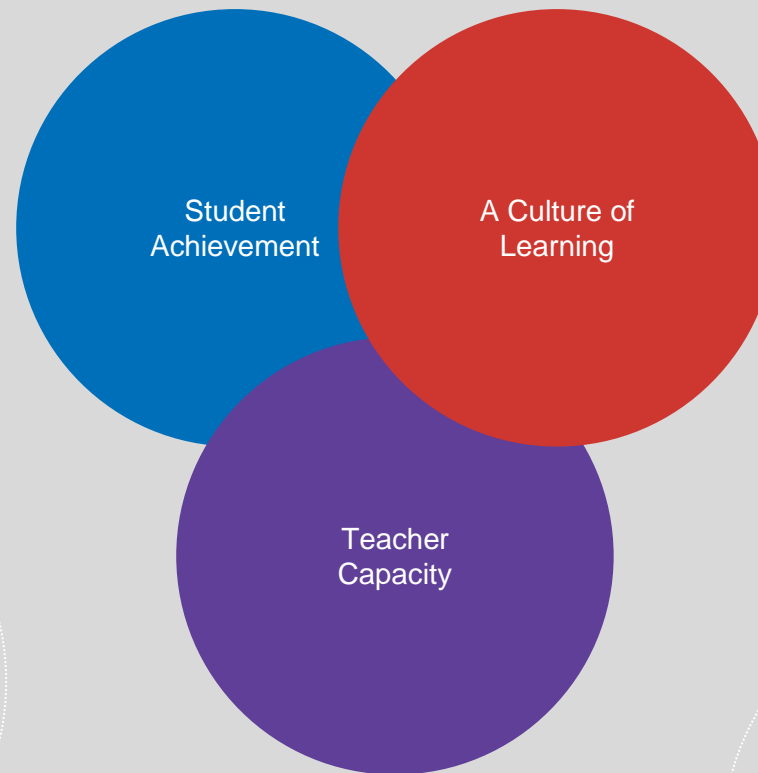


School plan 2015 – 2017

Coonabarabran High School 8347

Reviewed Term1, 2017





School vision statement

Coonabarabran High School is a vibrant educational community which aspires to excellence in a safe and respectful environment. Every student has the opportunity to achieve to their potential through the support of the school community and quality teaching programs.

School context

Coonabarabran High School is a comprehensive high school in a rural community. The school enjoys a long and proud history of excellent student outcomes in the academic, sporting and cultural fields of endeavour. The school provides students with diverse educational opportunities; both curricular and extra-curricular. The students are positively encouraged and guided to extend themselves in a variety of fields, embracing the school motto 'Forever Dare'. Coonabarabran High School is a respected and integral part of the local community. The school receives valuable input from all sectors of the local community; especially from parents, the Aboriginal community, business and service clubs, as well as from local government. Such community support is a major feature of the school and further enhances the school's capacity to provide quality education to its students. Additionally, the school is characterised by its strong focus on quality teaching including the integration of technology into the classroom. The school's commitment to the fostering of high expectations and the supportive and positive rapport which exists between staff and students at the school underpins the successful and productive nature of the school's learning environment.

School planning process

Consultation was led by the executive and school planning team and undertaken with the school community, Parents and Citizens Association, local Aboriginal community, teachers and students.

The External Validation Report and the School Self Evaluation using the School Excellence Framework underpinned the review of the 2015-17 School Plan. The introduction of SPARO as an organisational tool improved the way we designed our plan.

Both these factors have influenced the design and structure of our school plan and supported the school to be better prepared for the next triennial plan beginning in 2018.

Current data was obtained from a variety of collection tools relevant to 2016 including:

- Annual Report 2015
- Surveys (students, staff and parents)
- Discussion groups
- NAPLAN data
- HSC results and exit surveys
- Learning Support Team reports
- Student Attendance data

Strategic directions were developed around consistent themes important to the school community including; Student Achievement, A Culture of Learning and, Teacher Capacity.

Executive teams led planning groups to develop and monitor improvement measures and the 5Ps for each strategic direction.



Strategic Plan	Coonabarabran High School	2015-2017
Overall purpose:	Coonabarabran High School strives for excellence in a safe and respectful environment	



Purpose of Strategic Direction 1:

Student achievement is integral to ensuring that students experience success as learners and are supported in transitioning to productive post-school lives, equipped with the necessary skills as 21st Century learners.

