

School plan 2018-2020

Coonabarabran High School 8347



School background 2018–2020

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 high quality teaching where every lesson counts and where every student is valued and supported by the school community.

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 current triennial plan beginning in 2018. Current data was obtained from a variety of collection tools relevant to the preparation of the current school plan, including:

- Annual Report 2016
- 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 which continue to be 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.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Student Achievement

Purpose:

To ensure that all students secure improvement as learners, supported by explicit instruction, and relevant and responsive assessment, to equip them with foundational skills in literacy and numeracy.



STRATEGIC DIRECTION 2

A Culture of Learning

Purpose:

To create a strong, respectful and vibrant learning environment, underpinned by high expectations, which holistically nurtures students' wellbeing and growth.



STRATEGIC DIRECTION 3

Teacher Capacity

Purpose:

To build teacher capacity and support teacher wellbeing so as to strengthen collegial practice and drive improvement in student learning outcomes.

Strategic Direction 1: Student Achievement

Purpose

To ensure that all students secure improvement as learners, supported by explicit instruction, and relevant and responsive assessment, to equip them with foundational skills in literacy and numeracy.

Improvement Measures

- * Increased proportion of students experience positive growth in literacy and numeracy.
- * Increased teacher use of assessment to inform practice.
- * Increased number of teachers explicitly embed the teaching of literacy and numeracy into their programs and practice.

People

Students

Use a range of strategies to support and develop a strong foundation in literacy and numeracy and confidence in their ability to learn and reflect on their learning through feedback processes.

Staff

Engage with :

- whole school and individual Professional Learning to ensure teaching methods, in all Key Learning Areas, draw upon research to inform the teaching of literacy and numeracy
- Assessment data and current research to inform the teaching and learning cycle, including provision of effective feedback.

Parents/Carers

Engage in informed discussions with staff to understand assessment approaches used in the school and their benefits for learning.

Community Partners

Work collaboratively with the school to provide partnerships, pathways and opportunities supportive of student success.

Leaders

Lead the implementation of a coordinated, whole school, research based approach to the teaching of literacy and numeracy, and use of assessment to embed a culture of improvement.

Processes

Explicit Teaching of Literacy and Numeracy:

Implement and embed a whole school, research based approach to the teaching of Literacy and Numeracy.

Assessment of, for and as Learning:

All staff engage with formative and summative assessment (both internal and external), on an ongoing basis, to responsively inform the teaching and learning cycle.

Evaluation Plan

- Learning and Support Teacher and Learning and Support Team to monitor targeted students' achievement in QuickSMART and MULTILIT programs.
- External data eg HSC Results Analysis Package (RAP) NAPLAN and VALID
- Classroom observations
- Learning and Support Team Meeting Minutes
- Teaching and Learning Programs
- Interviews
- Student work samples

Practices and Products

Practices

Teachers use assessment to inform and differentiate their teaching and learning.

Teachers use explicit instruction to build student growth in literacy and numeracy.

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

Identified students are supported through interventions to build their literacy and numeracy skills.

Students are engaged in rich teaching and learning activities to improve their literacy and numeracy skills.

Products

Teaching and learning programs are: research based, embed use of data, explicitly address the teaching of literacy and numeracy, differentiate for individual student learning needs and demonstrate syllabus content measured by program review and student work samples

.A whole school approach to the teaching of Literacy and Numeracy is evident in all classrooms.

Students demonstrate enhanced mastery of literacy and numeracy skills.

Processes are in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Strategic Direction 2: A Culture of Learning

Purpose

To create a strong, respectful and vibrant learning environment, underpinned by high expectations, which holistically nurtures students' wellbeing and growth.

Improvement Measures

- * Increased number of teachers employ evidence based pedagogy.
- * Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school
- * Increased proportion of students experience growth across all Key Learning Areas

People

Students

Respectfully and positively engage with programs and people that support their wellbeing and learning, through access to high quality experiences and tasks and clear success criteria.

Staff

Respectfully and positively engage in whole school practices to support student wellbeing and learning through the provision of high quality experiences and tasks and clear success criteria.

