadership are valued and growing within the school with an active engaged SRC and Prefect body. The school's culture promotes values essential for living in a caring, civil and just society, values such as cooperation, integrity, responsibility and respect for others. We foster in students a capacity for independent, life-long learning and provide opportunities and guidance for students to develop into good citizens and capable leaders.
Girls and their parents choose Willoughby Girls High School because of our focused learning environment, our high expectations of students' learning and behaviour, the dedicated and accomplished teaching staff and the focus on student well-being.

School context

Founded in 1934, Willoughby Girls High School, located on Sydney's Lower North Shore, is recognised as a leader in girls' education in one of the most competitive schooling areas in Australia. In the general community, the school has a strong reputation for setting high standards and for academic excellence, evident in the school's consistently outstanding HSC results with the vast majority of graduates progressing to university studies. Extension streams for selected students of high academic ability operate in Years 7 to 10. Strong values and an effective, proactive support system, along with clear discipline policies and a well- defined uniform code, create a safe and stable school setting.

School planning process

The executive team analysed the 2015-2017 School Plan and determined which processes, practices and products required adjustment, what needed to be added to ensure the school's ongoing development, and which parts of the plan had been completed.

The new directions were determined, loosely based on the 2018 Schools Excellence Framework. A smaller team consisting of the senior executive, three head teaches and three classroom teachers then worked on the details of the plan. The new plan was checked against the NSW Department of Education Plan. The final draft was presented to parents for comment.

While the general directions the school is taking for the next three years are similar to the 2015-2017 Plan, changes have arisen out of new curriculum syllabuses, further research into 21st Century teaching and learning, and the need to incorporate wellbeing of students and staff through foregrounding Habits of Mind.

Planning template – V2.0

School strategic directions 2018-2020

STRATEGIC DIRECTION 1

Engaging Learners for Success

STRATEGIC DIRECTION 2

Inspiring and Engaging Learning

STRATEGIC DIRECTION 3

Collaborative and Connected Partnerships

Purpose:
In schools that excel there is a culture of thinking, reflection and intelligent learning behaviours. The whole school community values all stages of the learning process as students and staff engage with challenge and work towards mastery. This enhances and is enhanced by innovative curriculum, self-motivation and wellbeing underpinned by Habits of Mind

Purpose:
Highly effective teachers collaborate, innovate and engage students as individuals for lifelong learning. Our purpose is to improve and broaden pedagogy through collaborative practice. This involves observing, reflecting upon and refining teaching skills to enhance collective teacher efficacy. Evaluation of teaching and learning programs is data driven in order to make informed decisions and foster student practice.

Purpose:
In schools that excel, all members of the learning community are engaged in purposeful, collaborative partnerships that are committed to achieving ongoing whole school improvement. The school leadership team makes strategic use of relationships with teachers, students, parents / carers and the wider community to increase resilience and improve learning outcomes.

Strategic Direction 1: ENGAGING LEARNERS FOR SUCCESS

Purpose

In schools that excel there is a culture of thinking, reflection and intelligent learning behaviours. The whole school community values all stages of the learning process as students and staff engage with challenge and work towards mastery. This enhances and is enhanced by innovative curriculum, self-motivation and wellbeing underpinned by Habits of Mind

Improvement Measures

❖ Stage 5 maintain 2 iSTEM classes – outcomes for students

❖ Project BASED LEARNING embedded in programs, including cross-curricular

❖ Assessment – less summative tasks; less tasks overall but more opportunities for feedback

People

Students:
Develop intelligent learning behaviours of critical and creative thinking, collaborative learning capacities, high quality communication skills and welcome the challenges of new learning

Staff:
Develop their understanding of Habits of Mind and explicitly teach and evaluate student practice of relevant Habits. Differentiate teaching to extend student learning through challenge and support with literacy and numeracy skills development.
Explicitly teach students skills for collaborative learning, individual goal setting and peer and self-assessment.

Parents/Carers:
Engage with the school to support student learning in and beyond the classroom

Leaders:
Provide structures and processes to understand and harness the Cultural Forces of Time, Opportunity, Expectation, Routine, Language, Modelling, Environment in collaboration with all staff.