Purpose of Strategic Direction 2:

A commitment to a culture of learning is central to all decisions made within the school environment. Such commitment ensures that all practices are focused upon enriching learning opportunities for students, thereby building positive educational outcomes.

Purpose of Strategic Direction 3

Teacher capacity is central to student achievement. Accordingly, a commitment to building teacher capacity will drive improvement in student learning outcomes and strengthen the culture of learning within the school environment.



Strategic Direction 1: Student Achievement

Purpose

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

Student achievement is integral to ensuring that students experience success as learners and are supported in transitioning to productive post-school lives, equipped with the necessary skills of 21st Century learners.

Improvement Measures

- ❖ In 2017, the number of Year 7 students in the top bands (Proficiency) in NAPLAN Reading and Numeracy will increase by 2% from 19% in 2016 to 21%.
- ❖ In 2017, the number of Year 9 students in the top bands (Proficiency) in NAPLAN Reading and Numeracy will increase by 2% from 8% in 2016 to 21% in Reading, and from 12% to 14% in Numeracy.
- ❖ Year 9 students who completed the MultiLit program in 2015 and 2016 will have 10% greater growth than State Growth, in the READING component of NAPLAN.
- ❖ In 2017, Year 9 students who completed the QuickSMART Numeracy program in 2015 and 2016 will have 10% greater growth than State Growth, in the NUMERACY component of NAPLAN.

People

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

Students:

- Identified students' skills in literacy and numeracy will be developed to allow for full participation in educational programs.
- All students are supported and encouraged, through intervention programs, to attend school regularly and to engage in learning.

Staff:

Staff will draw upon evidenced-based data to inform the explicit teaching of skills in literacy and numeracy.

Parents/Carers:

Engage in informed discussions with staff about student learning and their achievement levels to support success for their child.

Community Partners:

Develop and enhance a variety of external partnerships to build pathways and opportunities supportive of student success.

Leaders:

Ensure classroom programs are effective in the delivery of literacy and numeracy strategies to support the learning needs of students.

Processes

How do we do it and how will we know?

- Evidence based progression of students in the middle two bands, working towards the Premier's Priorities of 8% (collective) and 30% (Aboriginal students) shift into the top 2 NAPLAN bands. Focus Group is middle two bands of students in Year 8 and 9.
- Implementation of Literacy and Numeracy Support programs to improve literacy and numeracy of students two or more years below their chronological age.
- Implementation of 2LS strategies in classrooms
- Improved attendance, supporting all students to exceed 85% attendance.

Evaluation Plan

- Identified students in middle two bands are tracked throughout the year and through NAPLAN results
- LAST and LST to monitor targeted students' achievement in QuickSMART and MultiLit programs.
- Student attendance rates monitored by school attendance team.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Increase in the number of students performing in the top two bands (proficiency) of NAPLAN assessment in Reading and Numeracy.

Product:

- ❖ Reduction in the number of students reading at 2 years or more below their chronological age.

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

Practice:

- SMART Data used to identify students in middle two bands and SMART strategies used in conjunction with 2LS strategies to improve their literacy and numeracy skills.

Practice:

- External data, including NAPLAN, SMART and RAP, are central to faculty programs focussed upon delivering individual student and whole-school improvement.

Practice:

- Weekly Student Welfare meeting will include reports from LST and YA to provide staff with targeted information on student learning

Practice:

- Units of work across all KLAs are underpinned by a reflective pedagogy which draws upon evidenced-based strategies to inform teaching and learning.

Strategic Direction 2: A culture of learning

Purpose

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

A commitment to a culture of learning is central to all decisions made within the school environment. Such commitment ensures that all practices are focused upon enriching learning opportunities for students, thereby building positive educational outcomes.

Improvement Measures

- ❖ All teachers will be familiar with 2LS strategies and able to demonstrate the planning and use of a strategy in their faculty area.
- ❖ Responses in the “Focus on Learning” teacher survey indicate that teachers rate their implementation of the Four Dimensions of Classroom and School Practices more highly than they did in 2016.
- ❖ Student responses in the *Tell Them From Me* survey will indicate greater engagement in learning and improved measures of effective learning time and positive learning climate.
- ❖ Teacher led Equity projects are implemented to enrich student learning and access to curriculum. Evaluations indicate that they address socio-economic disadvantage.

