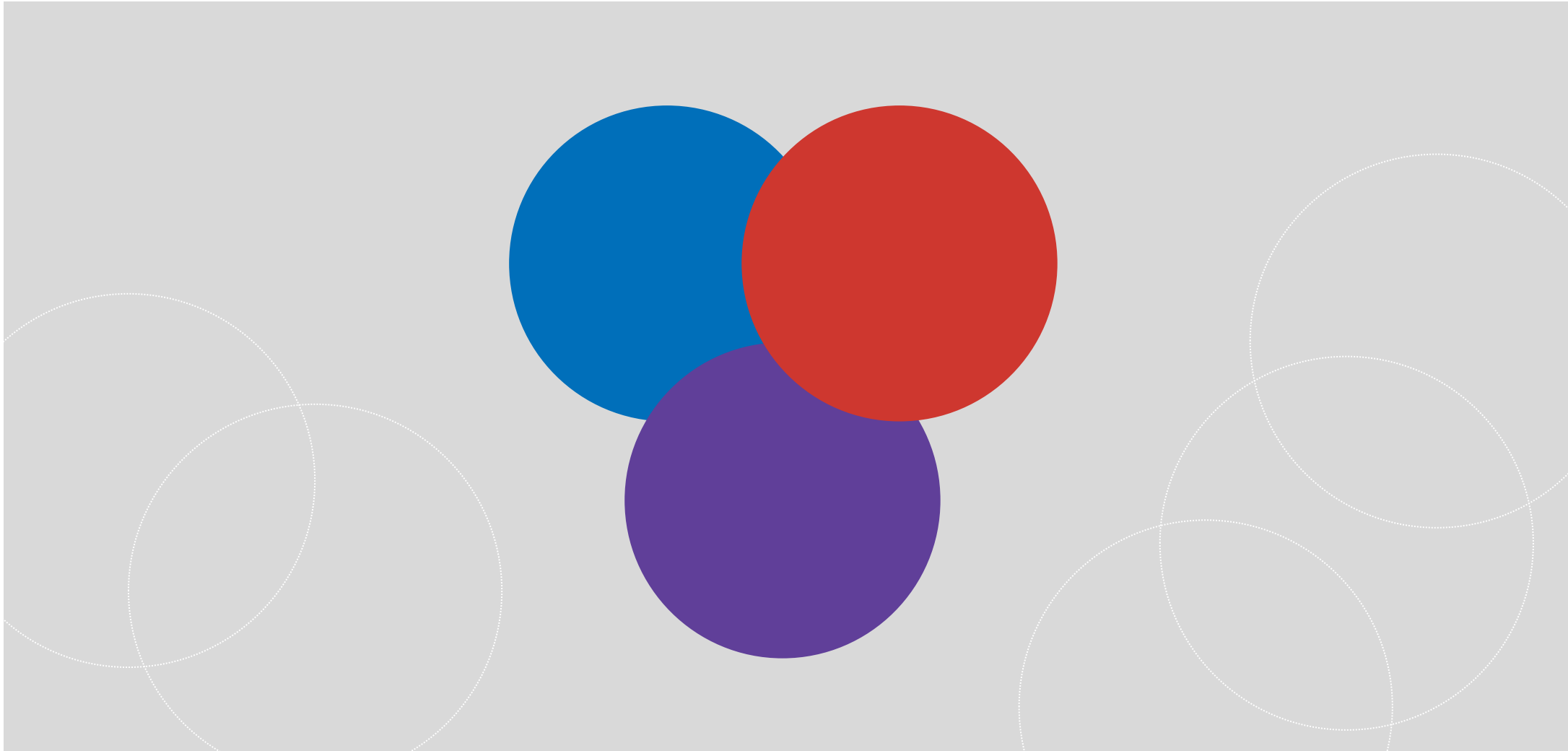


School plan 2015 – 2017

Willoughby Girls High School - 8159





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

Students, parents and teachers were surveyed in November 2014, being asked what they value most about the school, what they would like to add, remove and keep but modify, in order to improve the school.

Data from the surveys was collated and the Student Representative Council, teachers and P&C were asked for further clarification on some ideas raised.

