School plan 2015-2017

NSW GOVERNMENT | Education
Public Schools

Tamworth High School 8139

INDUSTRIA

School background 2015–2017

School vision statement

Tamworth High School is an inclusive centre of innovation,creativity and excellence.

Our school prides itself on providing a diverse range of opportunities for individual success. We deliver a dynamic curriculum in a responsive, caring and flexible learning environment.

This plan seeks to strengthen the school's potential via enhancing school governance systems and leadership capabilities, thus establishing a sound foundation for a culture of sustainable development and continuous improvement.

A core focus of the plan is to guide the cohesive development and implementation of advanced pedagogy, curriculum delivery systems and assessment strategies, thus providing the appropriate conditions in which the school can augment the learning trajectory of each student.

To provide every student with the optimum learning conditions essential for the 21st century, it is critical that a positive, supportive culture & climate is nurtured and sustained over the longer term to support all students at Tamworth High School.

School context

Tamworth High School is a comprehensive co–educational high school of approximately 670 students, located in a large regional city. It provides an education for students from a large cross–section of the community,including children from urban and rural environments, and from a wide range of socio–economic backgrounds.

Tamworth High was the original public secondary school established in the city in 1919 and has been located on its current site since 1961. As such, the school enjoys a strong community identity with traditions in academic, sporting, leadership and cultural pursuits.

The school's 2016 Family Occupation and Education Index is 132 (up from 130 for 2015) indicating that 77% of NSW school communities are more advantaged than the THS school community (FOEI average = 100).

The school has a small but increasing number of students requiring English Language Proficiency support.

There is an Aboriginal population of around 29% who enjoy the support of a strong and proactive Aboriginal Education Team.

The Parents and Citizens Association is actively committed to continued improvements via financial support and in an advisory capacity.

School planning process

This plan was developed by executive staff utilising a variety of consultation strategies to elicit key input from students, staff,parents and the wider community.

Staff have been provided with professional learning regarding the 5P planning process. Subsequently, executive staff participated in several extended professional learning sessions to develop a full understanding of the 5P planning process and the National School Improvement Tool. They were then required to collect data and feedback from staff, generated during faculty meetings, focused upon evaluation of 2012–14 plan and suggestions for 2015–17 plan.

To enhance the variety of data that guides the planning process, a range of online survey strategies has been used to collect data from staff, students and parents. In addition, the Principal has completed professional learning in the use of DEC Business Intelligence data resource to ensure efficient collection of relevant data to use throughout the planning process and to supplement additional school–based data collection and compilation. A comprehensive data bank has been developed to establish baseline data and support the monitoring and evaluation process.

Mid–way through the development process, the P&C Executive were consulted regarding the plan's key strategic directions,products and processes for analysis and feedback. This will be followed up with a final presentation to a full P&C meeting early in Term 2 2015.

Various support tools have been utilised to support the development of this plan:

The National School Improvement Tool has been utilised to guide structured discussions regarding school improvement at faculty level.

The DEC 'School Excellence Framework' and 'Public Schools –Strategic Directions 2015–17' were used to guide

School strategic directions 2015–2017

STRATEGIC DIRECTION 1
Innovative and sustainable school governance

STRATEGIC DIRECTION 2
Advanced curriculum, pedagogy and assessment strategies

STRATEGIC DIRECTION 3
Positive, supportive culture and climate that supports and sustains student and community engagement

Purpose:

To develop and implement leadership and management systems,structures and processes that underpin ongoing school improvement and professional practice.

To facilitate strategic use of school resources and liberate school leadership capabilities. To enable a stronger focus upon data analysis,evaluation and planning, leading to whole–school improvement in teaching,learning and leadership practices.

To align professional learning support with the school plan,and to create an impact upon the quality of teaching and student learning outcomes.

Purpose:

A dynamic and adaptable curriculum will focus upon developing and delivering 21st century skills that suit a range of student interests and abilities.

The establishment of consistent, school–wide practices for assessment and reporting enables teachers to monitor, plan and report on student learning across the curriculum. This will lead to the implementation of the most effective teaching methods, with a high priority given to evidence–based teaching strategies.

The school is responsive in meeting the learning needs of all students and will increase the learning trajectory of each student.