People

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

Students:

Students are clearly informed of techniques for learning while engaged in classroom activities. (Secondary Learning Strategies 2LS)

Staff:

Collaborate in cross faculty teams to develop, implement and evaluate 2LS strategies. Design effective Equity Projects to enrich and extend the learning experience of students.

Parents/Carers:

Are aware of, and value, school management policies that provide informed decision making to support student learning.

Community Partners:

Outside agencies partner with the school to enrich learning opportunities for students.

Leaders:

Leaders demonstrate in their practice a commitment to enhancing student learning and fostering a culture of mutual respect within the school community.

Processes

How do we do it and how will we know?

- Implementation of 2LS Program across whole school
- Teachers set transparent criteria for student assessment through formal notifications and have in place principles of consistent assessment and moderation.
- School leaders monitor the implementation and ongoing application of school management systems for behaviour and curriculum.
- Equity programs are critically evaluated annually.

Evaluation Plan

- The “Focus on Learning” Teacher Survey and the *Tell Them From Me* student survey data will be analysed to identify impact of 2LS strategies in classrooms.
- Expectations for learning are explicitly taught to students through a variety of contexts.
- Evaluation of student behaviour and learning will be informed by in-school data (Wellbeing- student levels and suspension data).

Products and Practices

What is achieved and how do we measure?

Product:

- Teacher strategies expand to engage students in literacy and numeracy learning. Student work samples reflect improved teaching.

Product:

- Students participate in extra-curricular programs which are focussed on addressing socio-educational disadvantage by engaging students in rich learning activities. (Equity Projects)

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

Practice:

- All staff participate in teams to implement 2LS strategies across the school. Teams collaborate on evaluation of strategies using learning tasks and student work samples.

Practice:

- Students are provided opportunities offered by the school to enrich their academic and cultural learning.

Strategic Direction 3: Teacher Capacity

Purpose

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

Teacher capacity is central to student achievement. Accordingly, a commitment to building teacher capacity will drive improvement in student learning outcomes and strengthen the culture of learning within the school environment.

Improvement Measures

- ❖ Implementation of 2LS by 100% of teachers
- ❖ All teachers use the School Excellence Framework SEF elements to evaluate the effectiveness of the school.
- ❖ 50% increase in staff undertaking mentoring roles within the school from 2 in 2016 to 3 in 2017.

People

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

Students:

Students provide feedback on teaching and learning through classroom discussions, TTFM surveys, and student leadership programs.

Staff:

Collaborate in cross faculty teams to develop, implement and evaluate 2LS strategies.

Engage in the Performance and Development Plan process to enrich professional learning.

Engage in leadership and mentoring roles to support the development of colleagues and themselves.

Parents/Carers:

Support the role of teachers by attending parent teacher nights, informing the school of student wellbeing and participating in school community activities.

Leaders:

The school leadership team identifies expertise within its staff and draws on this to further develop the strength of its professional community.

Processes

How do we do it and how will we know?

- Through implementation of 2LS program, teachers learn collaboratively to trial and evaluate the 2LS strategies in their classrooms.
- Through targeted professional learning, teacher mentors provide support and feedback to teachers on how to improve their teaching.
- Consistent with school management systems, the school executive provides support and guidance to staff in classroom management and curriculum delivery.
- Teachers participate in professional learning targeted to school priorities and their professional needs.

Evaluation Plan

Work samples and team meeting notes from 2LS Implementation teams

School Evaluation uses SEF elements reported on by teachers to inform it.

Performance and Development Plan reports from teachers are supported by head teachers and the principal, and reviewed annually.

Products and Practices

What is achieved and how do we measure?

Product:

- Student work samples reflect teacher capacity to engage students in literacy and numeracy learning, and the learning of the skills to learn more effectively

Product:

- School self-evaluation demonstrates teacher understanding of the SEF and its use as a tool for effective evaluation.

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

Practice:

- Teachers engage in implementation and evaluation of 2LS teaching activities in collaborative teams through the year.

Practice:

- Increase in the number of teachers mentoring new and beginning teachers

Practice:

- Teachers understand and use the School Excellence Framework to evaluate school programs