

# School plan 2018-2020

**Grafton High School 8117**



# School background 2018–2020

## 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 6 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 2015–17 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. This document will undergo further consultation, feedback and refinement throughout the three year planning cycle.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Excellence in Learning

### **Purpose:**

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



## STRATEGIC DIRECTION 2

Excellence in Teaching

### **Purpose:**

Teacher capacity is central to student development and achievement. As such, we need to support the 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. These staff need to be capable and confident in their work and, as such, must be provided with opportunities and support to improve their professional skills and knowledge.



## STRATEGIC DIRECTION 3

Excellence in Leading

### **Purpose:**

Leadership is seen as mobilising expertise at all levels in the school utilising a shared, collective and extended leadership practice in order to generate more opportunities for change and to build the capacity in all staff for improvement.

# Strategic Direction 1: Excellence in Learning

## Purpose

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

## Improvement Measures

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

At least 30% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Increase the proportion of students demonstrating active engagement with their learning.

## People

### Students

- Develop a culture of high expectations in learning, through a focus on attendance and participation in learning.
- Support students to develop positive values attitude, resilience, cultural identity and belonging.

### Staff

- Staff nurture the personal development of students by delivering high quality education and help students to achieve their full potential.

### Leaders

- Leaders will actively monitor the implementation of programs and provide guidance and support for staff, students and parents.

### 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 student learning and
- Partnerships with groups such as the Aboriginal Education Consultative Group (AECG) assist to enhance cultural skills and understandings of staff and students.

## Processes

Implement targeted literacy and numeracy strategies, both on a whole-school and on a student/class-targeted basis through initiatives developed through the school Literacy and Numeracy Committee and participation in Year 7 Best Start.

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

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

Provide enhanced opportunities for students leadership and volunteering.

Provide opportunities for the emotional development of students through targeted evidenced-based wellbeing programs which result in positive, respectful relationships among students and staff.

Provide opportunities for student extension and enrichment, both extracurricular and within the curriculum.

Recognise student achievement and participation through the school's Merit system.

Students are provided with opportunities to participate in various cultural experiences such as the Balun Cultural Experience, School Spectacular, Indigital Excellence, AIME etc.

## Evaluation Plan

## Practices and Products

### Practices

Staff use data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

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

Assessment tasks are rich, have explicit assessment criteria and are accessible and engaging to a broad range of students.

Provide alternative programs such as Skill for Work for student identifies as at risk in Stage 5.

### Products

At least 30% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

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

Increase the proportion of students demonstrating active engagement with their learning reflected in an increase in students completion of assessment tasks.

Higher retention rates of indigenous students into Stage 6 and move into tertiary education.

# Strategic Direction 1: Excellence in Learning

## Processes

- Monitor student attendance, suspension and positive/negative behaviour data.
- Analysis of "Tell Them From Me" survey results.
- Survey stakeholders as to the effectiveness of the programs/strategies implemented.

# Strategic Direction 2: Excellence in Teaching

## Purpose

Teacher capacity is central to student development and achievement. As such, we need to support the 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. These staff need to be capable and confident in their work and, as such, must be provided with opportunities and support to improve their professional skills and knowledge.

## Improvement Measures

All staff are provided with professional learning opportunities to assist them with achieving the goals of their Performance Development Plans (PDPs) and maintenance of accreditation.

Teachers evaluate, share and discuss learning from professional development with other staff in the school to improve whole school practice.

## People

### Staff

- Teachers are supported to incorporate a literacy and numeracy focus in their lesson planning, development and delivery to reflect current and changing curriculum.
- ICT should be embedded in teaching practice.
- Teachers are encouraged to participate in online and face to face professional learning opportunities that meet the requirements for accreditation and PDPs.
- Teachers maintain high expectations and support this through quality teaching and assessment

### Leaders

- The school leadership team identifies expertise and opportunities within the school and further afield and draws on this to support the development of staff.
- Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

### Community Partners

- Partnerships with groups such as the Aboriginal Education Consultative Group (AECG) assist to enhance cultural skills and understandings of staff.

## Processes

Provide opportunities for all staff to work collaboratively in the development of quality teaching and learning programs and assessment.

Teachers observe and share practice with each other as part of the PDP process. Through the Instructional Rounds initiative, teachers are supported to develop and implement more collaborative professional work practices.

Through participation in Year 7 Best Start, Year 7 class teacher teams meet regularly to analyse data, identify areas for improvement and plan and deliver appropriate strategies to address these areas. Student progress is tracked against the Literacy and Numeracy progressions. Through targeted professional learning, teachers are supported to increase their capacity to incorporate literacy and numeracy strategies in their lessons.

Teachers participate in professional learning targeted to school priorities and their own professional needs.

## Evaluation Plan

- Teacher PDPs and accreditation are monitored as part of the implementation.
- Two formal evaluation process are conducted annually utilising the Education Support Team framework.

## Practices and Products

### Practices

Teachers work collaboratively to support each other's work and professional development by regularly reviewing and refining their curriculum planning, delivery and assessment.

Teachers are encouraged to undertake roles beyond their classroom to contribute to broader school programs and their own professional development.

Evaluation of school policy and practice is ongoing and incorporates input from staff, students, parents/carers and community

### Products

- All staff are registered with NESA and adhere to the requirements stipulated.
- Faculties utilise PD days and ensure digital unit and sites are regularly developed and updated.
- An increase in staff participation in professional development opportunities.

# Strategic Direction 3: Excellence in Leading

## Purpose

Leadership is seen as mobilising expertise at all levels in the school utilising a shared, collective and extended leadership practice in order to generate more opportunities for change and to build the capacity in all staff for improvement.

## Improvement Measures

Staff and students provided with opportunities to develop leadership skills to enable a self-sustaining and self-improving school community.

Increased community participation and engagement in school planning, decision making processes and events.

## People

### Students

- Students are encouraged to participate in existing leadership opportunities including SRC, Peer Tutoring and Peer Support.
- Students participate in student driven activities such as SRC committees.
- Students are encouraged to take initiative in promoting the school's PBL values.

### Staff

- Staff are encouraged to increase their participation in whole school endeavours to contribute to a positive learning environment that fosters high expectations.
- Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.
- Where possible, staff are encouraged to engage the community to enhance teaching and learning experiences.

### Parents/Carers

- Parents have a clear understanding of learning goals and achievement standards for their students.
- Parents are encouraged to actively engage with the school.

### Leaders

- The leadership team makes informed decisions regarding the financial and resource management of the school.

## Processes

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of literacy and numeracy strategies.

## Evaluation Plan

- Engaging with staff and leadership networks from other schools to review the quality and effectiveness of leadership initiatives.
- Regular evaluation by the Director through the principal's PDP process.

## Practices and Products

### Practices

Infrastructure provided (money, training, resources etc.) to support school-wide leadership initiatives.

Community and parents/carers are encouraged to participate and provide feedback on school-wide initiatives communicated through a variety of platforms.

School successes and student achievement promoted through engagement with local and school media.

Staff and students exhibit behaviour and work practices consistent with a culture of high expectations.

### Products

- Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.
- Increased student participation in school programs and initiatives that promote and target leadership.
- Increased community participation in school planning, decision making processes and events.