

School plan 2018-2020

Orange High School 8134



School background 2018–2020

School vision statement

Orange High School facilitates a continually improving culture of learning founded on high expectations and the relentless pursuit of excellence in all that we do. Evidence based practice is the focus of professional reflection and learning ensuring that every teacher is a highly skilled practitioner who engages in data analysis, reflection, refined action and feedback, facilitating a cycle of continuous improvement.

Our priorities include:

- Orange High School Teaching
- Orange High School Learning
- Orange High School Leading

Each priority represents elements of a passion to increase academic rigour, physical health, creativity, wellbeing and innovation in our students.

Teachers relentlessly pursue excellence for all students, differentiated through innovative program writing and review, assessment design and a variety of educational partnerships with our partner primary schools, local university and other community organisations.

While classroom teaching and learning is absolutely pivotal, the school develops resilient, empathetic and responsible future citizens through the provision of the widest possible range of extra-curricular activities. Orange High School proudly boasts an award winning music and band program and a thriving creative arts team with specialisations in visual arts, dance and drama. Annually, the school has numerous talented sportspersons who represent themselves and our school at regional, state and national level. In addition, Orange High has a proud history of success in the Astley Cup and Malynley Shield, our two interschool sporting competitions. Further, the school offers a rich program of academically focused cultural and community experiences, including, debating and public speaking, chess, Japanese language classes, cultural exchanges and international excursion opportunities.

School context

Orange High School has proudly educated students from the regional Central Western city of Orange, NSW for more than 100 years. Our school is steeped in values and tradition supported by strong connections to our local community, who actively support our many initiatives. Our promising future is encapsulated by our school slogan, Honour the Past, Create the Future; and as a result the school is driven and identified by a strong culture of excellence, achieved in an innovative and progressive teaching and learning environment.

Orange High School is lucky to be comprised of outstanding educators, many of whom are relatively early in their teaching career yet developing into exceptional educational practitioners of the future. The teaching team is led by a passionate Leadership Team who bring to the school wide and deep prior experiences in educational settings

The school is proud to reflect the health and diversity of the wider Orange community and be comprised of students from the full range of socio-economic, cultural, academic and aspirational family backgrounds. As a result, the school emanates a safe, tolerant and accepting culture founded on high expectations for students.

Our school has a Positive Behaviour for Learning (PBL) foundation. In addition, strong wellbeing initiatives ensure students graduate as positive and educated young citizens as a result of a high quality, supportive and inspirational education experience.

The school is fortunate to be supported by an active parent and community groups in the arts and culture. The Parents and Citizens Association have set themselves the ambitious tasks of raising \$147 000 to fully upgrade the school's multipurpose sport courts by the conclusion of the 2015 school year.

School planning process

The Orange High School Leadership Team is comprised of the Principal, 3 Deputy Principals, an Instructional Leader and 11 Head Teachers. The Leadership Team together lead a staff totalling more than 100 educators in all aspects of school operations from day to day teaching and learning through to the continual development of a positive and high achieving learning culture. A key responsibility is the development of strategic plans based on the collective evaluation of evidence and planning for continual improvement and development. Planning at Orange High School begins with a 'learning community' as its foundation. The Leadership Team fosters and continually develops a strong and collaborative team based culture providing opportunities for staff to contribute to the future school direction. Parents and the wider community are encouraged to provide input to school strategies and direction through activities such as regular surveys, parent teacher nights, meetings with teachers and leaders along with formal channels such as the Parent and Citizens (P&C) Association and Aboriginal Education Consultative Group (AECG). Increasingly, it is exciting to have student input from talented, reflective and capable student leaders. Prefects and student leaders provide valuable input into school priorities and strategies. Finally, key school strategic directions and priorities are based on data and reflection against standards contained within the School Excellence Framework. The Leadership Team has developed and completed a comprehensive reflection process in 2017 resulting in the 2018 Strategic Plan contained within.

School background 2018–2020

School vision statement

Our school is driven by the values represented in our school motto, “Quod Potero Sedulo,” whatever I do, I do it to the best of my ability. Teachers exemplify this notion by creating cutting edge and engaging lessons that motivate students to achieve at increasingly high levels.

School context

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Purpose:

To further develop a high achieving and collaborative school culture where teachers continually improve their practice to further enhance students teaching and learning outcomes.

STRATEGIC DIRECTION 2

Purpose:

To strategically deliver core learning skills and high quality contemporary assessment practices within a supportive learning environment ensuring every student's is supported to develop deep critical learning and creative thinking skills.

STRATEGIC DIRECTION 3

Purpose:

To ensure effective leadership practices are research driven, consistently applied and provide opportunities to nurture current leaders and grow aspiring leaders.

Strategic Direction 1:

Purpose

To further develop a high achieving and collaborative school culture where teachers continually improve their practice to further enhance students teaching and learning outcomes.

Improvement Measures

Increase the number of students achieving Band 5 and 6 results in external HSC examinations

Increase the proportion of students achieving proficiency in Literacy and Numeracy

High quality teaching and learning practices in classrooms, evidenced in every KLA through contemporary differentiated and individualised programs, assessment tasks and work samples.

People

Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills.

