

School plan 2015-2017

Grafton High School 8117



School background 2015–2017

School vision statement

At Grafton High School we are committed to achieving the best we can in everything we do. Our purpose is to promote a school community (students, staff and parents) that works together to achieve excellence. Our aim is to provide quality teaching and learning in a caring environment. Through cooperation and respect for each other we can all achieve great things. Grafton High School students are encouraged to respect others, take responsibility for their own learning and behaviour and to strive for excellence.

School context

Grafton High School is a large comprehensive school community, located on the traditional lands of the Bundjalung people on the North Coast of NSW. The school celebrated its centenary in 2012 as one of the first four public high schools established outside of Sydney and has a long standing reputation for academic, cultural and sporting achievement. As a member of a strong local community of schools, Grafton High School offers an extensive curriculum featuring a large and diverse choice of subjects from Years 7 to 12, a well-resourced and locally supported vocational education program (Years 9 to 12), a support unit comprising 5 classes catering for students with disabilities and specialised support for learners of all abilities. The School's selective classes commenced in 2010, with the school being the only semi-selective high school on the north coast of NSW. The selective class seeks to further challenge and support our Gifted and Talented students. Grafton High School provides an inclusive and supportive environment where respectful relationships are valued along with open and honest communication.

School planning process

In developing this plan a consultation process was undertaken through a school planning committee. The planning committee was comprised of representatives from parents, students, school executive, teachers, support and administrative staff. An analysis of progress on the 2014 school plan was made against the targets of that plan, focusing on sources of data including, NAPLAN, HSC, student attendance, behaviour and attitudinal data obtained from the "tell them from Me" survey tool. From this analysis, a number of desired products and practices were brainstormed and these were then grouped into common areas to form the strategic directions. From these directions, key purpose, people and processes were identified. These then in turn informed school staffing and budgeting decisions, via the school finance committee. Through this process, a set of themes became apparent and are embedded across the strategic directions. These themes include: digital learning, quality curriculum and assessment, effective administration, values education, student wellbeing, literacy, numeracy and Aboriginal education. Given the shortened timeframes involved and the requirement to plan budget and staffing decisions well in advance of the introduction of this planning process, it is anticipated that this document will undergo further consultation, feedback and refinement throughout the three year planning cycle.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 Student Development

Purpose:

The development of students into well rounded and resilient 21st century citizens who can make a positive contribution to our society. This requires that all students are supported in their academic, physical, cultural, social and emotional development.

STRATEGIC DIRECTION 2 Staff Development

Purpose:

Teacher capacity is central to student development and achievement. We need to support the equitable development of teachers to improve their capacity as educators and leaders. The work of teachers is reliant upon the support of administrative and support staff. All staff need to be capable and confident in their work and must be provided with opportunities and support to improve their professional skills and knowledge.

STRATEGIC DIRECTION 3 Teaching and Learning

Purpose:

Teaching and Learning is central to all that we do. It is essential that the school foster a quality learning environment that is engaging and has relevance to all students. The key to this is the development of a culture of learning based on academic excellence and high expectations.

Strategic Direction 1: Student Development

Purpose

The development of students into well rounded and resilient 21st century citizens who can make a positive contribution to our society. This requires that all students are supported in their academic, physical, cultural, social and emotional development.

Improvement Measures

The percentage of students achieving below National Minimum Standards in NAPLAN testing is equal to or less than the state average

Improvement in Social–Emotional outcomes for students as evidenced through “Tell Them from Me” survey results.

People

Students

Ensure students have Literacy, Numeracy and Information and Communication Technologies (ICT) skills and experiences to productively contribute to society as adults.

Students

Support students to develop positive values, attitudes and personal resilience.

Students

Develop in students a sense of cultural identity and belonging, especially in relation to the school and the local community.

Students

Develop a culture of high expectations in learning, through a focus on attendance and participation in learning.

Staff

Staff work with students to develop their ICT skills.

Staff

Through pastoral care and extra curricula programs staff nurture the personal development of students.

Staff

By delivering high quality education, staff help students to achieve their full potential.

Staff

Policies and process related to student

Processes

Implement a Digital Learning program utilising Chromebook computers, with the development of ICT skills explicitly incorporated into teaching and learning.