Processes

Habits of Mind
Enhance student learning and wellbeing through embedding Habits of Mind in all policies, teaching and learning programs, lessons, assessment and wellbeing programs. Ensure development of teacher understanding of and confidence in Habits of Mind culture through ongoing Teacher Professional Learning

Innovative and Engaging Curriculum
Implement challenging, relevant and engaging learning experiences with real world connections so that students are challenged and value what they learn, including (but not limited to):
- iSTEAM elective Stage 5
- Year 7 PBL
- Project Based Learning within subjects and across subjects as appropriate
- Authentic questions and rich assessment tasks

Future Focused Learning
Explicitly teach students skills for engaging productively with the world within and beyond school, including skills for:
- Collaborative learning
- Critical thinking & Problem solving
- Self reflection
- Imagination
- Adaptability / flexible thinking
- Peer and self-assessment
- Highly developed communication skills (written, oral and visual)
- ACARA General Capabilities

EVALUATION PLAN
Decrease wellbeing incidents – eg: time out cards, special provisions
Improved academic growth 7-12 as measured by ACER testing, NAPLAN, HSC data
Habits of Mind evident in T & L programs
Students understand Habits of Mind – student semester reports
Tell Them From Me data

Products and Practices

Practice:
Continuous learning about, and implementation of Habits of Mind by the whole school community results in teacher, student and parent learning, achievement and wellbeing

Practice:
Continuous evaluation and refinement of Teaching and Learning programs ensure connections to the world beyond the classroom maintain relevance and challenge for all students

Practice:
Embedding of Future Focused capabilities in all teaching and learning programs

Product:
Habits of Mind are embedded in all teaching & learning, wellbeing and professional learning practices throughout the school and incorporated into the Willoughby Wheel.

Product:
Project based learning programs are in place across the school providing challenging, engaging and differentiated learning experiences

Product:
Students develop future focused skills in collaborative problem solving, effective communication and reflective practice.

Strategic Direction 2: INSPIRING AND ENGAGING TEACHING

Purpose

Purpose
Highly effective teachers collaborate, innovate and engage students as individuals for lifelong learning. Our purpose is to improve and broaden pedagogy through collaborative practice. This involves observing, reflecting upon and refining teaching skills to enhance collective teacher efficacy. Evaluation of teaching and learning programs is data driven in order to make informed decisions and foster student practice.

Improvement Measures

- ❖ Increased teacher confidence in the use of data to inform practice (surveys over 3 years)
- ❖ Increased use of evidence informed pedagogy by teachers (VT, PBL, Assessment as / for learning etc)
- ❖ Increase in teachers working at HAT level and working towards accreditation

People

Students:
Provide respectful, honest and timely feedback to teachers on their learning experiences.

Staff:
Know students and know how they learn; track progress through formative assessment, observation of student engagement, evaluate student self-assessment.
Work collaboratively to mutually support teacher learning and implementation of innovative and effective pedagogies. Share responsibility for their own professional learning through effective PDP processes.

Parents/Carers:
Support their daughters in learning beyond the classroom

Leaders:
Develop teachers' capacities in accessing, analysing, interpreting and using small and big data about student learning, progress and achievement. Provide opportunities for teachers to engage in regular conversations with peers about student learning, and teacher learning aimed at improving practice.

Processes

Inspiring pedagogy
Strengthen individual and collective teacher pedagogy using research informed practices that facilitate individualised student learning through effective differentiation of teaching and assessment practices: (eg. Visible Thinking, Problem Solving, Flipped Learning, Flipped Classroom, PBL, Literacy Strategies - ALARM & Reading to Learn; Opportunities for Feedback (Assessment as and for Learning, including peer and self-assessment)

Collaborative and reflective practice:
Collaboratively plan and evaluate teaching and learning programs framed around big questions, using the PDP framework to support observation, reflection and refinement of practice, (opportunities for team teach including peer coaching etc)

Data informed practice:
Analyse student learning and wellbeing data to know students and know how they learn. Reflect on student progress using a range of small and big data sources at key points throughout each year. Differentiated teaching ensures all students are challenged and supported in their learning

EVALUATION PLAN:
Meeting minutes, exit surveys from PL meetings, quality of PDP goals and evaluations, observation of PDP triads, quality of teachers' peer observations, positive shift in cultural forces, teaching programs

Products and Practices

Practice
Continuous Teacher Professional Learning and 'action learning' result in inspiring and effective teaching that is research informed.