Purpose:

A positive and supportive culture supports student engagement in school life, stimulating and inspiring the development of resilient, future focused students who take responsibility for their ongoing learning.

The school leadership team utilises explicit strategies togenerate a positive, supportive school culture of high expectations andcommunity engagement building upon school traditions and establishing collaborativepractices at all levels of school. School staff demonstrate personalresponsibility for maintaining and developing their professional standards andplay an integral role in the maintenance of a positive, supportive climate forall members of the school community.

A strategic and planned approach to supporting the cognitive, emotional, social and physical wellbeing of all students sustains this culture and climate.

Strategic Direction 1: Innovative and sustainable school governance

Purpose

To develop and implement leadership and management systems,structures and processes that underpin ongoing school improvement and professional practice.

To facilitate strategic use of school resources and liberate school leadership capabilities. To enable a stronger focus upon data analysis,evaluation and planning, leading to whole–school improvement in teaching,learning and leadership practices.

To align professional learning support with the school plan,and to create an impact upon the quality of teaching and student learning outcomes.

Improvement Measures

Student Engagement measured via

- Increase in overall attendance rate – 2% per annum – target = state average (+90%)
- Decrease in unexplained absence rates– 10% per annum – target <15% absent unexplained)
- Decrease in lateness rates – 10% per annum – target <15% late unexplained)

Additional Engagement data measured via

- Decrease in reported truancy rates
- Reduction in rates of disruptive behaviour
- Reduction in Academic warning levels and rates of N–Determination for Stage 6 and Stage 5.

Leadership capacity measured via increased levels of:

People

Students

Students need to have a clear understanding of all key components that support their learning related to curriculum, student wellbeing, school administration and the expectations of the school community regarding academic and behavioural performance.

Staff

Enhanced school governance via clear policies, procedures and systems will provide a stable and adaptable learning environment that will allow staff to focus efforts on enhancing student learning outcomes.

Staff

All staff will be involved in sustained professional learning regarding the use of the school's policies, procedures, data management systems and technology platforms to support curriculum delivery, student attendance, student wellbeing and report programs.

Staff

The school will develop and implement a high quality leadership development program for executive staff and aspiring leaders to build leadership density, capacity and expertise to enhance the ongoing development of the school.

Community Partners

Staff will be supported by external consultants and DoE support staff at various levels, with expertise in key areas

Processes

2015 – Enhanced Management & Communications Systems

- Review/Reform Policy review & update
- Procedures analysis & reform
- Communication systems review & expand

2015 – SENTRAL Implementation

- Attendance – Tuning
- Welfare (implement)
- Reports (implement)
- Parent Portal (pilot)

2015 – Student Engagement

- Attendance policy and monitoring systems/strategies
- Student Wellbeing monitoring and response systems focussing upon academic and behaviour management
- Community Liaison Strategy.

2015 – Leadership Development Program

- Executive Development
- Aspiring Leader Development

2016 – Consolidation of 2015 Projects

- Continue HT Admin
- Continue SASS Admin
- School Development Officer
- SENTRAL Parent Portal (implement)
- Student Photo card system (implement)
- Continue SASS Attendance Officer

Practices and Products

Practices

All staff understand attendance monitoring and student wellbeing response systems and contribute to the ongoing development and implementation of all student wellbeing practices.

Policies and procedures for all key areas in place andreadily accessible by staff, students and parents.

Awareness of and compliance with all school policies, systems and support strategies is high and aids in the efficient delivery of curriculum and student wellbeing strategies.

Staff at all levels have a comprehensive understanding of all school policies, procedures and communications systems and use these to ensure a stable and supportive learning environment is developed and maintained.

Every student and staff member will be able to use any technology device, anywhere, anytime, to learn, create and/or deliver high quality academic work.

Staff reflect upon and share with colleagues the achievement of their own learning and leadership goals.

Products

Improved levels of student engagement as measured via quantitative (student attendance and behaviour data) and qualitative means (staff and student surveys). School attendance data will include overall attendance rates and a reduction in lateness and unexplained lateness rates.

Tamworth High School 8139 (2015-2017)

Strategic Direction 1: Innovative and sustainable school governance

Improvement Measures

- Leadership PL participation rates
- Number staff seeking accreditation at higher levels
- Successful staff promotion applications
- Staff satisfaction levels as measured via SchoolMap surveys (2013 onwards)

People

such as leadership development, assessment systems, student wellbeing and staff wellbeing.

