

School plan 2018-2020

Goulburn High School 8116



School background 2018–2020

School vision statement

To create an inclusive learning environment that supports and encourages lifelong learning for students and staff underpinned by high expectations and a culture of excellence.

School context

Goulburn High School is a comprehensive rural high school drawing students from within Goulburn and from surrounding localities. Our school caters for the learning needs of all students through quality teaching and diverse range of resources and programs.

Our diverse curriculum offers opportunities for students in following a variety of career, academic, cultural and sporting pathways.

Our students experience a range of quality extra-curricular and cultural activities, including: Duke of Edinburgh Program, Harmony day, NAIDOC week, Korean Exchange and many sporting opportunities.

Our values, as established through the Positive Behaviour for Learning (PBL) program are Respect, Responsibility and Resilience. These values are guiding principles for promoting high expectations, inclusivity and a culture of caring and support.

Our school has an experienced teaching staff with an emphasis on quality teaching. Our school works closely with our partner schools through the Goulburn Community Of Public Schools providing a seamless and supported transition from primary to high school.

The school's strong links with the people, businesses and community organisations of Goulburn demonstrate a genuine integration of the school as a community resource.

School planning process

The school planning process involved detailed consultation with staff, students and parents.

The process involved reviewing areas of growth and areas that required further development. This was used as a basis for discussion and through evaluating data including surveys, program evaluations, previous school plans and Annual School Reports as well as professional discussions and consultation. Through this process the strategic directions and products, practices, people, processes and purpose to support student growth and staff development within a culture of high expectations were set.

Through integration of current educational practices and theories as well as evaluating our school context, appropriate programs and directions were developed to achieve our school's vision. This enabled setting milestones to set direction and purpose, incorporating evaluation and feedback structures as well as strategic resource management.

This will be reviewed regularly with consultation with all stakeholders.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, a focus on quality teaching and learning allows for teacher development and growth and development and delivery of engaging, challenging and differentiated curriculum to support student development in a future focused setting.

STRATEGIC DIRECTION 2

Culture and Values

Purpose:

By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, the ongoing development of a school culture where all students make a successful transition, a strong start in life and learning, and are known, valued and cared for, where differences can be celebrated and community values are a tangible presence. This will result in all young people being well prepared for higher education, training and work.

STRATEGIC DIRECTION 3

Leadership and Management

Purpose:

By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, the ongoing development of leadership and management within the school and community will provide opportunity for staff to develop as leaders and support and develop quality student outcomes and allow for greater parental and community engagement.

Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, a focus on quality teaching and learning allows for teacher development and growth and development and delivery of engaging, challenging and differentiated curriculum to support student development in a future focused setting.	<p>Students</p> <p>Improve levels of achievement through engagement in differentiated learning designed to meet the needs of all individuals. [1,2,3]</p> <p>Parents/Carers</p> <p>Attend meetings to discuss how best they can support student improvement. [1,2,3]</p> <p>Develop dialogue with their children around educational aspirations and develop a sense of importance around education and what it can offer their child.[1,2,3]</p> <p>Leaders</p> <p>Actively monitor the implementation of DoE policies, legislative requirements and state priorities for all students. [1,2,3]</p> <p>Develop and maintain positive and productive partnerships with all stakeholders. [1,2,3]</p> <p>Establish a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self evaluation and sharing of professional practice. [1,2,3]</p> <p>Staff</p> <p>Use evidence-based teaching strategies to improve learning outcomes for all students. [1,2,3]</p> <p>Ensure that all students are supported through key transition points. [1,3]</p>	<p>1. Literacy & Numeracy</p> <p>Implement evidence-based practices, including ALARM, Super-Six and Numeracy's Five Focus areas, to improve student literacy and numeracy outcomes.</p> <p>2. Future focused learning</p> <p>Through the provision of learning spaces, pedagogy and technology, staff design and implement highly effective teaching and learning programs that prepare our students to shape their future and thrive in a global world.</p> <p>3. Aboriginal and Torres Strait Islander Peoples' Program</p> <p>Implement a whole school approach by professionally developing staff and forging strong links with our local Aboriginal community, to ensure effective teaching and learning culture that provides an inclusive and respectful environment for Indigenous and non indigenous students.</p> <p>Evaluation Plan</p> <p>1. Analysis of NAPLAN and HSC data to measure improvement.</p> <p>2. Evidence of 21C learning spaces, project-based learning and teaching and learning programs supporting 21C skill development.</p> <p>3. Progress and achievement of Aboriginal students is equivalent or better than the progress and achievement of all students in the school.</p>	<p>Practices</p> <p>1. Teachers demonstrating Targeted Teaching informed by Learning Progressions, and leaders strategically targeting professional learning that improves the teaching of literacy and numeracy.</p> <p>2. Teachers utilise relevant strategies and resources to develop knowledge and skills in all students around problem-solving, communication, and critical and creative thinking.</p> <p>3. Teachers incorporate 8 Aboriginal Ways of Learning to include Aboriginal perspectives in their T&L programs.</p> <p>PLP is developed in genuine partnership with Aboriginal students, their parents or carers and teachers.</p> <p>Products</p> <p>1. Every teacher confidently uses data and information to inform and differentiate their teaching and learning.</p> <p>Every student demonstrates positive growth on internal and external Literacy and Numeracy performance descriptors.</p> <p>2. Students regularly use critical and creative thinking, collaboration and communication skills in the classroom</p> <p>A minimum of two project-based learning modules per Stage 4 and 5 from 2018 allow consolidation and application of 21st century skills and curriculum capabilities.</p> <p>3. Achievements of Aboriginal students</p>
<p>Improvement Measures</p> <p>At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.</p> <p>Value-added results is above the statistically similar schools.</p> <p>HSC improvement as per subject-specific targets detailed in faculty plans</p> <p>Students are achieving higher than expected growth on internal school progress and achievement data</p> <p>Teachers will engage in professional learning based around the QTF, resulting in improved pedagogy and equitable content delivery leading to improved HSC outcomes for all students</p> <p>Future focused learning embedded across all KLAs resulting all students and staff demonstrating 21C learning skills.</p> <p>Increase in percentages of students in the top two NAPLAN bands by 8% by 2019</p> <p>Increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019</p>			

