## School vision statement

Woonona High School is a vibrant and innovative, proudly Comprehensive High School that values strong community partnerships. Student success is driven by excellence in teaching and learning delivered by world class educators in a safe and supportive learning environment. Our students are confident, creative individuals who enrich our local and global community.

## School context

Woonona High School is located between the mountains and the sea in the Northern Illawarra. We have approximately 620 students from Year 7-12. We are a comprehensive co-educational school serving the community of northern Wollongong. Every student is provided opportunities to develop skills that will carry them beyond their school years. Our students thrive in an environment that promotes independent, confident learners. Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of traditional academic subjects as well as an extensive Vocational Education and Training program and alternative patterns of study. Our school also offers specialised elective subjects throughout the junior school.

Woonona High School has a strong commitment to quality teaching and quality assessment with a focus upon high expectations. HSC results are consistently impressive, with a large number of students enrolling in university and TAFE courses of their choice. Our co-curricular program is designed to enrich students’ experience at Woonona High School and develop essential life skills. Students can participate in a variety of activities including music and dance, chess, academic competitions, sport and debating. We foster the idea of being part of and giving to the community. Providing student leadership opportunities are a priority for the school, with students at all levels encouraged to take on leadership roles. We have a strong, active Student Representative Council, with students elected from all years to represent the interests of their peers. We have a proud history of high-level sporting achievement across a variety of sports. A strong student welfare ethos and productive partnerships with parents and the wider community enhances our goal of providing opportunities for all students to succeed.

## School planning process

Our school plan is currently being developed in consultation with staff and the wider community of Woonona and its neighbouring townships. Woonona High School engaged in a school evaluation of all key pedagogical and well being areas at the end of 2013. The information and recommendations from this evaluation formed the impetus for whole school change in 2014.

A small working team represented by all levels in the school, formulated and analysed survey and focus group questions and responses. Importantly, the data attained from the 2013 school evaluation was used to frame the surveying of staff, students and parents at the end of 2014. Consequently, this information, the 2010 Melbourne Declaration and the National School Improvement Tool guided parents, student focus groups and all staff in the development of the strategic directions for 2015-17.

In December 2014, the School Executive attended a conference in which a school vision was developed and strategic directions were narrowed and enhanced. The results of the day were then presented to all staff for consultation and faculty interpretation of the processes, practices, people and products.

After redrafting, the plan was then presented to executive members, students, staff and parents for feedback and final editing.
Purpose:
To produce confident, collaborative and creative individuals who are excellent lifelong learners. The School’s legacy will be evident in the resilience, respect, integrity and the active local and global citizenship of its young people.

Purpose:
To promote a culture of continuous quality professional learning to enhance the capacity to deliver innovative teaching. All teachers will use research based teaching practices in all classrooms to ensure every student is challenged, engaged and learning successfully.

Purpose:
To build a successful collegial culture with a partnership between all stakeholders in the promotion of student well being and learning. The wider community will strategically address student needs and provide resources, support and experiences to connect with the world.
Strategic Direction 1: Excellence in Student Learning

**Purpose**

To produce confident, collaborative and creative individuals who are excellent lifelong learners. The School's legacy will be evident in the resilience, respect, integrity and the active local and global citizenship of its young people.

**People**

**Students:**
Experience excellence in differentiated learning in the classroom to develop their capacity, creativity and success.
Access broader learning opportunities through sporting, cultural, community and tertiary experiences to provide a real world context.
Accept responsibility for own behaviours and learning, and contribute to the well being of others in the wider community.

**Staff:**
Design and implement differentiated teaching and learning programs and formative assessment that encompass creativity, innovation and high expectations.
Deliver a consistent and successful approach to meeting the academic, social and emotional needs of students.

**Parents:**
Engage with their child’s learning through participation in forums and meetings.
Share high expectations for their child’s learning and celebrate progression towards potential.

**Community Partners:**
Share practices and expertise to support the implementation and evaluation of teaching and learning programs.

**Leaders:**
Coordinate and facilitate whole school programs and coaching to meet the differentiated needs of students. Build collective capacity of School community to use data to inform teaching and learning.

**Processes**

**Excellence in Pedagogy:**
Faculties use data analysis to know all students they teach and to differentiate programming, teaching and learning to cater for student needs.
Executive coaching steers Head Teachers towards goals related to differentiated teaching and learning.
TLCs focus on formative assessment and feedback, enrichment, single gender strategies to program for the variety of students at Woonona HS.
The School develops excellent policies, processes and programs that identify, address and monitor student learning needs.

