School plan 2015 – 2017

Wiley Park Girls High School 8888

Diversity strengthens learning
## School vision statement

*We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment.*

*Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.*

## School context

Wiley Park Girls High School is a comprehensive high school in South Western Sydney. It has a proud history of supporting a diverse student population and caters for the needs of girls in a modern educational context. We also cater for the needs of Gifted and Talented students (GATS) and students from a language background other than English, including refugee students (97%) of all enrolments. The school works in partnership with our local community and employs four Community Liaison Officers from Arabic and South Pacific Islander community groups.

A major focus area for the school is The Compressed Curriculum Model, which compresses both the Preliminary and HSC course into 1 year. Three courses are completed in the first year of study and a further three courses are completed in the following year.

Our aim is to transform teaching practice through innovative curriculum development and professional learning for teachers in the delivery of reading and comprehension strategies, numeracy across the curriculum and the use of technology to enhance student learning. This is well supported through a diverse range of co-curricular programs for student engagement and wellbeing.

## School planning process

Wiley Park Girls High School was involved in the initial training and trialling of the new school planning process for 2013-2014.

- Data regarding student engagement and future directions has been collected from students in a Reflection Program
- All staff have provided feedback on current practice & future directions
- School community groups have been engaged identifying and considering implications of future directions
- Draft documents have been presented to staff for feedback

Development of strategic directions for 2015 - 2017

- Empowering Students for Success
- Enhancing professional Practice
- Valuing School Culture
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Empowering Students for Success

Purpose:
All students actively engaged in learning, developing a skill set which will empower them to think and work collaboratively, creatively, innovatively and resourcefully; obtaining and evaluating evidence in a disciplined way.

Students are able to transfer skills and knowledge across a variety of contexts in order to increase levels of understanding and develop a culture of lifelong learning.

STRATEGIC DIRECTION 2
Enhancing Professional Practice

Purpose:
All teachers engage in individualised, team and shared professional learning in order to further develop and implement the skills identified in the National Teaching Standards and the School Excellence Framework.

Teacher skills are developed to ensure high quality, efficient and effective teacher performance that improves student achievement of outcomes.

STRATEGIC DIRECTION 3
Valuing School Culture

Purpose:
The development of a strong school community working in a diligent and sustainable manner embedding a system of values and a culture of success.

The fostering of a whole school community which is mutually respectful, supportive, resilient and working towards the success of our students.

Principal signature: Grahame Steigler-Peters
Date: 19/05/2015

Date: 19/05/2015

Director Public Schools, NSW Endorsement: J.Koob

Wiley Park Girls High School
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### Strategic Direction 1: Empowering Students for Success

#### Purpose

All students actively engaged in learning, developing a skill set which will empower them to think and work collaboratively, creatively, innovatively and resourcefully; obtaining and evaluating evidence in a disciplined way.

Students are able to transfer skills and knowledge across a variety of contexts in order to increase levels of understanding and develop a culture of lifelong learning.

#### Improvement Measures

<table>
<thead>
<tr>
<th>Increase in the levels of attainment of students in NAPLAN and the HSC:</th>
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<tbody>
<tr>
<td>• 10% increase of the numbers of HSC students achieving Bands 5 &amp; 6</td>
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<tr>
<td>• 10% increase of Year 9 students who achieve above Band 6 for NAPLAN</td>
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Successful transition of students to future learning and employment:

| • 10% increase in students numbers transitioning to university |
| • 10% increase in the student retention rates |

### People

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

**Students:**
Develop the ability to think and work collaboratively, creatively, innovatively and resourcefully; obtaining and evaluating evidence in a disciplined way.

**Staff:**
To enhance teaching & learning programs and teacher practices in order to explicitly teach students to be literate, numerate, creative and successful learners.

**Parents/Carers:**
Encourage collaboration with the school to empower students to support higher learning and performance expectations.

**Leaders/Executive:**
Leaders are able model the collection and analysis of data in order to inform quality teaching practice.

Utilise and grow their own expertise to develop the teaching and management capabilities of staff.