Parents/Carers

Design a multi–faceted communication strategy to build stronger communication pathways and raise awareness amongst parents regarding strategies to support the learning of their children.

People

Processes

- Expanded Phone Intervention Plan (PIP) with P/T SLSO

2016 – Leadership Development Program

Distributed Leadership Strategy – Continue Executive Development via:

- Behaviour & Classroom Management Program
- Distributed School Planning Model and PL

Aspiring Leader Development– SDO

- Preparing for Promotion (Reg. PL)
- THS Leadership Program (Reg. PL)

Evaluation Plan

School improvement will use the milestone planning tool to review progress each five weeks and evaluate achievement annually

Practices and Products

Strategies for measuring levels of student engagement are developed and implemented to support improved academic engagement and reduction in disruptive behaviours.

Leaders create professional learning opportunities for aspiring leaders which ensure novice (administrative) leadership behaviours develop into adaptive and enabling behaviours that support student, teacher and school learning (Leadership PL participation and growth data).

Staff actively participate in leadership development activities, pursue accreditation at Proficient, Highly Accomplished and Lead levels as indicated by their professional learning plans and apply skills to participate and lead ongoing school improvement (Leadership PL participation and growth data).

Strategic Direction 2: Advanced curriculum, pedagogy and assessment strategies

Purpose

A dynamic and adaptable curriculum will focus upon developing and delivering 21st century skills that suit a range of student interests and abilities.

The establishment of consistent, school–wide practices for assessment and reporting enables teachers to monitor, plan and report on student learning across the curriculum. This will lead to the implementation of the most effective teaching methods, with a high priority given to evidence–based teaching strategies.

The school is responsive in meeting the learning needs of all students and will increase the learning trajectory of each student.

Improvement Measures

Increased rates of satisfaction measured via regular surveys

- Staff (SchoolMap – 2013 >)
- Student (TTFM – 2014 >)
- Parent (TTFM – 2014)

Improved academic results – NAPLAN

- Year 9 Growth (all students) improved by average of 3% per annum – target growth = 9% to reach state growth rate
- Year 9 Growth (Aboriginal students) improved by average of 2% per annum – target growth = 6% to reach state growth rate
- Increase representation in higher achievement bands (all students) by 4% per annum – target = 12% improvement over 3 years

People

Students

Students will participate in study skills programs and/or specific curriculum enhancement strategies (i.e. ALARM, ACPS5) to build their capacity to achieve at all levels. In addition, students will be supported to develop skills enabling them to utilise and explore the full range of information and communication technologies available at THS to enhance their learning.

Staff

Teaching and support staff will oversee an intensive review of curriculum and assessment practices focused on enhancing staff understanding of curriculum delivery systems and high quality assessment design and implementation, especially those related to ROSA and the HSC.

Staff

Provide a program of personalised and school–wide professional development strategies for all teaching staff through the Performance and Development Framework. This will focus targeted PL, feedback, self–evaluation and sharing of professional practice.

Staff

Further develop staff capabilities in differentiating and adapting the curriculum via the flexible use of technology support systems to ensure staff become increasingly confident in integrating and exploring a range of technologies in their teaching and learning practices. This will

Processes

2016 – Curriculum Review

- Implement revised 6 PD curriculum structure
- Faculty Structure Review
- Commence Review Stage 4 & 5 Sport
- Sport Development Program
- Curriculum mapping program
- Review Stage 5 Elective Structure
- Training support program – SLSO

2016 – Assessment Review

- HSC/PHSC assessment Policy and procedures review
- Stage 4 & 5 assessment Policy and procedures review
- Implement Stage 6 academic review

2016 – Study Support Program / B&E6

- Study Skills Program Year 11 Day
- Extra–curricular Support
- Crossroads/Study Support – Period 5–6 Mondays (0.4)
- Year 10/11/12 Study Day (HSC/ATAR) + Staff PL + Parent Evening
- B&E6 Project Planning

2016 – Music Curriculum Enhancement

- Additional staffing to support expanded curriculum
- Partner Schools Music program
- School Rock Band

2016 – Alternative Curriculum Program

Practices and Products

Practices

A comprehensive review of all aspects of curriculum is conducted and results reported to all stakeholders.