Practice
The purposeful use of a range of data is embedded in the programming, teaching and learning, and assessment cycles of evaluation and improvement

Practice
Collaborative planning, teaching and evaluation is integral to the school's learning culture

Product
Opportunities for teacher professional learning are available within the school for ongoing targeted teacher growth

Product
Teachers are confidently data literate and strategically use data to support student learning growth

Product
Time and structures are provided for teachers to systematically collaborate in planning, team teaching, evaluating programs and pedagogy

Strategic Direction 3: COLLABORATIVE AND CONNECTED PARTNERSHIPS

Purpose

In schools that excel, all members of the learning community are engaged in purposeful, collaborative partnerships that are committed to achieving ongoing whole school improvement. The school leadership team makes strategic use of relationships with teachers, students, parents / carers and the wider community to increase resilience and improve learning outcomes..

Improvement Measures

- ❖ iSTEAM course and interschool collaboration successful

- ❖ attendance and feedback on parent information sessions

- ❖ increased level of student participation in student-led activities

- ❖ broad representation of staff (and students) on teams

People

Students:
Participate in student clubs, leadership opportunities to develop interpersonal, social and cultural understandings and contribute to a thriving school community

Staff:
Actively participate in teams to learn about and contribute to improving differentiated learning for all students. Actively engage with wellbeing initiatives that support student self-efficacy (mentoring, home room, camps etc)
Collaborate with colleagues within and outside the school to improve practice and share expertise.

Parents/Carers:
Participate in school activities to contribute to and improve understanding on how to best support their daughters' social, emotional and academic growth.

Leaders:
Establish structures to support regular and productive team meetings and implementation of team devised initiatives.

Provide administrative support for effective communication across the school and with the wider community. Develop a strong culture of collective teacher efficacy to ensure all members of the school community are committed to lifelong learning

Processes

Engaging with parents:
Utilise range of communication methods with parents – social media, updated website, email, Sentral Portal as well as evening information sessions co-organised with the school and P&C on topics of interest to parents and relevant to student learning and wellbeing. Increase opportunities for parental involvement and skill sharing (parent careers advice – Taster Week; parent input into PBL and as authentic audiences).

Teams leading improvement
Distribute leadership throughout the school through representative teams, ensuring school-wide investment in improvement processes. Teams include: Faculty, Executive, Professional Learning, SASS, Wellbeing, Attendance, Learning Support, Differentiation, Student Leaders (prefects, SRC, House Captains, Amnesty etc), EALD, GATs, Extra-curricular, LNSCoS.

A sharing school community
Engage with expertise beyond the school to support best practice in learning, teaching and wellbeing primarily through LNSCoS and among the school's staff. Implement and strengthen programs to support student mentoring, including, Year 7&10 Home Rooms & Peer Reading, Year 12 mentoring, Habits of Mind.

Evaluation Plan:
Team and other meeting minutes
Team membership equitable distributed across the school
Evidence of joint P&C and school information evenings (aim for 1 per Term)
Teacher, student and parent surveys
Development of school website

Products and Practices

Practice:
Parents and community members engage with the school through a regularly updated website, regular newsletters and social media showcasing of student learning

Practice:
Teacher expertise and interest are routinely utilised to improve practices across the school and develop leadership capacities

Practice
Relationships among students, staff, parents, community and LNSCoS are mutually developed to ensure student learning has relevance and rigour.

Product:
The school's website and other communication facilities provide efficient access to information and effectively publicise the school's activities.

Product:
Structures are in place to ensure the range of relevant, functioning teams across the school meet regularly to evaluate professional readings, analyse data, upskill staff, and advise the school executive as appropriate

Product:
Positive, supportive and respectful relationships within and beyond the school community provide resources and expertise to positively impact teacher quality, student engagement and collective efficacy.