Walgett Community College
School Plan 2015 – 2017

Wellbeing

Quality Teaching, Learning and Leadership

School and Community Engagement
School background 2015 – 2017

SCHOOL VISION STATEMENT

This vision statement recognises the Partnership Agreement between the NSW AECG and the NSW DoE.

It is based on the principles of genuine and mutual respect, commitment, consultation, collaboration, openness and accountability in order to improve the educational learning experiences for all. It recognises the achievements of Aboriginal people and the ongoing need for Aboriginal people to have a voice in determining their educational future.

Our vision is to create a strong and sustainable learning environment across both Walgett Community College sites. An environment where students are provided with quality learning experiences that include social, emotional, and cultural learning. An environment where quality teaching is the priority and where community engagement is genuine, positive and productive. In this environment, leadership is proactive and focuses on developing a culture of capacity building and continuous improvement, which supports the positive growth of students, staff and community members.

SCHOOL CONTEXT

Walgett Community College is a Connected Communities School located 290 km north-west of Dubbo. The College has a combined P-12 enrolment of 250 students, including approximately 97% Aboriginal and Torres Strait Islander students, across two campuses. The college is in a remote, rural location allowing learning opportunities to occur in unique environments. Facilities at the college include a preschool and two trade training centres offering courses including hospitality, metal and engineering and construction. The Arthur Street campus is to be extensively upgraded during 2015-2016.

As an Early Action for Success (EAfS) school, an instructional leader and an interventionist have been appointed, with additional resources allocated, to provide tiered support to improve literacy and numeracy outcomes for all students in Kindergarten to Year 2. The college is supported by an active Walgett Local Aboriginal Education Consultative Group and the Walgett Community College School Reference Group. These organisations are working in partnership with the college to ensure better educational outcomes for the students.

SCHOOL PLANNING PROCESS

During 2014, Dare to Lead provided a snapshot of the college through a consultation process; which included students, staff, parents and community members. The Walgett Community College Reference Group engaged Community Consultant, Leigh Schelks, to facilitate the development of a Walgett Community College Community Partnership Agreement. This Partnership Agreement was developed through a series of consultation meetings, workshops and focus groups which engaged the school community to develop a shared vision, aspirations and priorities for the future of the college.

Three strategic directions were prioritised in the Partnership Agreement. These priority areas are essential to bring about growth and transformation; ensuring the Walgett Community College consistently engages students in quality learning experiences producing optimum learning outcomes. Each of the strategic directions will be informed by the standards within the School Excellence Framework for learning, teaching and leading.
To promote, build and sustain:

- a pedagogy which is empowering, purposeful, engaging and culturally relevant,
- an environment which facilitates safe, respectful, lifelong learners,
- a culture where students and staff are inspired to strive for continuous quality improvement and leadership that builds the capacity of all staff to undertake their roles successfully.
- To build, strengthen and enrich compassionate, healthy and trusting relationships that support a positive school culture which is flexible and engaging.
- To enable all students to be socially, emotionally, physically and culturally developed to become active members of society and gain meaningful employment.
- To establish collaborative interagency relationships that result in enhanced wellbeing for staff, students and the community.
- To establish and build community partnerships where parents, families and community organisations are recognised, valued and acknowledged.
- High expectations are established in a culture of learning that celebrates success.
Strategic Direction 1: Quality Teaching, Learning and Leadership

PURPOSE
To promote, build and sustain;
- Pedagogy which is empowering, purposeful, engaging and culturally relevant.
- An environment which facilitates safe, respectful, lifelong learners.
- A culture where students and staff are inspired to strive for continuous quality improvement and
- Leadership that builds the capacity of all staff to undertake their roles successfully.

IMPROVEMENT MEASURE/S
- Increased student attendance from 73% to 90% P-12.
- Evidence of delivery level achievement within the Teaching, Leadership and Learning elements of the School Excellence Framework through an internal validation process.
- All Aboriginal students will have supported Personalised Learning Plans, which include individual learning, planning, goal setting, personal targets and acknowledges the importance of cultural learning.
- 80% of students are achieving expected clusters on the literacy and numeracy continuums.

