

School plan 2018-2020

Tamworth High School 8139



School background 2018–2020

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.

The 2015–17 plan sought 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.

The core focus of the 2018–20 plan is upon strengthening the teaching and learning process. This will be achieved firstly via placing an emphasis upon developing staff capacity to deliver effective Instructional Leadership at all levels. This capacity will in turn be utilised to guide the cohesive development and implementation of advanced pedagogy. The final phase concentrates on enhancing student engagement via targeted curriculum delivery systems and provision of appropriate conditions in which the school can augment the learning trajectory of each student.

School context

Tamworth High School is a comprehensive co-educational high school of approximately 690 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 2017 Family Occupation and Education Index is 132 indicating that 77% of NSW school communities are more advantaged than the THS school community (FOEI average = 100). The school has a small but steadily increasing number of students requiring English Language Proficiency support.

There is an Aboriginal population of around 30% 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 the senior 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 during the previous planning phase. Executive staff have also participated in professional learning sessions to develop a full understanding of the more recent focus upon Evaluative Thinking and strengthen analysis of data.

The initial planning phase utilised collection of data and feedback from staff, generated during faculty meetings, focused upon evaluation of 2015–17 plan and develop suggested focus areas for the for 2018–20 plan. A collaborative approach to evaluation against the School Excellence Framework, data analysis using DoE 'Scout' and school-based data collection, combined with online survey strategies to collect data from staff, students and parents have been utilised to develop three key strategic directions.

Once a working draft was developed, further staff discussion was conducted to consolidate the plan and generate 2018 Milestone plans for each Strategic Direction.

Mid-way through the development process, the P&C Executive were advised of the plan's key strategic directions. This will be followed up with a final presentation to a full P&C meeting early in Term 2 2018.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Enriched Instructional
Leadership Capabilities

Purpose:

To develop an environment where all teachers at THS are able to lead the process of teaching and learning, focused on Instructional Leadership guiding the implementation of Visible Learning concepts. To support this process, a strong alignment of professional learning support will create an impact upon the quality of teaching and student learning outcomes. Instructional Leadership will be the prevailing leadership model throughout the school.

STRATEGIC DIRECTION 2

Enhanced Learning Culture

Purpose:

To meet the learning needs of all students at THS, through the identification, evaluation and incorporation of effective evidence-based teaching and learning strategies. Consistent application of these practices will enhance the learning culture at THS and provide every individual with the opportunity for improved learning outcomes.

Quality professional learning and ongoing targeted support of teaching and learning practices in all faculties will ensure sustained growth and development of both staff and students.

STRATEGIC DIRECTION 3

Increased Levels of Student
Engagement

Purpose:

A positive and supportive learning 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 to generate a positive, supportive school culture of high expectations and responsible behaviour, building upon school traditions and establishing collaborative practices at all levels of school.

School staff demonstrate personal responsibility for maintaining and developing their classroom practice that plays an integral role in the maintenance of a positive, supportive teaching and learning climate for all members of the school community.