Every subject taught in the school has high quality, BOSTES aligned program and assessment support documents

All Stage courses are delivered utilising the ALARM philosophy to enhance student comprehension and response capabilities.

Students and teachers regularly evaluate assessment practices and units of work as part of assessment process.

Students accessing appropriate but challenging work within the differentiated classroom with appropriately scaffolded lessons.

Students transitioning from high school in Years 10 –12 demonstrate an academic & social readiness for the HSC. They are successful learners, confident and creative individuals, who are active and informed citizens.

High quality teaching and learning practices demonstrated and supported across THS through teaching and learning programs, assessment, P&DF and improved learning outcomes.

Using a range of student learning benchmarks, the school undertakes ongoing action research to identify and create innovative programs to increase the learning trajectory of students.

There is evidence of high quality executive monitoring, supervision and professional

Strategic Direction 2: Advanced curriculum, pedagogy and assessment strategies

Improvement Measures

- Increase representation in higher achievement bands (Aboriginal students) by 6% per annum – target = 18% improvement over 3 years

Improved academic results – HSC

- Lift student achievement across bands 4, 5 & 6 by 2% per annum – target improvement = 6% over 3 years
- Lift whole school Z–Score level (average) by 0.5
- Lift Averaged Examination Mean Score by 2% per annum – target improvement = 6% over 3 years

Improved rates of assessment completion and compliance as measured by rates of warning notifications and N–Determination rates

People

also involve staff accessing and analysing student data to guide decision–making regarding program and lesson adjustments.

Leaders

Curriculum Head Teachers will be responsible for the underpinning professional learning and development, implementation, monitoring, evaluation and reporting of curriculum, assessment and student performance in each subject for which they supervise teaching & learning.

Parents/Carers

THS will endeavour to facilitate and enhance communication strategies to ensure all stakeholders are made aware of the full range of curriculum, assessment and student support structures with a view to enhancing parental and community engagement in these strategies.

Leaders

Utilise skills developed via experience and the Leadership Development Program to ensure effective implementation of key curriculum enhancement strategies. Each faculty will have an ALARM project leader who will lead the development and integration of ALARM based programming within the faculty and work with other faculties. This will utilise the specific professional learning delivered during 2014 and will initially focus on enhancing the Stage 6 curriculum with an eventual flow–on to Stages 5 and 4.

Processes

- ACP – Implement revised Year 9 structure
- Appoint team leader
- Targeted allocation of staff
- Overhaul the curriculum delivery model
- SLSO support
- Develop ACP transition – Year 10

2016 – GaTS Review

- Implement revised GaTs Team Structure
- GaTs Rich Task program
- Integrate GaTs with Partner School Program (C&E)

2016 – Enhanced integration of technology with teaching practice

- Infrastructure upgrade via development of multimedia room
- Continue Interactive Whiteboard updates
- Commence staff laptop rollout
- Continue staff PL support program

2015 – Curriculum Review:

- Curriculum Mapping
- Structure Evaluation
- Proposed / implemented Reforms

2015 – Assessment Policy/ Procedure Review:

- Review Policy & Procedures
- Monitor Faculty Implementation

Practices and Products

learning in each faculty focused on improved curriculum delivery, capabilities, assessment and student learning progress in each subject.

Staff participate in collaborative structures within the school and with key partner schools (TSPS) to support professional growth of staff at all levels.

Products

A revised curriculum is developed and implemented for 2016 that addresses the needs of all students and supports improved delivery of curriculum across the school.

Increase levels of completion of assessment tasks at a satisfactory or higher level by students.