Strategic Direction 1: Quality Teaching and Learning

Practices and Products

match or better the outcomes of all students.

Observable cultural inclusiveness across the whole school as demonstrated by increased student engagement in cultural activities and appreciation of indigenous culture.

Strategic Direction 2: Culture and Values

Purpose

By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, the ongoing development of a school culture where all students make a successful transition, a strong start in life and learning, and are known, valued and cared for, where differences can be celebrated and community values are a tangible presence. This will result in all young people being well prepared for higher education, training and work.

Improvement Measures

1. Embedded use of PBL across the school, with the language of PBL used in all contexts and evidence of all staff routinely using the tools of PBL to support student outcomes

2. Increased student intake into year 7 and retention across transition points through strong, equitable and community focused transition programs.

3. Students have a personalised learning plan with their specific learning goals and are regularly meeting with their teacher mentor and can relay their strengths and weaknesses and what they are doing to reach their goals.

People

Staff

Use the strategies and language of PBL to support student learning (1)

Develop and implement transition strategies to enhance 21C learning outcomes for students (2)

Use and understand SAPs and make appropriate adjustments to ensure equity for all students. Actively mentor and support students in building the skills and knowledge they need to reach their goals through MyPB (3)

Use the PDP and accreditation process to develop their own skills and leadership abilities (4)

Students

Engage with the PBL awards system and demonstrate our school values in the classroom, the playground and in the wider community (1)

Demonstrate resilient and respectful behaviour in line with the school values (2)

Develop a strong culture of learning and success through mentorship and goal setting via the MyPB program, recognising their own areas of strength and weakness. (3)

Actively look for opportunities with school and in the wider community to enhance their leadership skills (4)

Leaders

Ensure the principles of PBL are reflected

Processes

1. Positive Behaviour for Learning (PBL)

Strengthening and growing the PBL program through continual staff and community learning using internal and external expertise to support ongoing staff training and school community engagement.

2. Transition from Partner Primary Schools, within School Years and Stages, and to Work and Further Study

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including aboriginal students, highly mobile students, students with atypical enrolment and specific support needs.

3. Wellbeing

Developing and implementing school-wide, collective responsibility for student learning and success, which is shared by parents and students through planning for learning that is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers and members of the Aboriginal community, where appropriate.

4. Leadership

Through participation in student and community capacity building programs, enhance and develop leadership teams that are representative of the whole school community, including proportional representation from school community members.

Practices and Products

Practices

1. Teachers establish and implement inclusive and positive interactions with students and the community to engage and support all students in classroom activities by promoting the use of effective and explicit PBL verbal and non-verbal communication strategies to support positive student outcomes.

2. Teachers directly and regularly engage with parents, partner primary schools and community to improve understanding of student learning and strengthen student outcomes through a seamless transition program.

3. Teachers use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics by setting explicit, challenging and achievable learning goals to allow student to feel connected and to succeed and thrive.

4. Staff deliver instructional leadership programs within the school that actively develop leadership skills within the students and the wider school community.

Products

1. PBL

PBL program evident across the whole school and embedded in classroom practice with all school staff using PBL regularly and seamlessly to reward and recognise student achievement.