Strategic Direction 1: Enriched Instructional Leadership Capabilities

Purpose	People	Processes	Practices and Products
<p>To develop an environment where all teachers at THS are able to lead the process of teaching and learning, focused on Instructional Leadership guiding the implementation of Visible Learning concepts. To support this process, a strong alignment of professional learning support will create an impact upon the quality of teaching and student learning outcomes. Instructional Leadership will be the prevailing leadership model throughout the school.</p>	<p>Leaders</p> <p>Head Teachers will</p> <ul style="list-style-type: none"> • Focus professional learning to deliver increased capacity of all staff • Lead the implementation of instructional leadership using action research to drive a whole school focused change for improvement. • Develop an instructional leadership model that develops collaborative practice at all levels of the school. <p>Staff</p> <p>All staff will:</p> <ul style="list-style-type: none"> • be involved in sustained professional learning regarding the implementation and ongoing development and evaluation of Visible Learning concepts in all classes. • use assessment as feedback about the impact of their teaching practice • Engage in effective and timely feedback processes with students • Challenge students to strive for excellence • develop positive relationships with pupils that foster effective learning • model and demonstrate a common and shared language of learning which is understood by all. <p>Students</p> <p>Students will:</p>	<p>Enhanced Pupil Learning</p> <p>Develop Instructional Leadership capabilities at all levels</p> <ul style="list-style-type: none"> • strengthened Executive PDP process exists • Instructional Leadership supports planning and professional learning for all staff • Instructional capacity of all staff is enhanced through research and sustained professional learning (Dinham) • Staff skills in evaluative thinking leads to improved student outcomes through: <ol style="list-style-type: none"> 1. data collection and analysis 2. planning and evaluation <p>Enhanced Classroom Culture</p> <p>Enhanced teaching practice sustained via:</p> <ul style="list-style-type: none"> • comprehensive awareness of and use of visible learning concepts • evaluation of impact of teaching supported by classroom observation and data analysis <p>Evaluation Plan</p> <p>Phase 1 – Establish baseline data of current practice</p> <ul style="list-style-type: none"> • Teacher survey • Observation of teaching and learning practice by senior leadership team • Student survey 	<p>Practices</p> <p>Enhanced Pupil Learning</p> <p>Executive staff lead as 'Change Agents' who take responsibility for enhancing all pupils learning. This will be evidenced through leading faculties in the thorough application of visible learning within courses under their supervision.</p> <p>Enhanced Classroom Culture</p> <p>Teachers are responsible, innovators of classroom culture, developing high quality programs in support of differentiated learning in all faculties. This will be evidenced through faculty programs, improved NAPLAN and HSC growth and through improved 'Tell Them From Me' survey results in the area of student engagement.</p> <p>Products</p> <p>There is evidence of high quality executive monitoring, supervision and professional learning in each faculty focused on improved curriculum delivery, capabilities, assessment and student learning progress in each subject.</p> <p>Students demonstrate:</p> <ul style="list-style-type: none"> • need to know what they are learning • knowledge of what is required in the task to make them successful. • willingness to embrace learning challenges by developing a Growth Mindset <p>Students can:</p>
Improvement Measures			
<ul style="list-style-type: none"> • Measurable improvement in teacher and student sentiment based upon survey data • Measurable increase in application of identified of teaching and learning strategies as observation by senior leadership team 			
<p>Student data:</p> <ul style="list-style-type: none"> • Post test data from PAT and/or other tests indicate measurable improvement in student performance. • NAPLAN data provides evidence of improved rates of student growth from years 7 – 9 • HSC data provides evidence of improved rates of student growth • Observation of HT and CRT practice via PDP demonstrates stronger understanding and capabilities with regard to instructional leadership 			

Strategic Direction 1: Enriched Instructional Leadership Capabilities

People

- Be active learners knowing what they are learning, through the development of success criteria against NSW syllabus frameworks;
- Develop an inquiry mindset to increase learning capacity;
- Develop perseverance and an ability to work through tasks; and
- Develop a collaborative learning mindset.

Community Partners

- Develop instructional leadership;
- support the school in realising its aspirations; and
- Assist in developing strategies for cultural change with increased capacity to deliver child centred learning.

Parents/Carers

- Support a multi-faceted communication strategy in building stronger communication pathways
- Support the learning of their children through developing an understanding of the requirements of secondary education
- assist the school in developing a learning mindset for all students.

Processes

Phase 2 – Establish baseline data of current student achievement

- Pre and post testing using PAT test for years 8 & 10
- NAPLAN data – years 7 & 9
- HSC data

Phase 3 – Develop observation and feedback capabilities

- Professional Learning built from Dinham/Scot SDD program
- **Phase 4– Establish monitoring cycle to measure change in practice**

Practices and Products

- articulate what they are learning
- explain the next steps in their learning
- set personal learning goals
- see errors as opportunities for further learning
- work through learning obstructions
- regularly seek feedback

Strategic Direction 2: Enhanced Learning Culture

Purpose

To meet the learning needs of all students at THS, through the identification, evaluation and incorporation of effective evidence-based teaching and learning strategies. Consistent application of these practices will enhance the learning culture at THS and provide every individual with the opportunity for improved learning outcomes.

