Hay War Memorial School plan 2015 – 2017

Quality Teaching and Learning

Building Positive Relationships

Engaging Students in Learning
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>At Hay War Memorial High School, we believe that a great school produces successful learners through the achievement of academic, social and personal bests. We are responsive to students, staff and the community, and focused on building dynamic relationships between them. Our legacy will be building the capacity of our community for a better future.</td>
<td>Hay War Memorial High School is a comprehensive co-educational rural school with an enrolment of 212 students. The school population includes 12% of Aboriginal descent. It was established in 1923 as a co-educational comprehensive high school and has a strong tradition befitting a war memorial linked to the ANZAC tradition. The school is the only war memorial high school in the Commonwealth of Nations. The school has a unique background, close community ties and an ability to provide a personal educational experience for the students. The school provides broad-ranging outcomes to meet student needs and has developed a distinctive blend of traditional values and innovative educational practices that ensure a well-rounded education. The ability of the school to provide a compressed curriculum for Years 11 and 12 offers students a broad range of courses. An extensive range of Vocational Education courses are also offered in the senior years. The provision of vertical elective classes in Years 9 and 10 allows students to experience a diversity of subjects. A supportive staff, community and student body enhances the rich traditions of our unique school.</td>
<td>A comprehensive process was undertaken across the school to develop the plan. The school reviewed current practices and collected evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used at staff development days, meetings and at forums such as Aboriginal community meetings, Hay War Memorial High School Parent and Citizens Association and School Council meetings to share ideas and to identify the vision, directions, the purpose, people, processes, practices, products and improvements measures for the 2015-2017 plan.</td>
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Hay War Memorial School

Purpose:
The school community envisages quality teaching to achieve positive student outcomes. Teacher experiences in and support for working with colleagues and experts to design and evaluate rich curriculum, assessment practices and reflective self-learning practices enables quality teaching.

STRATEGIC DIRECTION 1
Quality Teaching and Learning

Purpose:
The school community has a strong tradition of building positive relationships and an expectation that this will be maintained.

An environment where the values of “Respect”, “Achieve” and “Responsible” are shared, success is prized, student leadership is encouraged and a strong social conscience is developed fosters positive relationships that enable us to uphold our traditions.

STRATEGIC DIRECTION 2
Building Positive Relationships

Purpose:
Engaging students in the learning process improves their performance, educational aspirations and motivation for learning. Students who are engaged learners have more choice and autonomy over their learning.

All young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens (Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008).

STRATEGIC DIRECTION 3
Engaging Students in Learning
## Strategic Direction 1: Quality Teaching and Learning

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<th>Purpose</th>
<th>Why do we need this particular strategic direction and why is it important?</th>
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<th>People</th>
<th>How do we develop the capabilities of our people to bring about transformation?</th>
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</table>
| Students: | Understanding of their expected outcomes to self-monitor.  
 Know how to provide and use feedback about the learning process. |
| Staff: | Deep and meaningful understanding of current educational initiatives and assessment types, purposes and practices.  
 Understanding student expected outcomes and how it looks in the classroom.  
 Embed the “A Learning and Response Matrix” practices |
| Parents/Carers: | Understanding of the implications of the current educational initiatives and assessment purpose. |
| Community Partners: | Understanding of the methods of assessment and purpose. |
| Leaders: | Building and leading learning culture around current educational initiatives and quality assessment. |

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<tr>
<th>Processes</th>
<th>How do we do it and how will we know?</th>
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| Establish a collaborative Professional Learning Community that will develop all aspects of implementing and delivering high quality teacher practices (e.g. self-evaluations, peer observations and feedback, research readings and connecting this to our day-to-day work).  
 A team leading an Action Learning project across the school focused on all aspects of assessments and consistent teacher judgment.  
 Professional development and collaborative learning to implement the “ALARM” practices. |

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<th>Evaluation Plan</th>
<th>What is achieved and how do we measure?</th>
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| Leadership team to review the curriculum and to revise teaching and learning programs.  
 Timeline of Teaching & Learning and assessment reviews set out clearly  
 Colleagues regularly reviewing and adjusting student assessment in response to data gathered, test results and conversations.  
 Review of Professional Development Plans |

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<th>Products and Practices</th>
<th>What are our newly embedded practices and how are they integrated and in sync with our purpose?</th>
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| All teachers use the Quality Teaching Framework to develop quality teaching and learning programs.  
 Results from surveys such as the Tell Them From Me surveys measure greater achievement in:  
 - Rigour  
 - Relevance  
 - Positive learning climate  
 - Expectations for success |

### Improvement Measures
- All teachers use the Quality Teaching Framework to develop quality teaching and learning programs.
- Results from surveys such as the Tell Them From Me surveys measure greater achievement in:
  - Rigour
  - Relevance
  - Positive learning climate
  - Expectations for success

### Practice:
- Demonstrating currency of evidence based teaching practices within a highly supportive school culture.
- Supported, ongoing and active implementation of Professional Development Plans to improve performance.
- Use data and feedback gathered from surveys to analyse, inform and improve teaching pedagogy and assessment.
Strategic Direction 2: Building Positive Relationships

**Purpose**

Why do we need this particular strategic direction and why is it important?