PEOPLE
Students: Will develop explicitly taught skills to improve their access to learning through a consistent, whole-school approach. This will include access to culturally and contextually appropriate curriculum changes and transition opportunities.
Staff: Will undertake intensive professional learning (PL) to develop a common, evidence-based, P-12 approach to learning. Engage in PL to enhance their teaching practice and systematic and explicit teaching and learning activities to support literacy and numeracy progress. There will be a whole-school focus on high expectations, teaching, learning and leadership capacity building for students and staff.
Parents/Carers: Will be engaged in the implementation of a WCC Charter of Expectations and strong communication structures will be developed to support partnerships for student learning. Are provided with sample literacy and numeracy strategies to support student home learning.
Community Partners: The school Reference Group will provide support, advice and be partners in the creation of strategies to implement school improvement and in the development of new structures. The AECG, P&C, Dharrirwa Elders Group and other government and non-government community partners will be integral to the plan implementation process.
Leaders: School leadership and role structures will be redefined and the provision of explicit leadership development will be a focus. School leaders will support the development of new pedagogical structures and professional learning of staff. Leadership support will be provided by a Principal, School Leadership and other external resources.

PROCESSSES
- The development of a positive teacher recruiting process, supported by multimedia resources, University and school partnerships and “Beyond the Line” opportunities.
- The development of a high quality induction process for all new staff P-12.
- The implementation of whole school teacher PL, with a focus on improved pedagogy and student engagement in culturally relevant 21st century learning. Interschool PL and mentoring.
- Staff PL in adjusting pedagogy to reflect student literacy and numeracy.
- The implementation of structured leadership and mentoring programs for students and staff.
- The introduction of project-based learning, differentiated curriculum and timetable restructure.
- The creation of a common P -12 attendance program e.g. the George Rose Attendance Program.
- Major capital works management to create a more attractive, positive school learning environment.
- A three tiered model of intervention is utilised to identify students requiring extra support and plan appropriate interventions.
- Data is updated and monitored every 5 weeks to inform teaching and learning. The instructional leader coordinates the tracking of achievement through data walls and regular feedback to parents/carers.

PRODUCT AND PRACTICES
- Increased student attendance P-12.
- Evidence of delivery level performance within the Teaching, Leadership and Learning elements of the School Excellence Framework.
- Transparent, accessible staff succession and planning structures are in place.
- All teachers are working towards AITSL accreditation at proficiency level or greater.

Product:
Improved student results P-12 and increased retention to the HSC.
Practice:
Structures supporting the consistent expectation P-12 that education will lead to employment, further training or tertiary study and teach the concept of lifelong learning.
Product:
Student leadership programs are given a high priority.
Practice:
All staff Professional Development Plans include goals related to improved pedagogy.
Practice:
Evidence-based evaluation and observations of quality teaching and learning are embedded in school expectations and practices. Internal and external measurement processes meet DoE expectations.
Product:
Clearly defined roles, responsibilities and expectations for staff are in place.

Evaluation Plan
PL will be provided for internal School Excellence Framework validation. Other evidence collection strategies will also be employed.
Strategic Direction 2: Wellbeing

**PURPOSE**

- To build, strengthen and enrich compassionate, healthy and trusting relationships that support a positive school culture which is flexible and engaging.
- To enable all students to be socially, emotionally, physically and culturally developed to become active members of society and gain meaningful employment.
- To establish collective interagency relationships that result in enhanced wellbeing for staff, students and the community.

**IMPROVEMENT MEASURE/S**

- Evidence of delivery level performance within the Teaching, Leadership and Learning Wellbeing elements of the School Excellence Framework.
- Suspension centre implemented and operational, with a range of internal and external practices aligned to reducing long suspensions.
- School behaviour incident evidence indicates a reduction in the need for long suspension.
- Positive, engaging wellbeing programs are in place at a whole school level.
- Staff retention is increased.

**PEOPLE**

**Students:** Learn to apply Positive Behaviour for Learning (PBL) values to their everyday learning P-12 and participate in leadership roles in this improvement process.

**Staff:** All school staff commit to the prioritisation of PBL implementation in every aspect of schooling at WCC, P-12.

All staff participate in the development and implementation of improved wellbeing structures for all.

**Parents/Carers:** Are invited to be meaningful partners in the development of new PBL structures, suspension reduction strategies and improved student wellbeing opportunities.

**Community Partners:** The PCYC, WAMS, FACS, AECG, Reference Group and a broad range of community partners are integral to the success of alternate student management structures, health initiatives and work placement opportunities.

**Leaders:** School leaders will facilitate the development, implementation and sustained improvement of agreed PBL structures P-12. Leadership capacity building will be enabled for all staff and students through the PBL process.