**Innovation in Technology:**
Program templates will cater for collaborative and creative thinking and the integration of technology as a tool.
Teachers will receive expert support from the Technology Coordinator to integrate ICT into programs.
Senior Executive will investigate alternative learning environments.

**Excellence in Leadership and Celebration of Student Achievement:**
Teachers to reward and recognize student achievement through assemblies, monitoring, the merit system and positive letters home.
Faculties to create leadership opportunities for Year 7 – 12 students.
Pastoral care through roll call and welfare programs are delivered to increase resilience and respect.

**Evaluation Plan**
Coaching of executive and classroom teachers.
Collection of all programs and coaching steers Head Teachers towards goals related to differentiated teaching and learning.
TLCs focus on formative assessment and feedback, enrichment, single gender strategies to program for the variety of students at Woonona HS.
The School develops excellent policies, processes and programs that identify, address and monitor student learning needs.

**Products and Practices**

**Practice:**
In consultation and collaboration with stakeholders, teaching is differentiated to meet the needs of all students.

**Product:**
- Increased value-adding in student achievement, measured by both NAPLAN and HSC results.
- Improved Enrichment programs with increased focus on ‘Choice, Voice, Authentic’ in assessment tasks.
- Improved and consistent formative assessment programs for years 7-12.
- Increased engagement and success for Creative and Performing Arts students.
- Student surveys and focus group information indicating there is differentiation occurring across their subjects.
- Differentiated Programs for all Courses across KLAs using the School Template.
- Data analysis incorporated in planning and SMART data analysis evident in programming.
- Extended elective options for years 8, 9 and 10 with intellectual quality embedded.

**Practice:**
Students will have the opportunity to be creative, collaborative users of technology and productive thinkers.

**Product:**
- Technology Based Student Products and integrated use of higher-order technology in Programs.
- Collaborative technology-based products.

**Practice:**
- Students demonstrate resilience, respect and confidence across the school and wider community.

**Product:**
- Greater student engagement, evidenced through positive monitoring.
- Increased awards, rewards and recognition for student achievement.
- Creation of outside environments for learning.
- Expanded leadership opportunities for students via SRC and Year Advisers.
- Positive and respectful relationships across the school community, evidenced through ‘Tell Them From Me’ survey data.
### Strategic Direction 2: Innovative World Class Teachers

#### Purpose
To promote a culture of continuous quality professional learning to enhance the capacity to deliver innovative teaching. All teachers will use research based teaching practices in all classrooms to ensure every student is challenged, engaged and learning successfully.

#### Improvement Measures
Teachers have embedded formative assessment practices into all programs, which is consistently reflected in all classrooms across all KLA's and is presented in rich assessment tasks and peer lesson observations and evidenced in all Pink Folders.

Teachers can reference all TPL provided to address professional learning needs identified by their own PLPs and/or the Australian Professional Standards for Teachers.

Increasing number of teachers accessing the Highly Accomplished Australian Professional Standards for Teachers.

The GROWTH Coaching framework is used in 50% of each Faculties meeting time.

#### People

| **Students:** | Actively engage in innovative differentiated learning and co-curricular programs. |
| **Staff:** | Participate in research based professional learning to develop expertise and innovative strategies in meeting the differentiated learning needs of students. |

Develop and undertake personalized professional learning plans that focus on career development, whole school priorities and the Australian Professional Standards for Teachers. Actively engage in planning their own professional development to improve personal performance.

**Parents:**
Support and reinforce innovative teaching and learning practices.

**Community Partners:**
Work in partnership with teachers in delivering world class pedagogy.

**Leaders:**
Develop a coaching and mentoring culture to enhance the capacity of all teachers. Establish systems and procedures to facilitate collegiality and participation in learning opportunities.

Demonstrate instructional leadership, promoting and modeling effective evidence based practice.

#### Processes

**Collaborating around Assessment for Learning in TLCs**
Teacher Learning Communities provides cycles of sharing personal growth against and evaluation of goals related to the school’s priority of embedding formative assessment practices; namely formative feedback, peer & self-assessment and formative questioning.

** provision of High Quality TPL embedded in PLPs for Teachers**
Locally planned and written professional learning is preferred to address the school priorities (and, hence PLPs) and provide opportunities for teachers to demonstrate proficiency (as a minimum) against the Australian Professional Standards for Teachers. Externally planned and written professional learning is provided to address professional learning needs where required.