Strategic Direction 2: Culture and Values

People

in their practice, and instilled in those they lead, to support a culture of positive behaviour and relationships across the school and wider community **(1)**

Establish and maintain strong links with the wider community to support school priorities and student learning outcomes **(2)**

Model and build a culture of support and equity across the whole school **(3)**

Ensure appropriate professional learning and resources are budgeted and provisioned within the school plan to support the development and implementation of staff and student development plans **(4)**

Parents/Carers

Attend assemblies and showcases to support and encourage positive student outcomes **(1, 2)**

Communicate with the school regularly and work with the school to resolve issues and build a positive culture **(3)**

Engage in opportunities to give constructive feedback and build strong partnerships with the school **(4)**

Community Partners

Partner primary schools work closely with our school to ensure a smooth and positive transition to high school **(2)**

Employers and tertiary education providers are in open, positive communication with the school ensuring a variety of options and opportunities for our students **(2, 4)**

Processes

Evaluation Plan

My PB goals, and where applicable, SAPs/ILPs are in place and being acted upon for all students **(3)**

Reports of bullying have dropped significantly and accurately reflect student/staff/parent perceptions **(3)**

Transition between schools, years/stages and work/study demonstrate improved outcomes and minimised disruption **(2)**

Strong learning culture demonstrated by improved HSC/NAPLAN/in-class results and through student self evaluation **(1, 2, 3)**

Representation on key committees and groups within the school meets or exceeds the proportion of aboriginal students in the school **(2, 3, 4)**

Practices and Products

Increase in a sense of belonging and connectedness reflected through whole school wellbeing data.

2. Whole School Transition

Increased enrolments in year 7 and a increase in retention of students at other transition points.

Greater parent and community involvement through attendance at transition and celebratory functions at school.

Elements of specific aboriginal transition programs across all transition points.

3. Wellbeing

Individual educational plans are developed and implemented for all students by all staff.

All students have a mentor who regularly reviews and supports their individual education plan.

4. Leadership

Whole school community leadership teams are regularly engaged in supporting the school through consultation and feedback, and are made up of members that reflect the wider community.

Strategic Direction 3: Leadership and Management

Purpose

By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, the ongoing development of leadership and management within the school and community will provide opportunity for staff to develop as leaders and support and develop quality student outcomes and allow for greater parental and community engagement.

Improvement Measures

1. There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement

People

Staff

Staff demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers and the leadership team supports the recognition of this through the teacher accreditation process (NESA) (1)

Leaders

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (1,)

Staff

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (2)

Leaders

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. (3)

Processes

3. Significant involvement in professional educational networks.

The school builds capacity in its staff, identifies expertise and draws on this to further develop its professional learning community. Teaching staff demonstrate and share their expertise within their school and with other schools.

1. NESA compliance and development of PDP's.

School leadership team analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues in identifying and achieving personal development goals, and pre-service teachers in improving classroom practice.

The leadership team develops a scheduled mentoring/coaching program that embeds principles of evaluative and reflective thinking to support staff capacity building and development of their PDP's personal, KLA and whole school goals aligned with the School Plan. The leadership team will implement a process of continually monitoring the impact of programs and approaches used by all teachers, and improve practice as required.

2. Improvement in community engagement.

The leadership team measures whole school community satisfaction and shares its analysis, reflections and actions to strengthen its links with the community leading to a cycle of continual improvement.

Practices and Products

Practices

1. The school monitors the accreditation compliance of all staff, who use professional standards and PDPs to identify and monitor specific areas for development for continual improvement. and encourages the pursuit of higher levels of accreditation.

School leadership team engage in supportive discussions around individual staff PDP's, initiating and engaging in professional dialogue with colleagues in a range of forums to evaluate and improve staff practice and the educational outcomes of students.

2. Develop and perform community satisfaction surveys and after evaluation, develop processes to improve community satisfaction. Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing. Contribute to the establishment of the local AECG, strengthening community links with GHS.

3. School leadership team engages significantly with professional educational networks to provide opportunity for GHS staff to lead network groups, focus meetings and Staff Development Days to improve teaching and learning.

Products

1.A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of

Strategic Direction 3: Leadership and Management

Improvement Measures

so that every student makes measurable learning progress and gaps in student achievement decrease.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

2. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

3. Teachers collaborate with staff in other schools to share and embed good practice.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement,

Processes

Evaluation Plan

1. Monitor staff engagement with NESA, school TPL and budget. School leadership team monitor staff development of PDP's and there monitoring, ensuring that they align with personal, KLA and school plan goals.

2. The school leadership team engages the school community engagement officer to gauge community satisfaction levels and put processes in place to improve.

3. Monitor staff engagement in Tablelands and other educational network groups, providing encouragement and opportunity for GHS staff to lead network professional learning.

Practices and Products

higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

2. A positive increase in Community Engagement with a larger enrolment into year 7 and other years. Establishment of the AECG. Improved ATSI student results in Literacy and numeracy by increased engagement in all aspects of school.

3. An effective Tablelands network, with direct professional involvement from GHS staff, that develops common goals around premiers priorities resulting in improved student outcomes. GHS staff are also involved in other educational networks where their skills can develop and be shared to staff in other schools.

Strategic Direction 3: Leadership and Management

Improvement Measures
and its active support of (improvement in) other schools.