External leadership support will be accessed through DoE consultancy.

**PROCESSES**

- Prioritisation of the consolidation of knowledge around PBL processes, including the reformation of a Secondary PBL team and external consultation support.
- Prioritisation of the full implementation of PBL to maximise student learning.
- The development of PBL communication systems and networks between Primary and Secondary sites.
- The implementation of a suspension centre.
- The implementation of a restorative justice approach for bullying and aggressive behaviour.
- The development of a new staff induction program, which includes a teacher buddy system, team teaching and external support.
- Increased SLSO training and support.
- The implementation of a staff wellbeing committee.
- Clear and regular communication with all staff to ensure their understanding of policy and procedures.
- Counselling/pastoral skills provided to staff.

**PRODUCT AND PRACTICES**

- PBL structures are in place P-12.
- There is a reduction in the need for long suspensions.
- There are published, collaborative, evaluated structures for the confidential case management of individual students.
- Evidence of delivery level performance within the Teaching, Leadership and Learning Wellbeing elements of the School Excellence Framework.
- Positive role-model/self-esteem/self-efficacy programs are in place P-12.
- Improved staff wellbeing structures are developed and implemented.

**Product:**

All staff members at WCC fully support and practice the implementation of PBL structures in every aspect of the school.

**Practice:**

- College-wide, consistently applied anti-bullying structures in place, reflecting current DoE policy.
- Increased links for student/family health and wellbeing
- Clear, consistent structures are in place around staff wellbeing.
- PLP systems P-12 are regularly evaluated, refined and improved

**Practice:**

- Clearly consulted, documented transition processes will be in place P-K, 6-7, 10-11 and 12 to post school.

**Evaluation Plan**

A variety of evidences will be collected at milestone points to inform subsequent directions.
Strategic Direction 3: School and Community Engagement

**PURPOSE**

- To establish and build community partnerships where parents, families and community organisations are recognised, valued and acknowledged.
- High expectations will be established in a culture of learning that celebrates success.

**PEOPLE**

**Students:**
Will be exposed to increased positive community involvement in their cultural learning.
Learning about the world of work will be a whole school focus, P-12.

**Staff:**
Will be immersed in further cultural learning through collaboration with community stakeholders.
Curriculum links to increased community participation will be pursued.

**Parents/Carers:**
Will be invited to be part of these increased links and kept informed of new learning opportunities for students.

**Community Partners:**
Are the key to the success of this strategic direction. Relationships, understanding and support will be sought to enrich educational opportunities in the Walgett community.

**Leaders:**
Will communicate, negotiate and collaborate with all stakeholders to facilitate understanding, flexible and respectful relationships.

**IMPROVEMENT MEASURE/S**

- Student transition plans and structures are in place, with an increase of students utilising these structures as an alternative to traditional school pathways.
- Student transition plans to include community collaboration for increased opportunities.
- Community delivered cultural learning opportunities for students and staff are regular, embedded practice.
- Increased positive interactions between WCC and the community.
- Positive school image and communication strategies are evident.
- School perception surveys show increased positive responses.

**PROCESSSES**

- Clear school attendance procedures, including alternate options to be reviewed, improved and implemented and clearly communicated with all stakeholders.
- Parent involvement in the development, and implementation, of processes.
- Annual school excursion cycle developed and published.
- School merit system review.
- The investigation of uniform change options.
- Delivery of positive parenting workshop and parent information sessions.
- Prioritising the development of community partnerships in Walgett.
- Improvements to the physical appearance of our school.
- Through Connecting to Country, a regular program with Elders will be implemented.
- The establishment of a mentoring program for school leaders, involving community members, that will provide support and advice for leaders in community culture practices and protocols.
- A staff member appointed as a positive news distributor.
- Work Education in years 9/10.
- Curriculum options developed to support extended learning about work P-12.
- Careers days with local businesses
- Investigating options for more VET in years 10-12 to be taught internally.

**PRODUCT AND PRACTICES**

- Improved work transition opportunities for students, with parent and community support.
- Increased community delivered cultural learning opportunities for students and staff are embedded in the curriculum.
- Improved positive interactions between WCC and our community.
- Positive school image and communication strategies are developed and employed.

**Product:**
Regular, effective communication with our broader community

**Practice:**
Work placement/SBAT opportunities are increased for students in Years 10,11,12.

**Evaluation Plan**
A collaborated evaluation and survey will be undertaken with all community stakeholders participating in the implementation of this strategic direction.