**School background 2015 - 2017**

### School vision statement

Warilla High School is committed to excellence for all in a safe, caring and inclusive environment which provides relevant learning activities that will develop independent, self-directed learners who will positively contribute to their local and wider communities.

The principles and practices of Warilla High School are derived from a set of core beliefs that have been endorsed by our school community.

At Warilla High School, we believe that:
- every child can learn,
- every child has the right to learn and
- every child has the right to access quality teaching practice.

We believe that as a school, we are: “Student Centred and Outcomes Driven”.

We commit to the notion of equality of opportunity for all members of our school.

We believe in a working environment of mutual respect and shared responsibility that promotes positive relationships among staff and students.

Working ethically and with integrity will be hallmarks of our school.

### School context

Warilla High School is situated in close proximity to the picturesque seaside village of Shellharbour on the South Coast of NSW. The school was established in 1965 as a comprehensive co-educational high school. The school attracts many students from outside its designated drawing area because of its excellent reputation in the community for its sporting, academic and welfare successes and initiatives. The school serves a diverse community and has 5 Special Education classes including ED, Autism, IM and IO. It is one of the largest Schools in Network 4 and offers a broad curriculum in both the junior and senior school.

Student Engagement has been a crucial focus for the school.

The school is committed to equality of opportunity and creation of conditions which allow all students to achieve excellence. Quality systems and teaching practice for 21st Century Learners which reflect current research will drive our efforts to ensure the school is student centred and outcomes driven.

The introduction of the Positive Behaviour for Success (PBS) program has focussed our attention on our key values: Respect Others and Value Yourself, Seek Knowledge, Care for your Environment, Embrace Honesty.

PBS is supported by all staff who are involved in teaching explicit lessons around these values.

Our highly developed welfare system is reflected in the cohesive nature of the school community and our unwavering commitment to ensuring all students leave this school equipped with the requisite skills to be effective citizens who will lead fulfilling and rewarding lives.

### School planning process

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation along with survey data from staff, students and parents harvested in the 'Tell Them From Me' protocol.

This evidence was used at several staff meetings and P&C meetings – along with an executive planning weekend – to assess and review the school’s strengths, opportunities and areas for development.

As a result, three key strategic directions were identified as a basis for a shared commitment to future development.

These are:
- 21st Century Learning
- Quality Systems and Practices
- Excellence for All

Each of these strategic directions provides details of the purpose (why), people and processes (how) and products and practices (what) to be realised through the implementation of the plan.

The plans absolute imperative is improved student learning outcomes and an environment where students are challenged on a daily basis to go beyond what they thought they were capable of achieving.
School strategic directions 2015 - 2017

**Purpose:**
To engage students in developing skills for the 21st Century including being literate, numerate innovative learners with strong skills in the areas of citizenship, collaboration, communication, creativity and critical thinking. This will involve engagement with high quality, differentiated teaching and learning practice and whole school programs to enable success both within and beyond the school.

**STRATEGIC DIRECTION 1**
21st Century Learning

**Purpose:**
Quality schools are underpinned by systems and practices which are self-supporting and self-sustaining. Our school systems and practices will be known, utilised, efficient and workable across the school and the broader community. They will be designed to enhance the teaching, learning and accreditation process as presented by the Board of Studies and The Australian Professional Standards for Teachers.

**STRATEGIC DIRECTION 2**
Quality Systems and Practices

**Purpose:**
The development of a school culture of continuous improvement, self-reflection and evaluation will create quality teaching and learning environments. Quality is characterised by high expectations, the relentless pursuit of excellence – without excuse – and the use of validated research to underpin school direction. In this climate, excellence for all can be achieved.

**STRATEGIC DIRECTION 3**
Excellence for All
### Strategic Direction 1 – 21st Century Learners

#### Purpose
To engage students in developing skills for the 21st Century including being literate, numerate innovative learners with strong skills in the areas of citizenship, collaboration, communication, creativity and critical thinking. This will involve engagement with high quality, differentiated teaching and learning practice and whole school programs to enable success both within and beyond the school.

#### Improvement Measures
- Increased number of students achieving Band 5/6 results in HSC exam by 5%
- All teaching programs have 21st Century Learning Skills embedded

#### People
**Staff:**
- Have a program of personalised professional development using a range of innovative strategies, including cross-curricula planning, peer sharing and observation, feedback and school-parent communication
- Develop and implement quality teaching and learning programs which embed 21st Century skills – including collaboration, communication, creativity and critical thinking skills
- All staff especially Stage 6 responsible for a pragmatic approach to DEAL, in each KLA, with accountability embedded in TARS process

**Students:**
- Work collaboratively with staff, parents and the community; as well as independently, to engage with learning opportunities.

**Parents:**
- Engage and actively participate with the school to assist students in becoming successful, positive contributors to the school and the wider community.