Parents/Carers

Value and support the school's learning and wellbeing programs.

Community Partners

Work collaboratively with the school to enrich learning and wellbeing opportunities for students.

Leaders

Lead a coordinated approach to ongoing whole-school, cross key learning area, professional learning, centred upon evidenced-based practice and programs to strengthen student wellbeing.

Processes

Evidence Based Teaching Practice:

Implement, embed and evaluate evidence based practice to all classrooms to enhance student learning.

Student Wellbeing:

Implement a holistic, whole school approach to student wellbeing so that students can connect, succeed and thrive.

Evaluation Plan

- "Focus on Learning" teacher survey
- Tell Them From Me survey data
- Sentral behavioural data
- Student work samples
- Classroom observations
- Learning and Support Team Meetings
- Attendance Team Meetings/attendance data
- Targeted Staff Professional Learning evaluation
- Teaching and Learning Programs
- Extra Curricular program evaluations
- Student exit surveys
- Student Goal Setting Feedback
- Parent and community feedback
- Audit against Wellbeing Framework

Practices and Products

Practices

Teachers apply evidenced-based practices in classrooms and support student wellbeing programs.

Students have clear goals to support their learning and wellbeing and are equipped with the necessary skills to meet them.

Stronger community involvement is evident through partnerships to enrich opportunities for students

Products

Teaching and learning programs draw upon evidence based practices to enhance student engagement.

Students participate in extra-curricular programs which enrich learning and wellbeing .

As a learning community, a clear framework exists to support student wellbeing and build social capital and educational outcomes

A strong school culture of learning and respect is clearly evident.

Students demonstrate improved learning power and sense of belonging.

The school's culture is characterised by:

- Respect
- High Expectations
- Growth Mindset
- Positive relationships

Strategic Direction 3: Teacher Capacity

Purpose

To build teacher capacity and support teacher wellbeing so as to strengthen collegial practice and drive improvement in student learning outcomes.

Improvement Measures

- * Increased proportion of students experience growth across all key learning areas.
- * Staff use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- * Teaching staff demonstrate and share their expertise within their school and have expert contemporary content knowledge and deploy effective teaching strategies.

People

Students

Respectfully and positively engage with their learning.

Staff

Engage with the Australian Professional Standards for Teachers to identify learning goals and use their Professional Development Plan (PDP) to drive improvement in their practice.

Parents/Carers

Support the school by working in partnership with staff.

Leaders

Grow teacher capacity by modelling best practice as instructional leaders, coaching and mentoring staff, and building explicit systems and policies to embed a culture of professional dialogue and reflective collaboration.

Processes

Reflective Practice :

Develop, implement and evaluate systematic processes for professional learning, building collaborative practice and reflection on effectiveness.

Teacher Wellbeing:

Develop and implement high quality professional learning systems that individually and collegially build and equip staff to take a proactive approach to their wellbeing.

Evaluation Plan

- Teachers will be guided by the Australian Professional Standards for Teachers and the Performance and Development Plan (PDP) in developing professional goals, supported by head teachers and the principal, and reviewed annually
- Tell Them From Me and People Matters survey
- What Works Best Reflection Guide survey – Staff
- Executive Meeting minutes
- Scout data on Professional Learning
- Classroom observations/Mentor feedback

Practices and Products

Practices

Teachers utilise professional learning to hone the delivery of their specialist knowledge via innovative practice .

Students are engaged in challenging, responsive classrooms.

Staff are equipped with the knowledge and tools to maintain a professional climate which is conducive to the optimal health and wellbeing of the school community.

Products

Students, teachers, leaders improve every year.

Explicit systems for collaboration and feedback to sustain quality teaching practice exist within the school.

Increased numbers of teachers gaining accreditation from NESA at the levels of Highly Accomplished and Lead.

Staff are equipped to take a proactive approach to their wellbeing and to proactively support the wellbeing of their colleagues.

Distributive leadership practices are evident in the school.

Increase in staff undertaking leadership roles within the school.