### Processes / Projects

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

**Projects:**
- Literacy (GRR) and numeracy programs implemented across the school, with explicit learning activities and intentions embedded in all teaching and learning programs.
- Teachers engaged more frequently in the gathering student data to inform teaching practice catering to meet the needs and capabilities of a diverse range of students.
- The development of further Project Based Learning units reflecting the Australian Curriculum embedded in all teaching and learning programs for Years 7 - 10.
- Substantially widened curriculum choices available to Stage 6 students through the Compressed Curriculum model, leading to better student engagement.
- Development of a culture that publically acknowledges student success

### Products and Practices

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

**Products:**

1. **Increase in the levels of attainment of students in NAPLAN and the HSC:**
   - 10% increase of the numbers of HSC students achieving Bands 5 & 6
   - 10% increase of Year 9 students who achieve above Band 6 for NAPLAN

2. **Successful transition of students to future learning and employment:**
   - 10% increase in students transitioning to university
   - 10% increase in the student retention rates

3. **All students embrace and develop their collaboration, creativity, innovation & resource management skills**

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

**Practices:**
- Literacy and numeracy skills explicitly taught and tracked in all courses across the KLAS
- The gathering student data to inform teaching practice, informally through Reflection interviews or more formally through NAPLAN, HSC &ROSA, assessments, external testing tools.
Evaluation Plan

- Collection of baseline data prior to commencement of the plan relating to:
  - NAPLAN and HSC achievements
  - student numbers transitioning to university and
  - student retention rates
- Analysis of student achievement data from NAPLAN, Preliminary, HSC and ROSA.
- Analysis of student post school option data; university positions, further education and employment.
- Student reflection interviews to gather further information regarding academic growth and achievement.
- Learning & support team to analyse and provide feedback on success of student ILPs

- Project Based Learning units reflecting the Australian Curriculum embedded in all teaching and learning programs for Years 7 - 10.
- Faculties sharing best practice models in programming, assessment and presentation.
- Students offered a diverse curriculum, mentoring programs and careers coaching to explore post school options.
- Use of merit award system and regular Year group assemblies to celebrate student achievements and inspire achievements for other students.
- Learning support team develop ILPs for targeted students.
- Implementation of the Compressed Curriculum Model for Stage 6 students.
## Strategic Direction 2: Enhancing Professional Practice

### Purpose
All teachers engage in individualised, team and shared professional learning in order to further develop and implement the skills identified in the National Teaching Standards and the School Excellence Framework.

Teacher skills are developed to ensure high quality, efficient and effective teacher performance that improves student achievement of outcomes.

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

**Students:**
- Student fully engaged in the learning activities designed to cater to their individual needs

**Staff:**
- Enhance quality teaching practices identified in the National Teaching Standards which cater to the needs of all students by promoting staff collaboration and skills development through professional learning.
- Develop teaching and learning programs which illustrate an understanding of the National Teaching Standards and demonstrate the use of quality teaching practices.

### Processes/ Projects
**How do we do it and how will we know?**

**Projects:**
- Establishment of a professional learning team
- Creation of a sequence of school-based professional learning activities to cater for the diverse needs of staff.
- Development of a school management process which enables staff to effectively participate in the new performance review program
- Use of the National Teaching Standards to improve teacher quality by raising awareness of current professional practices and identifying future directions suitable for their personal career

### Products and Practices
**What is achieved and how do we know?**

**Products:**
1. All teaching staff accumulate evidence to validate their progress towards maintenance of the Proficient level of the National Teaching Standards. (2017)
2. School staff demonstrating leadership skills and innovative pedagogical practices enabling growth in student academic performance.
3. Curriculum programs and teaching practices are designed in all courses to effectively develop the knowledge, understanding and skills of all students, using evidenced-based teaching practices and innovative delivery.

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

**Practice:**
- Professional learning plans used by all teachers.
- Staff engage on professional learning opportunities designed to meet the diverse needs and career stages of staff.
- Staff engage in a culture of professional learning which utilises lesson observations of colleagues within and across faculties.

### Improvement Measures
- All teaching staff have accumulated evidence to validate their progress towards maintenance of the Proficient Standard of the National Teaching Standards.
- Growth in student academic performance as a result of school staff demonstrating leadership skills and innovative pedagogical practices.