Staff

Will provide activities that contextualise learning for students and will enable learners to develop lifelong learning skills

Leaders

Informed by data, will design, schedule and deliver professional learning that enhances contemporary educational practice and pedagogy

Parents/Carers

Engage in information activities such as Assessment and Parent Teacher nights

Processes

Student Engagement

Further enhance teaching practice through the continual sharing and integration of contemporary educational research, practice and priorities. Strengthen and enhance teaching and learning accountability and validation practices.

Differentiation

Increase the implementation of authentic differentiation practices to meet student learning needs across the school

Stage 5

Research, plan and implement contextualised contemporary educational initiatives that increase student engagement

Evaluation Plan

Evaluation Plan

External NAPLAN, HSC data Internal attendance and PBL data Programs and registrations. Student work and assessment samples Personalised Learning Plans Whole school and KLA Professional Learning Plans

Practices and Products

Practices

Student Personalised Learning Plans meaningfully integrated into classroom teaching across the school. High quality teaching and learning practices evidenced in all Key Learning Areas through assessment tasks and work samples.

Evidence of deep professional learning through collaboration and engagement with possible contemporary educational initiatives.

Evidence of consistent whole school implementation of learning plans, and differentiated teaching based on data informed practice.

Products

Further positive improvements to the trend data in NAPLAN, HSC, Band 5 and 6 achievements, attendance and PBL data

KLA programs, registrations and assessment tasks reflect comprehensive collaborative reflection and continual improvement evidenced through annotations and improvements.

Student assessment and work samples reflect individualised learning and differentiation.

Strategic Direction 2:

Purpose

To strategically deliver core learning skills and high quality contemporary assessment practices within a supportive learning environment ensuring every student's is supported to develop deep critical learning and creative thinking skills.

Improvement Measures

All students achieve more than a years growth for a years learning

Increased use of student assessment data by students and teachers to inform the teaching and learning process

People

Students

Apply themselves fully to the teaching and learning cycle including the integration of formative and summative feedback to improve achievement

Staff

Lead the personalisation of learning for all students to address identified skills gaps, extend and enrich learners and cater for their personal interests and passions.

Leaders

Lead high level professional learning and the collaborative implementation of enhanced structures and accountabilities to ensure a continually improving learning culture.

Parents/Carers

Collaborate with school staff and leaders to support improvements in student achievement

Processes

Assessment:

Consistent school-wide practices for assessment are further developed and integrated into the teaching practice of every classroom

Core Learning Skills:

Consolidation of whole school approaches that consolidate professional learning around explicit teaching of writing

Wellbeing

Enhance clarity around wellbeing structures and systems to support student learning through ensuring students connect, thrive, succeed in Positive Behaviour for Learning environment.

Evaluation Plan

Assessment against Connect, Thrive and Succeed

Classroom observations

Assessment Documents including student work samples highlighting feedback

External NAPLAN Data

Enhanced role statements and accountabilities

Practices and Products

Practices

Formative assessment is integrated into every classroom confirming students learn what is taught

Clarity around staff accountabilities and responsibilities

Continued implementation of core learning skills, professional learning focus on writing

Products

The school uses systematic and reliable formative and summative assessment information to evaluate student learning over time and implement improvements in teaching that demonstrate measurable progress.

Students integrate formative and summative assessment as active participants in the teaching and learning cycle

Evidence of cross faculty initiatives that advance the teaching of numeracy and reading across the school.

Clear role statement and accountability documents outline staff responsibilities and accountabilities

Strategic Direction 3:

Purpose

To ensure effective leadership practices are research driven, consistently applied and provide opportunities to nurture current leaders and grow aspiring leaders.

Improvement Measures

Increased use of evidence based practices by all staff to inform the teaching and learning process

Increased use of Professional Standards for Teachers, School Excellence Framework and Performance and Development Plans developed collaboratively and informed by the School Plan

People

Staff

Continual collaboration and reflection to develop explicit and shared practices

Leaders

Lead the ongoing cycle of consultation, planning, implementation, evaluation and reporting school processes and practices

Parents/Carers

Are actively engaged and involved with the ongoing performance of the school

Processes

Instructional Leadership

Further development of whole school structures and systems to ensure Instructional Leadership is the focus of every teacher in every classroom.

Performance and Development Plans.

Authentic implementation across all KLAs of all aspects of the Performance and Development process. Further development of the coaching and modelling frameworks to support high expectations and improved student learning outcomes.

Staff Well being

Enhancement of whole school and Key Learning Area strategies that support staff well being.

Evaluation Plan

Tell Them From Me Surveys

Implementation documents around Performance and Development Plans

School Excellence Framework

PBL data

Practices and Products

Practices

The leadership team maintain a focus on Instructional Leadership to sustain a culture of effective, evidence based teaching and ongoing improvement

All staff model Instructional Leadership and support a culture of high expectations and community engagement

Improved data analysis skills to ensure the ongoing development allows the identification of further areas of improvement.

Senior executive mentoring and coaching of head teachers to further develop individual skills as instructional leaders including the use of evaluation tools.

Clear systems and supports for new and developing teachers

Products

Evidence of implementation of the Performance and Development process including lesson observations linked to the teaching standards and individualised high-level coaching and mentoring for all staff

Enhanced PBL products and practices and data sharing