Increased number/percentage of students achieving at higher levels in all key academic assessments as measured via:

- NAPLAN – Year 9 Growth
- NAPLAN – Year 9 Band Achievement
- ROSA – Band Achievement
- HSC – Band Achievement
- HSC – Z–Scores

The expectations, capacity and achievements of Aboriginal students meet and/or exceed school benchmarks in

Strategic Direction 2: Advanced curriculum, pedagogy and assessment strategies

Improvement Measures	People	Processes	Practices and Products
		• Enhance via staff PL	
		2015 – Specific Curriculum Enhancements	
		• ALARM – Stage 6	
		• ALARM – Stage 5	academic achievement, retention, further training and employment.
		• Senior Support Program	
		• Study Skills Program	There is evidence that students participating in targeted and intensive equity and personalised learning programs show improvement each year on measures of academic and social progress.
		• GaTS Evaluation	
		• Stage 6 GaTS curriculum pilot	
		• Stage 5 GaTS	
		• Curriculum Differentiation – Adjustment & Accommodations	
		• Alternative Curriculum Pathway (ACPS5)	
		2015 – Enhanced integration of technology with teaching practice:	
		• Completion and review of all technology support systemsIWB's throughout school	
		• Staff LaptopsiPads (Staff + SLSO)	
		• Student Laptops/iPads	
		• VC/IWB – Library	
		2015 – Sport Curriculum	
		• Continue structural reform.	
		• Increase student participation.	
		• Enhance equitable participation systems.	
		2015 – Strengthen links with Tamworth South PS (TSPS)	
		• Gifted & Talented program	

Improvement Measures	People	Processes	Practices and Products
		• Music (Band) • Sport (Carnivals etc.). 2015 – Expand transition strategies with TSPS to: • Establish stronger pathways for staff collaboration focussing upon Stage 3–4 syllabus and curriculum delivery. • Improve shared knowledge of student capabilities.	

Evaluation Plan

School improvement will use the milestone planning tool to review progress each five weeks and evaluate achievement annually

Strategic Direction 3: Positive, supportive culture and climate that supports and sustains student and community engagement

Purpose

A positive and supportive culture supports student engagement in school life, stimulating and inspiring the development of resilient, future focused students who take responsibility for their ongoing learning.

The school leadership team utilises explicit strategies togenerate a positive, supportive school culture of high expectations andcommunity engagement building upon school traditions and establishing collaborativepractices at all levels of school. School staff demonstrate personalresponsibility for maintaining and developing their professional standards andplay an integral role in the maintenance of a positive, supportive climate forall members of the school community.

A strategic and planned approach to supporting the cognitive, emotional, social and physical wellbeing of all students sustains this culture and climate.

Improvement Measures

Staff induction resources and associated program developed and implemented for

- Permanent staff
- Casual teachers

Enhanced Beginning Teacher program developed and implemented

Increased use of Academic Review strategy to detect student wellbeing issues impacting upon academic achievement

Improved levels of staff moral (Staff survey)

Reduced rates of unresolved student

People

Students

Continue to engage student leaders in the development of leadership capabilities which integrate skills and learning experiences in the area of intellectual quality via the well–established student leadership practices (SRC Year 12 Prefects, Junior AECG and Interact). Students should be able to confidently and actively provide input and feedback on school procedures and programs via various pathways (surveys, focus groups) as part of the ongoing improvement of the school culture and climate.

Staff

Develop staff skills in data collection from within and beyond the school via a broad range of strategies, followed by analysis and feedback strategies to lift staff awareness of the full range of issues affecting school culture and climate. In doing so, staff will be able to more effectively engage with the wider community by promoting school activities within the community.

Staff

Further support in the understanding and implementation of effective classroom management strategies that encourage and promote responsibility for learning and behaviour amongst all students. Targeted professional learning will build the capacity of the Student Wellbeing Team to develop and deliver a variety of group specific and whole–school programs to support student wellbeing.

Staff

Processes

2015 – Introduction of Staff Handbook

- Staff Induction Program for Permanent, Temporary & Casual staff
- Enhance the beginning teachers program
- Enhance staff Compliance PL Training
- Implementation of Performance and Development Framework

2015 – Student Wellbeing Program

- Revised Student Wellbeing Policy
- Strengthen staff classroom management skills and understanding
- Introduce an Academic Review program to monitor and support student academic achievement
- Enhance and expand range of student wellbeing support programs
- Enhanced 'quiet' PBL and student recognition system
- Re–launch 'Mind Matters' (Student Wellbeing Team + (Principals Australia Institute – PAI)
- Structured support and guidance to enhance existing student leadership programs

2015 – School environment renovation/ improvement

2016 – Student Wellbeing Program

- Review Student Wellbeing Team (SWT) management processes
- Consolidate and implement attendance/student plan communication systems

Practices and Products

Practices

Beginning Teachers receive comprehensive, structured and monitored induction support over the first two years of service.