**Evaluation Plan**
- Training in MyPL professional learning tracking and the accumulation of PL information by individual staff
- Staff survey for review of Professional Learning program designed by Professional Learning team
- Review of accreditation procedures

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<th>Wiley Park Girls High School</th>
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<td>Page 6</td>
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Planning template – V2.0
| Professional learning program to suit the needs of faculty KLA staff. | Analysis of student achievement trend data from NAPLAN, Preliminary, HSC and ROSA. | Staff use regular reflection and feedback (formal & informal) to develop insight into the effectiveness and efficiency of their own teaching practice and leadership. School leaders work collaboratively with staff to analyse student performance data in order to identify areas of improvement required. All teaching and learning programs align to the Australian Curriculum and the National Teaching Standards. |
### Strategic Direction 3: Valuing School Culture

**Purpose**

The development of a strong school community working in a diligent and sustainable manner embedding a system of values and a culture of success.

The fostering of a whole school community which is mutually respectful, supportive, resilient and working towards the success of our students.

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

**Students:**
- Students will engage in the revised wellbeing program and contribute to the culture of success at the school
- Participate in a wellbeing program tailored to focus on attendance and meritorious achievement

**Staff:**
- Participation in a range of local school and community programs that provide opportunities for staff involvement and leadership
- Contribute to the development and use of a revised merit system
- Engagement in a wellbeing process designed to increase the level of positivity throughout the school community.

**Parents/Carers:**
- Contribute to the formation of a positive school community and involve with schools outside our community e.g. city/country projects.
- Expansion of an educational program for parents designed to strengthen literacy, numeracy and ICT skills, as well increase parental understanding of schooling life in Australia.

**Community Partners:**
- Engage in the formation and

**Projects**
- The existing merit award system is evaluated and revised to include specific targets/acknowledgements of student attendance and any further targets identified in the Wellbeing program
- The design and implementation of a systemic tracking process to be used by the Wellbeing team for analysis and action on student attendance data.
- Improved multilingual written communication with parents about issues of concern, community participation and school events via newsletters and letters.
- Formation of a local school community and involvement with schools outside our community e.g. city/country projects.

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

**Product:**
- Higher levels of student engagement and academic success as a result of student attendance rates increasing to above state average.
- The school is recognised as an excellent and responsive learning environment by its community; with strong partnerships enabling access to support and expand opportunities for student achievement.
- Increased student and staff positivity through the development and implementation of programs and strategies that support individual and collective wellbeing and success.

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

**Practice:**
- Wellbeing team regularly monitoring student attendance and prompt notification of issues of concern.
- A reward system for the acknowledgement of students with exceptional levels of attendance.
- Community Liaison Officers assist to communicate with members of the community who use English as a second language.

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<td>Sustained improvements in year 7 enrolments</td>
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successful operation of a community of local schools
  • Increase the number of community links by offering opportunities for parents, community members, social services and learning organisations to contribute to the positive school culture.

Leaders/Executive:
  • Contribute to the development and management of whole school wellbeing program
  • Develop the ability to analyse student achievement/attendance data

Evaluation Plan
  • Collection of baseline data for attendance and student achievement.
  • Use of attendance data reports to assess student attendance levels
  • Analysis of student achievement data from NAPLAN, Preliminary, HSC and ROSA and correlated with attendance data
  • Surveys of students, staff to assess impact of wellbeing program
  • Survey of families to assess the impact of multi-language information provided to the community.
  • Parental feedback of education programs offered to the community
  • Results from the “Tell Them From Me” survey tool

students and their families

• Improved multilingual communication with parents about issues of concern, community participation and school events via phone calls, school website, newsletters, letters home and twitter.
• Nurturing of strong links with partner primary and secondary schools to support learning through sharing resources, information and collaborative programs.
• Increased collaboration with community partners in business, industry and tertiary institutions.
• A whole school wellbeing program is used to build respectful and supportive partnerships within and outside the school including teachers, students, parents, support staff and community groups.
• Educational learning programs used to build literacy, numeracy and ICT skills for parents, in order to understand how their daughters learn.
• Faculties collaborate to regularly produce displays of student work at student showcase events.