The vision statement was developed by the school's executive team from survey responses to 'what we value most about our school' and the school's philosophy statement.

Strategies and directions were determined by the school's executive team in consultation with teachers and parents (through surveys and follow-up). Directions and improvement measures are built on the existing directions and measures that continue to gain momentum as more teachers, students and parents engage with effective changes initiated across the school since 2014. Such changes have arisen out of new curriculum syllabuses, research into 21st Century teaching and learning, and the well-being needs of students and staff.



STRATEGIC DIRECTION 1

Student and staff well-being

Purpose:

To build a self-supporting, equitable society by empowering all members of the school community to contribute positively to all aspects of their lives, so that all students and staff are confident, resilient, balanced, are able to form positive relationships, have a strong sense of self, a cultural awareness and maintain a healthy lifestyle, to enable them to become exemplary, empowered citizens and have respect for living in a diverse society.

STRATEGIC DIRECTION 2

High quality teaching and learning to maximize student outcomes

Purpose:

To provide students with a challenging, relevant and engaging curriculum that is inclusive of all learners, designed and delivered by a quality teaching staff who are equipped to enhance the educational experiences of their students and themselves in a learning environment with strong, mutually respectful relationships. The ongoing improvement of teaching and learning is underpinned by planned, relevant and challenging professional development where teachers share responsibility for student learning in a transparent, thinking and collaborative learning culture.

STRATEGIC DIRECTION 3

Leadership for a self-sustaining, self-improving school

Purpose:

To provide, develop and implement opportunities for staff and students that enable them to be strong, strategic and effective leaders contributing to a school community that will support the highest levels of lifelong learning, and empower girls to be confident, innovative and inspiring leaders in the world beyond school.

Strategic Direction 1: Student and staff well-being

Purpose

To build a self-supporting, equitable school community by empowering all members of the school community to contribute positively to all aspects of their lives, so that all students and staff are confident, resilient, balanced, are able to form positive relationships, have a strong sense of self, a cultural awareness and maintain a healthy lifestyle, to enable them to become exemplary, empowered citizens and have respect for living in a diverse society.

Improvement Measures

- ❖ Improved parent awareness of school and community support & of parents' role in building resilience in their daughters
- ❖ Improved resilience skills in staff and students reflected in Tell Them From Me (TTFM) surveys, focus groups, other well-being data
- ❖ Increased staff participation in whole school staff activities

People

Students: students develop resilience, take learning risks, and develop growth mind sets

Staff: teachers are actively engaged in foregrounding the MindMatters program through their teaching and learning programs. Teachers differentiate curriculum delivery to meet the learning needs of all students. Teachers provide a safe, supportive space for productive learning to occur

Staff: staff develop resilience and effective workload management through engaging in professional learning opportunities that address staff well-being needs

Parents/Carers: Parents support school-based well-being initiatives by being actively informed of well-being programs through parent information sessions, newsletter items and the use of the parent portal on Sentral.

Community Partners: Community organisations such as ReachOut, Headspace, Willoughby Council are utilised proactively to support students and well-being programs in the school.

Processes

Staff engage in targeted professional learning around growth mind sets, positive psychology, using the PERMA matrix and the language of Learning Power.

The well-being team continues to design and evaluate programs that target specific and general student well-being issues through specific well-being days, the High Resolves program, the RAISE program, training students in growth mind-sets and strategies for resilience.

Administrative processes are streamlined to increase efficiency in practices that impact on teacher work in the classroom, for example, VTRs, assessment calendars, processing orders and payments, newsletters, distribution of information to parents and students.

Through professional learning and staff meetings, staff have increased opportunities to interact and work with colleagues across faculties.

Links to community-based well-being services are added to the school website

The staff social committee is activated to initiate a range of staff recreational activities; the school provides professional development for stress management, SMART goals, etc

Evaluation Plan:

- Monitor use of parent portal
- Feedback from parent participation in information evenings
- Improvement in targeted issues identified by Tell Them From Me student surveys

Products and Practices

- ❖ **Improved parent awareness of school and community support & of their role in building resilience in their daughters**
- ❖ **Improved resilience skills in staff and students reflected in TTFM surveys, focus groups, other well-being data**
- ❖ **Increased staff participation in whole school staff activities.**

Product:

All members of the school community understand that the concept of growth mindsets underpins intellectual, social and emotional development and well-being

Practice:

The language and practices of growth mind sets and positive psychology are embedded in teaching and learning programs, classroom practice and interactions of staff, students and parents.