**School community**
- Work together, utilising a wide range of resources, to develop skills which assist in the development of successful digital citizens moving from school into wider society (University, TAFE, workplace, volunteering and community involvement)

#### Processes
- Teaching and Learning programs across all KLAs develop challenging, inclusive, rich learning environments for the 21st Century learner
- TPL program for all staff focusing on knowing their students, how they learn and to ensure staff have the confidence and skills to implement differentiated programs, lessons and teaching strategies
- E-diary technology utilised to improve communication between school, parents and students
- Establish/maintain literacy and DEAL cross curricula teams to share best practice and drive implementation of key strategies
- Technology Committee to provide systems and support for students, staff, parents and community re: BYOD technologies
- Implement E-Smart framework to develop safe, active and responsible digital learners and citizens
- All staff especially Stage 6 actively adopting an approach to DEAL for their classes and embedding planning in DEAL in teaching programs

#### Products and Practices
**Practices**
- Digital programs and registers with 21st Century skills embedded in all faculty areas
- Lesson observations and student work samples show evidence of BYOD activities with student directed and project based learning
- E-diary utilised to increase communication, expectations and feedback regarding lesson tasks and homework
- All KLA’s using a DEAL matrix in all Stages, especially Stage 6
- Literacy Team meet twice per term and provide feedback to staff on best practice and actively assist in implementation of these practices

**Products**
- A coordinated plan by the technology team to provide in-servicing for all staff relating to targeted technologies
- DEAL and Literacy key focus areas within TARS / EARS processes
- Increased achievement of students evidenced by: literacy continuum, written responses Stage 5 and 6, NAPLAN, ROSA and HSC
- E-Smart – ICT survey completed and used to inform staff, provide workshops, and engage appropriate personnel to ensure safe and responsible use guidelines are implemented across the school.
## Strategic Direction 2: Quality Systems and Practices

### Purpose
Quality schools are underpinned by systems and practices which are self-supporting and self-sustaining. Our school systems and practices will be known, utilised, efficient and workable across the school.

To engage students in developing skills for the 21st Century including being literate, numerate, innovative learners with strong skills in the areas of citizenship, collaboration, communication, creativity and critical thinking. This will involve engagement with high quality, differentiated teaching and learning practice and whole school programs to enable success within and beyond the school.

### Improvement Measures
- 100% of staff marking rolls electronically and period by period
- 5% reduction in negative referrals and suspension rates

### People
#### Staff:
- Responsible and accountable for effective period by period roll marking and subsequent follow-up.
- All staff actively involved in PBS lessons
- All staff compliant with BOSTES requirements and school protocols
- Quality TPL opportunities accessed by all staff and reflected in Professional Learning Plans

#### Students:
- Attend minimum of 90%
- Are punctual to school and class
- Actively participate in PBS activities and display whole school values
- Understand rights and responsibilities by following school and BOSTES practices

#### School Community
- Parents are informed and knowledgeable regarding school and BOSTES requirements
- Parental support for regular student attendance in place

### Processes
- All staff trained and utilising electronic roll marking process
- PBS lessons conducted during school days
- Regular PBS feedback to staff at faculty meeting via faculty representatives

#### Head Teacher Secondary Studies
- Establishing procedures to ensure consistency in all BOSTES requirements (assessment tasks, exams, appeals, special provisions, grades, N Warnings, subject choices and changes)
- Maintain and refine TPL application processes
- Ensure compliance for external curriculum audit

#### Effective and efficient timetabling operation

### Products and Practices
#### Practices
- Period by period electronic roll marking
- PBS Committee driving values based agenda across the school
- Compliant with all BOSTES requirements stages 4, 5 and 6
- Efficient and effective TPL administration to ensure access for staff professional learning targeting school priorities

#### Products
- Improved attendance data
- Reduction in negative incidents as recorded on Sentral
- Increase in positive incidents as recorded on Sentral
- Audit regime ensures compliance in programming, assessment, certification and examination
- Individualised Teacher Professional Learning Plans
- School timetable is designed to cater for curriculum diversity and organisational effectiveness
Strategic Direction 3: Excellence for All

Purpose
The development of a school culture of continuous improvement, self-reflection and evaluation will create quality teaching and learning environments. Quality is characterised by high expectations, the relentless pursuit of excellence – without excuse – and the use of validated research to underpin school direction. In this climate, excellence for all can be achieved.

People
Staff:
- ALL staff familiar with intent and nature of welfare interventions and initiatives
- All staff target curriculum differentiation as a key component of TPL plans
- All staff aware of ILP’s, OOHC Plans and PLP’s for students who require them

Students:
- Actively engage in differentiated learning activities
- Utilise BYOD technologies to enhance learning outcomes
- Proactive in careers path planning
- Utilise welfare initiatives designed to improve learning outcomes including tutoring, University based activities and the homework centre

School Community:
- Parents informed of the range and nature of welfare & careers based initiatives
- Detailed information on all programs available to parents via website links

Processes
- Year Advisers conduct regular Year meetings
- CAP / CORE Skills and LEAP Coordinators appointed and implementing effective communication practices for the respective classes, within and beyond the school, including with UOW and employers
- Head Teacher Welfare to oversee deployment of various initiatives, including Cyber Safety training
- Careers lessons timetabled for Year 10 classes, regular careers and post school destination information made available to students
- Reasonable Adjustments for students with learning needs set in place as required
- Equity team ensure relevant plans such as ILP’s, OOHC’s and PLP’s are in place

Products and Practices

Practices:
- Regular Welfare and Equity Team meetings
- Extension / Consolidation and Remedial pedagogies employed in CAP / CORE and LEAP classes
- Regular review and evaluation of alternate curriculum structures and welfare programs
- Careers office to become hub for post school destination and Career path planning

Products:
- CAP / CORE Skills and LEAP classes set up and operative
- Welfare programs which are Preventative, Developmental and Remedial set up and operative
- Equity Team monitors student needs, takes welfare referrals and sources alternate, interagency and DEC placements for targeted students
- Careers Transition Advisory team working in unison with Welfare and Equity teams to secure positive and appropriate post school destinations through proactive career path planning
- ILP’s, OOHC’s and PLP’s are current, in place and well communicated

Improvement Measures
- A minimum of 30 ATAR students achieve Early University Admission status, annually
- 100% of learning accommodations for students with a disability documented and available to all staff