The school community has a strong tradition of building positive relationships and an expectation that this will be maintained.

An environment where the values of “Respect”, “Achieve” and “Responsible” are shared, success is prized, student leadership is encouraged and a strong social conscience is developed fosters positive relationships that enable us to uphold our traditions.

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**People**

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

**Students:**
- Understand respect, achieve and responsible and accept ownership of these to develop their strong identity as learners.

**Staff:**
- Explicit teaching of behaviour expectations to students for a variety of settings
- Embedding a culture of collaboration and the skills to work as a professional learning community.

**Parents/Carers:**
- Understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student outcomes.

**Community Partners:**
- Maintain and enhance productive relationship with external agencies and community organisations to improve educational outcomes for students and enrich the schools standing within the community.

**Leaders:**
- Commitment to the development of leadership skills and values in staff and students and building the capacity to achieve this within our staff.

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**Processes**

How do we do it and how will we know?

- An Action Research Team representing the school community creating opportunities for participation in school and community events, volunteering programs and leadership opportunities in order for our school community to be self-aware, have positive relationships and actively contribute to the school, community and society within which they live.
- A Positive Behaviour Learning (PBL) Team leading the collecting, sharing and evaluation of data to identify the strengths and gaps to build staff capabilities to effectively use school wide processes.
- The school creates an organisational structure that enables management system, structures and processes to work effectively with a commitment to evidence based research to support and enhance positive relationships

**Evaluation Plan**

- Reviews of the effectiveness of teams in building positive relationships
- Undertake School-wide Evaluation Tool to determine how accurately Positive Behaviour for Learning is being implemented.

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**Products and Practices**

What is achieved and how do we measure?

- All students to show growth in positive behaviour, leadership and social choices
- Whole school community demonstrate consistent understanding and delivery of all aspects of Positive Behaviour for Learning.

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

**Practice:**

- All members of the school community consistently role model and reinforce expected school values.
- Streamlined, flexible processes exist to deliver positive relationships that enable us to uphold our traditions.

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## Strategic Direction 3: Engaging Students in Learning

### Purpose

**Why do we need this particular strategic direction and why is it important?**

Engaging all students in the learning process improves their performance, educational aspirations and motivation for learning. Students who are engaged learners have more choice and autonomy over their learning.

All young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens (Melbourne Declaration on Educational Goals for Young Australians (MCETYA) 2008).

### People

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

#### Students:
- Develop the personal resources for future success and wellbeing
- Understanding the purpose of personalised learning
- Practising goal achievement

#### Staff:
- Understanding that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Develop and embed personalised learning into teaching and learning programs to improve student outcomes

#### Parents/Carers:
- Confidently participate in the process of the personalised learning and the use of personalised learning.

#### Community Partners:
- Partnerships built with schools and external agencies such as Riverina TAFE, local businesses and Vinnie’s Reconnect to support the schools programs.
- Strengthen Aboriginal network partners.

#### Leaders:
- Leading the development and implementation of personalised learning through initial and continuing professional development.

### Processes

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

- Learning and Support Team works collaboratively as a professional learning community to embed personalised learning for all students into teaching practices.
- A team leading an Action Learning Project across the school focussed on well-developed, evidence based current policies and programs to identify, address and monitor student engagement in learning.
- A Learning Innovations Reference Group representing the school community that investigate, develop and lead all aspects of extra-curricular and co-curricular learning opportunities to support student learning and are strongly aligned with the school’s values.
- Learning and Support Team review/enhance Aboriginal personalised learning plans and involve Aboriginal community.

### Products and Practices

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

- Participation in personalised learning and engagement programs each year and show improvement on measures of academic and social progress including attendance, behaviour, retention and post school destination measures.
- Higher than expected growth for all students on internal and external school performance measures such as assessment tasks, Higher School Certificate examinations, NAPLAN, Board of Studies Teaching and Educational Standards, assessment grading, retention, further training and employment.
- Growth in NAPLAN reading and numeracy by 8% each year to achieve 2019 Premier’s priority in NAPLAN reading and numeracy.

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

#### Practice:
- Individual learning plans that focus on student improvement with parent, student and teacher input.
- Teaching practice that centres on future focussed learning skills.
- Personalised learning to be embedded in all teaching and learning programs.
- Increased achievement with more rich tasks that have complexity and autonomy.

### Improvement Measures

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<th>Item</th>
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<td>The expectations, capacity and achievements of all students to meet and/or exceed school and external benchmarks in academic, achievement, retention further training and employment</td>
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