Product:

The school has a well-being framework which is proactive, responsive and wide ranging and which measurably improves the cognitive, emotional, social and physical well-being of students

Practice:

The well-being framework is implemented through designated student well-being programs as well as supported by the integration of MindMatters into curriculum programs

Product:

Staff demonstrate resilience through managing stress and time constraints and seeking assistance as needed.

Practice:

Staff are supported by streamlined administrative processes and practices, opportunities for recreational interaction and professional mentoring with colleagues.

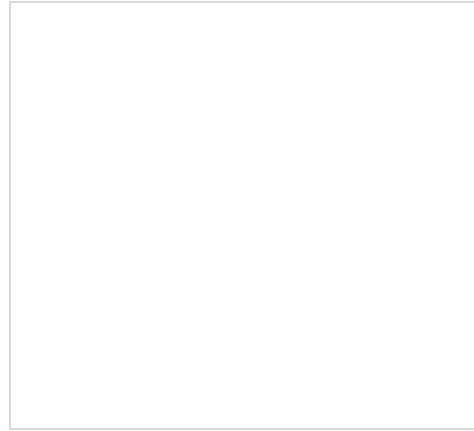
Strategic Direction 2: High quality teaching and learning to maximise student outcomes

Purpose
To provide students with a challenging, relevant and engaging curriculum that is inclusive of all learners, designed and delivered by a quality teaching staff who are equipped to enhance the educational experiences of their students and themselves in a learning environment with strong, mutually respectful relationships. The ongoing improvement of teaching and learning is underpinned by planned, relevant and challenging professional development where teachers share responsibility for student learning in a transparent, thinking and collaborative learning culture.
Improvement Measures
<ul style="list-style-type: none"> ❖ Student engagement – measured via Tell Them From Me (TTFM) surveys, lesson observations, focus groups and value added data ❖ Teacher engagement in professional learning and collaborative sharing of learning – teacher professional learning realised in annual evaluations

People
<p>Students: engage in critical and creative thinking, collaborative and independent learning and understand that learning involves taking risks and sustained effort in order to achieve personal bests.</p> <p>Staff: active engagement in professional learning through effective use of Performance and Development Framework</p> <p>Leaders: Executive team engages in meaningful conversations with staff focusing on individual, faculty / program and whole school learning goals</p> <p>Parents / carers: support students in taking responsibility for their own learning through the use of the parent portal.</p>

Processes
<p>Every KLA has and continues to develop high quality programs that embed the elements of Quality Teaching, the Australian Curriculum general capabilities, Every Student, Every School adjustments, Gifted and Talented Education and have explicit criteria, assessment standards and provisions for targeted and timely feedback.</p> <p>Foster engagement in learning through a culture of thinking by focusing on assessment <i>for</i> and assessment <i>as</i> learning, metacognitive strategies and visible thinking routines in teaching and learning programs and classroom practice.</p> <p>Faculties develop programs with embedded opportunities for authentic, real world learning that involves students in problem solving, critical and creative thinking, collaborative learning, peer and self-assessment.</p> <p>The school has embedded and explicit systems, such as scheduled lesson observations, Thursday afternoon professional learning meetings, timetabled opportunities for teacher reflection and sharing of successful pedagogy, to facilitate teacher collaboration, classroom observation, the modelling of effective practice.</p> <p>The school has developed explicit processes to collect, analyse and report internal and external student performance data. (Tell Them From Me, RAP, NAPLAN, annual evaluations)</p>