**Embed a Coaching and Mentoring Culture**
Embed the GROWTH coaching model into Executive Coaching sessions, TLC meetings and Faculty Meetings as well as creating a culture of supportive and professional Peer Observations and will lead to personalized professional development for staff. The mentoring of new staff through a structured staff induction program will provide further support for those who need it.

**Evaluation Plan**
TLC Rounds are evaluated through set evaluation meetings run by the TLC Leaders each Term. Performance & Development Evaluation meetings occur each Term to evaluate progress towards goals in PDPs, Executive GROWTH Coaching meetings evaluate progress in Faculties and a summative audit of Teaching Programs. A survey of progress against the Strategic Directions will occur at the start of Term 3 to inform Term 4 planning.

#### Products and Practices

**Practice:**
- Teacher Learning Communities will engage in collaborative and collegial professional practices that lead to improved formative assessment processes.

**Product:**
- Whole School priorities embedded across teaching and learning in all KLA's with shared expertise across the wider school community.
- Building of Formative Assessment Knowledge and high quality programs delivered for improved outcomes for students.
- Students have ownership of their learning.

**Practice:**
- Staff will participate in a variety of professional learning opportunities that underpin the school priorities and cater for learner diversity.

**Product:**
- Whole School priorities embedded across teaching and learning in all KLA's.
- Collegial support and targeted professional development with Teachers regularly review their teaching and learning programs and practice and more organic professional learning structures are required.

**Practice:**
- Staff personalised career performance and development will be improved through a coaching and mentoring culture.

**Product:**
- Professional growth and accreditation for all teachers.
- Staff adept at completing the Performance Development Framework.
- Building leadership capacity and increasing opportunities for participation in leadership and whole school initiatives for all staff as well as embedded succession planning across each area of leadership in the school.
### Strategic Direction 3: Successful Community Partnerships

#### People

**Students:**
Value diversity and display understanding and empathy for others across the broader community.

**Staff:**
Build productive positive relationships with the wider school community to encourage life long learning.

**Parents:**
Actively participate in decision making and provide support to enhance the real world opportunities for students. Regularly updated on the progress of their child and receive information to support progression to the next level of learning.

**Community Partners:**
Work together to creating meaningful partnerships to engage our students in authentic experiences that connect with the local and global community.

**Leaders:**
Build a successful collegial partnership and culture with the broader school community.

Solicit and address feedback on school performance.

#### Processes

**Community and Communication**
A media team organises and populates the Newsletter, Website, Facebook and School App to promote information, reputation and achievements of the School. P&C Meetings, Parent Evenings, Diaries, Monitoring, Reports and Parent/Teacher Evenings provide platform for information and consultation with all stakeholders.

**Transition**
Stage coordinators for transition into high school and for future educational and vocational opportunities. Stage 3/4 COS days, Taster and Orientation Days, Lunchbox Units and Expos are organised to showcase the benefits of attending Woonona HS. Stage 5/6, links with TAFE, UOW, local organisations and business enhanced.

**Authentic Learning Opportunities**
Student Leadership team organises charity drives for local and global causes. Student contributions to local and global community that provide authentic and enriching learning experiences and connections to the wider world. Productive relationships with external businesses and agencies. Aboriginal Coordinator and Community Leaders enhance awareness of Aboriginal issues.

**Evaluation Plan**

#### Products and Practices

**Practice:**
- Parents will participate and be actively informed by communication consultation in school decision making and promotion of student and well being.

**Product:**
- School recognised as responsive by the community as a result of enacting improvement measures and wider school community commitment to strategic directions and the School Plan. Information for school improvement sought from community.
- Newsletter, App, Facebook and Website upgrade and promotion. Building of positive reputation of WHS in wider community. Celebration of student achievement and improved learning alliances with other secondary schools.
- Collaborative school decision making reflected by positive results in Culture survey.
- Quality Reports containing detailed information and areas for growth provide platform for information and consultation in school decision making and promotion of student and well being.

**Practice:**
- Students will positively and productively contribute and connect to their education in the local and global world.

**Product:**
- Greater support and collegiality with Business Community.
- Global awareness and school contributions to local and global causes.
- Leadership aspirations in our local and global community promoted.
- Partnerships with Aboriginal community enhanced.