Implement targeted literacy and numeracy programs, both on a whole–school basis and on a student/class–targeted basis.

Maintain and enhance the PBL (Positive Behaviour for Learning) program with a greater focus on the ongoing analysis of behavioural data to inform policy.

Provide enhanced opportunities for student leadership and volunteering.

Provide improved monitoring and follow up on attendance issues.

Introduce the teaching of Bundjalung language into junior LOTE (Languages Other Than English) classes.

Provide opportunities for student extension and enrichment.

Recognise student achievement and participation.

Foster an environment that promotes physical health and wellbeing.

Provide opportunities for the emotional development of students through targeted welfare programs.

Develop positive relationships with parents/carers through improved communication and engagement.

Evaluation Plan

Monitor student attendance, suspension

Practices and Products

Practices

Students effectively and appropriately utilise ICT in their learning both inside and outside of the classroom

Teachers monitor attendance on a period by period basis and provide direct follow up with students and parents

Closer monitoring and earlier intervention from welfare team for students with poor attendance.

Parents are more aware of and involved in critical aspects of their child’s development

Increase in the amount of learning activity involving student collaboration

Products

Reduction in the number of negative behaviour incidents reported through SENTRAL

The average attendance rates for students are equal to or greater than the state average

Students demonstrate a greater awareness of local Aboriginal culture and language.

Increase in the number of positive behaviour entries in Sentral.

Strategic Direction 1: Student Development

Improvement Measures

People

wellbeing and behaviour are developed, implemented and reviewed in a consistent manner.

Staff

Staff develop the necessary skills and attitudes to implement these policies and processes with consideration for the varying social and cultural backgrounds of students.

Parents/Carers

Ensure parents are supported to develop the knowledge, skills and capability to support their child's academic, cultural and emotional development.

Community Partners

Engage external agencies and non-government organisations to support and deliver targeted programs

Leaders

Leaders in the school will "lead by example" in their support of school programs through active engagement in the programs themselves. They will monitor the implementation of programs and provide guidance and support for staff, students and parents.

Processes

and positive/negative behaviour data.

Analysis of "Tell Them from Me" survey results.

Practices and Products

Strategic Direction 2: Staff Development

Purpose	People	Processes	Practices and Products
<p>Teacher capacity is central to student development and achievement. We need to support the equitable development of teachers to improve their capacity as educators and leaders. The work of teachers is reliant upon the support of administrative and support staff. All staff need to be capable and confident in their work and must be provided with opportunities and support to improve their professional skills and knowledge.</p>	<p>Staff</p> <p>Ensure teachers have the necessary skills and experiences to effectively incorporate ICT in the classroom.</p>	<p>Through targeted professional learning, teachers are supported to increase their capacity to incorporate ICT in their classroom and to more effectively utilise ICT in student administration.</p>	<p>Practices</p> <p>All teachers indicate an increase in their confidence, understanding and capacity to incorporate digital learning into their classrooms.</p>
<p>Improvement Measures</p> <p>100% of teachers have a Performance and Development Plan that supports their ongoing professional learning and development.</p>	<p>Staff</p> <p>Teachers are supported to incorporate a literacy and numeracy focus in their lesson planning, development and delivery.</p>	<p>Through targeted professional learning, teachers are supported to increase their capacity to incorporate literacy and numeracy strategies in their lessons.</p>	<p>Staff make regular use of administrative software to track, analyse and respond to student welfare and discipline issues.</p>
<p>All staff indicate an increased capacity to effectively utilise ICT in classroom and administrative practice.</p>	<p>Staff</p> <p>All staff are supported to utilise standardised ICT software and systems more effectively in administrative work.</p>	<p>Through implementation and support of programs, such as "Teacher Talk" and "Improving Professional Practice" (IPP), teachers are supported to develop and implement more collaborative professional work practices.</p>	<p>Teachers work collaboratively to support each other's work and professional development.</p>
	<p>Staff</p> <p>Support staff to enhance their skills and knowledge to effectively plan, deliver and assess changing curriculum.</p>	<p>Provide opportunities for all staff to work collaboratively in the development of quality teaching and learning programs and assessment.</p>	<p>Teachers regularly review and refine their curriculum planning, delivery and assessment.</p>
	<p>Community Partners</p> <p>Partnerships with groups such as the Aboriginal Education Consultative Group (AECG) assist to enhance cultural skills and understandings of staff.</p>	<p>Teachers participate in professional learning targeted to school priorities and their own professional needs.</p>	<p>Teachers are willing and able to undertake roles beyond their classroom to contribute to broader school programs</p>
	<p>Leaders</p> <p>The school leadership team identifies expertise and opportunities within the school and further afield to support the development of staff.</p>	<p>Build the leadership capacity of staff through the provision of leadership opportunities and professional learning.</p>	<p>Evaluation of school policy and practice is ongoing and incorporates input from staff, students, parents/carers and community</p>
		<p>Evaluation Plan</p> <p>Teacher Performance and Development Plans monitored as part of the implementation of the Performance & Development Framework.</p> <p>HT Teaching and Learning to coordinate two formal evaluation processes annually, into key aspects of educational and administrative practice. These evaluations are to utilise the "Education Support Team" framework and involve input from parents,</p>	<p>Products</p> <p>Digital Learning, Literacy and Numeracy strategies explicitly reflected in teaching programs.</p>