Products and Practices
<ul style="list-style-type: none"> ❖ Student engagement – measured via TTFM surveys, lesson observations, focus groups and value added data ❖ Teacher engagement in professional learning and collaborative sharing of learning – teacher professional learning realised in annual evaluations <p>Product: Effective system for managing and monitoring teacher improvement (based on performance development framework and self-identified goals and professional learning involvement)</p> <p>Practice: The school has embedded and explicit systems for collaboration, classroom observation, the modelling of best practice and feedback and feed-forward to drive and sustain ongoing, school-wide improvement in teaching practice and student learning outcomes</p> <p>Product: Annually evaluated and refined, detailed teaching and learning programs that include adjustments for student learning needs, extension opportunities, rich assessment <i>for</i>, <i>as</i> and <i>of</i> learning with targeted feedback opportunities.</p> <p>Practice: Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative teaching and learning strategies and authentic assessment practices.</p> <p>Product: All students achieve high learning growth through being self-motivated to engage actively in learning opportunities provided by teachers, including making targeted use of feedback</p> <p>Practice:</p>



Evaluation Plan:
Annual evaluations of faculties and whole school programs:

- 2015 – Social Science faculty and Assessment and Reporting
- Evaluation of first year of implementation of performance and Development framework

Analysis of value added data for NAPLAN and HSC

Feedback from student, teacher and parent surveys (TTFM, focus groups, teacher professional learning meetings)

Classrooms are characterised by students actively engaged in a range of learning activities including opportunities for collaborative learning, peer and self-assessment, visible thinking routines and student choice linked to the teacher Performance and Development Framework.

Strategic Direction 3: Leadership for a self-sustaining, self-improving school

Purpose

To provide, develop and implement opportunities for staff and students that enable them to be strong, strategic and effective leaders contributing to a school community that will support the highest levels of lifelong learning, and empower girls to be confident, innovative and inspiring leaders in the world beyond school.

Improvement Measures

- ❖ **Executive leadership program evaluation**
- ❖ **Distribution of leadership roles and responsibilities across the staff**
- ❖ **Increase in student initiated events in the school and student participation in these events**

People

Students: develop confidence in leadership skills including effective communication to enhance student voice across the school

Staff: are encouraged to take on roles and responsibilities beyond the classroom

Parents/Carers: encourage and support students to engage proactively in school activities within and beyond the classroom

Leaders: ensure all members of the school community are valued and encouraged to initiate and contribute to ongoing school improvement through a range of leadership roles

Processes

Leadership development program – Head Teachers are skilled in delegating roles and responsibilities to teachers and leading professional development of teachers in their faculties and teams.

Leadership team encourages and enables teachers to work towards Highly Accomplished Teacher and Lead Teacher accreditation through establishing a program and support network for interested teachers.

All teachers engage with Australian Institute for Teaching and School Leadership (AITSL) standards and Principal leadership framework as an integral part of daily practice.

The school's executive establishes systems to facilitate opportunities for peer mentoring, cross faculty leadership opportunities and supports this through documentation of leadership development in teachers' individual Professional Development Plans.

Students lead initiatives across the school and develop leadership skills through workshops, including targeted guidance in developing effective communication skills and methods that engage the whole student body

Evaluation Plan:

- Evaluate Executive Leadership Development program in Term 4, 2015
- Document student-led initiatives, including regular communication with the student body, and review in Term 4 for further improvement
- Evaluate staff engagement in increased leadership opportunities both within faculties can across the school.

Products and Practices

- ❖ **Executive leadership program evaluation**
- ❖ **Distribution of leadership roles and responsibilities across the staff**
- ❖ **Increase in student initiated events in the school and student participation in these events**

Product:

Staff have purposeful leadership roles based on professional expertise and interest.

Practice:

The leadership team creates challenging roles, responsibilities and opportunities for teachers that leverage and grow their talents, and build and sustain a coaching and mentoring culture in the school that includes peer review and feedback opportunities.

Product:

Systematic leadership development program including school context and values, individual and personal development, and team development provides a structure for staff to develop their leadership skills.

Practice:

Targeted professional development of school's executive team linked to AITSL teaching standards and principal

Product:

Student voice is prominent in the school with Student Representative Council members, House Captains and Prefects initiating and leading student involvement in the school community

Practice:

Promotion of student voice and advocacy through taking a more prominent role at assemblies, Year meetings, and developing their role as liaison between the students and school leadership and community organisations