There is evidence of individual career growth and accreditation against professional standards through embedded, incremental professional learning plan processes. Using the Australian Professional Standards for Teachers, teachers and school leaders work collaboratively to plan, publish and lead high quality professional learning programs that address the professional learning and accreditation needs of beginning teachers, faculty members, school teams and teams from other schools.

Students engage with the PBL model as a way of regulating behaviour and behaving responsibly. Staff consistently utilise positive language in their classroom practice successfully and in doing so embed the concept of generating and encouraging positive behaviour.

The physical school environment is conducive to, and supportive of, student engagement with learning. All classroom environments are conducive to promoting learning as shown by student surveys. Students feel a sense of pride in, and engagement with, THS at all levels.

Students demonstrate an increase in their wish to succeed at school by reflecting on semester reports and setting goals for improvement. A culture of learning, leadership and professional practice is developed, supported by faculty reviews and linked to Professional Standards for

Strategic Direction 3: Positive, supportive culture and climate that supports and sustains student and community engagement

Improvement Measures

wellbeing issues and improved levels of positive behaviour (staff survey + SENTRAL data)

Increased rates of use for student recognition system (SENTRAL data)

Increased levels of collaboration between student leadership groups

People

Provision of mentoring support for Aboriginal Education Team to enable the team to consolidate student support programs focusing upon curriculum support and student well–being strategies. This will support the continued development of teaching & leadership capacity to assist staff in delivering culturally sensitive programs.

Parents/Carers

Students and their families will be supported to enable them to provide detailed feedback to the school via direct or indirect means, thus enabling the school to improve responsiveness and enhance school practice. Parents/Carers, in particular, will be asked to engage with the school in understanding their child's learning and progress via enhanced communications systems and information sessions.

Leaders

Guide and manage the implementation of an enhanced beginning teacher program, plus staff induction and professional learning programs to enhance understanding of the Australian Professional Standards for Teachers and to build capacity to prepare staff for accreditation at proficient, highly accomplished and leadership levels.

Processes

- Implement student mental health support program (MindMatters)
- Re–establish Attendance Monitoring Team and associated systems
- Transition Student Support Officer to permanent positionConsolidate planning for SWT support programs
- Student leadership programs (Prefects, SRC, Senior Mentors
- Merit System including introduction of the Principal's Medal
- Wellbeing information and support programs

2016 – Strengthening Behaviour Management Systems and Capabilities

- Implement Behaviour & Classroom Management (BCM) program
- Establish School Development Officer (SDO) support
- Review Behaviour Management Systems
- Implement Behaviour Management PL
- Behaviour/Attendance Data Analysis
- Attendance Follow–up Procedures
- Phone Intervention Program

2016 – Communications & Engagement Program

Transition Community Liaison Officer (CLO) position to a full–time position to support:

- Establishment of Partner School Program
- Promotion and community awareness

Practices and Products

Teachers.

Students actively participate & positively engage in co–curricular activities throughout the school.

School community values THS as demonstrated by greater community involvement and engagement in THS events. Partner primary schools' awareness of key platforms and programs through the development of sustainable and embedded curriculum.

Products

Comprehensive staff induction and professional learning systems are developed and implemented including an enhanced program for Beginning Teachers. These are further supported by the implementation of the Performance and Development Framework

Establish/enhance teams structures to implement:

- 'WorkOn' program'
- MindMatters' program
- Modified Positive Behaviour for Learning program

Revised Student Wellbeing Policy is implemented and supported by professional learning to enhance staff skills in key areas:

- Behaviour management strategies
- Student recognition systems
- Mental Health support

Improvement Measures	People	Processes	Practices and Products

Processes

    coordination

- Transition program support
- Job Coach support

2015 – Staff Wellbeing Program

- 'Work On' (Principals Australia Institute – PAI)
- 'Well Ahead' (ICT)

Evaluation Plan

School improvement will use the milestone planning tool to review progress each five weeks and evaluate achievement annually

Practices and Products

- Student leadership support
- Student recognition procedures reviewed and re–launched with ongoing positive engagement by students.

Academic Review Program is developed and implemented.

Program of targeted maintenance and improvements is developed and implemented to enhance the physical environment and facilities of the school.