Strategic Direction 2: Staff Development

Improvement Measures

People

Processes

students, community and “experts” from beyond the school.

Practices and Products

Strategic Direction 3: Teaching and Learning

Purpose

Teaching and Learning is central to all that we do. It is essential that the school foster a quality learning environment that is engaging and has relevance to all students. The key to this is the development of a culture of learning based on academic excellence and high expectations.

Improvement Measures

Increase the average percentage of students who receive a band 5 or 6 in each subject in the HSC to at least equal the state average.

Reduction in non-completion of assessment tasks and an increase in student achievement in these tasks.

People

Students

Students have a clear understanding of learning goals and achievement standards

Students

Students develop the capacity to learn and work collaboratively with their peers

Students

Students have the necessary skills to engage with learning in a digital age. This includes skills such as the effective use of ICT and skills in the critical analysis of information

Students

Students literacy and numeracy skills are sufficient for them to engage with learning at a level commensurate with their abilities.

Staff

Teachers have a clear understanding of learning goals and achievement standards and how to articulate these to their students

Staff

Teachers have the ability to productively engage students in digital learning

Staff

Teachers foster a culture of high expectations and support this through quality teaching and assessment

Staff

Processes

Implement a Digital Learning BYOD (Bring Your Own Device) program for all students.

Implement targeted literacy and numeracy programs, both on a whole-school and a student/class basis.

Develop a school-wide strategy to instil in students a culture of learning and academic excellence from year 7 onwards.

Undertake a review of school homework policy.

Provide professional learning and support for teachers to analyse SMART and RAP data.

Provide teachers with opportunities to access professional learning around HSC marking and standards, encouraging teacher participation in the HSC marking process.

Evaluation Plan

Senior Executive and HT Teaching and Learning to progressively monitor programming and assessment.

HT Teaching and Learning to coordinate two formal evaluation processes annually, into key aspects of educational and administrative practice. These evaluations are to utilise the "Educational Support Team" framework and involve input from parents, students, community and "experts" from beyond the school.

Practices and Products

Practices

Teachers use the analysis of RAP data to identify where student performance could be improved and then adjust their teaching and assessment to target these areas

Increased and more appropriate student-centred use of ICT across all

Teachers explicitly plan learning tasks and assessment to develop identified key numeracy and literacy skills essential to high achievement in the HSC and in further study beyond school.

Students exhibit behaviours and work practices consistent with a culture of high expectations.

Learning goals, standards and student achievement are clearly articulated to parents through academic reports and other relevant communication.

Products

Adequate ICT infrastructure and resources are in place to ensure reliable and appropriate access to technology for all staff and students

Assessment tasks are rich, incorporate explicit assessment criteria and quality feedback against standards; and are accessible and engaging to a broad range of students.

Strategic Direction 3: Teaching and Learning

Improvement Measures

People

Teachers incorporate key skills and competencies into their curriculum planning and delivery

Parents/Carers

Parents have a clear understanding of learning goals and achievement standards.

Community Partners

Employers and industry are aware of the role of workplace learning in education

Leaders

The school leadership team have the ability to monitor and support curriculum planning and delivery to ensure high standards

Processes

Practices and Products