Quality professional learning and ongoing targeted support of teaching and learning practices in all faculties will ensure sustained growth and development of both staff and students.

Improvement Measures

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

Premiers Priorities for Literacy & Numeracy – NAPLAN

- Increase percentage of students in top two bands by 8% (2018 – 2020)
- Increase percentage of Aboriginal

People

Students

All students will:

- become active participants in the teaching and learning cycle;
- engage with learning activities and assessments;
- be able to identify success measures and pathways to achievement;
- value learning as a conduit to personal success and fulfilment; and
- strive for consistency in classroom engagement.

Staff

Teachers will:

- Actively participate in professional learning activities.
- Implement one or more of the identified teaching strategies that provide predictable and sustainable scaffolding to lessons across the school.
- Engage in meaningful evaluation of current practice with a view to the development of 'best practice' models for all classrooms.
- Apply consistently, the evidence based strategies identified at faculty level.
- Promote positive and productive learning spaces that value self improvement.
- Clearly articulate learning expectations to students.
- Provide meaningful feedback to students with a growth mindset, in a

Processes

Strengthened Teaching Strategies – Assessment for Learning

AFL coordination team coordinates implementation of AFL at THS through structured professional learning.

Staff PL program developed – focus group established to evaluate structure for implementation, rolled out to whole staff after the confirmation of best practice.

Strengthened Teaching Strategies – Quality Teaching Framework

A Collaborative coding observation program based on QTF principles is developed and implemented to improve teacher/student feedback.

Strengthened Teaching Strategies –ALARM

A Learning and Responding Matrix (ALARM – a cognitive scaffold which provides a framework for writing, learning, deconstruction of tasks, feedback and reflection) is utilised across the school in Stages 4, 5 & 6

The coordination team guided re-establishment of ALARM at THS through structured differentiated professional learning and delivery of scaffolded processes for writing, learning, deconstruction of tasks, feedback and reflection through criteria referenced rubrics in all stages of learning.

Evaluation Plan

Phase 1 – Establish baseline data of current practice

Practices and Products

Practices

Enhanced teaching and learning Strategies:

All staff identify and implement innovative programs to increased the learning trajectory of students through research based innovative, effective teaching and learning strategies

Identification of 'best practice' models of teaching and learning through evaluation:

Strong evaluation of the teaching and learning cycle by both teachers and students to ensure programs and assessment devices reflect best practice.

Improved learning culture for all students:

Aboriginal students meet and/or exceed school benchmarks in academic achievement, retention, further training and employment as evidenced through improved attendance, reduction in negative incidences categorised by learning, improved NAPLAN/HSC value added Data as well as improved class based assessment results.

Products

Teachers have:

- designed teaching and learning activities that challenge students;
- identified and provided for learning at student individual learning stages through effective differentiation; and
- continuously evaluate the efficacy of

Strategic Direction 2: Enhanced Learning Culture

Improvement Measures

students in top two bands for reading and numeracy by 30% (2018 – 2020)

Improved academic results – HSC

- Lift student achievement across bands 4, 5 & 6 by 2% per annum – target improvement = 6% over 3 years (2018 – 2020)
- Lift whole school Z-Score level (average) by 0.5 (2018 – 2020)
- Improved value added data (2018 – 2020)
- Lift Averaged Examination Mean Score by 2% per annum – target improvement = 6% over 3 years (2018 – 2020)
- Reduce the margin between SSSG and State level of achievement (2018 – 2020)

People

timely fashion.

Leaders

Head Teachers will:

- act as a faculty project leader;
- lead the development and integration of strategies for staff within the faculty; and
- work with other faculties to identify common strategies and learning goals.
- Manage change through effective evaluative practices, providing all teachers with the opportunity to lead and learn.
- Support staff development in the breaking down of old expectations for new directions.
- Monitor student and staff engagement and success.

Processes

- Teacher survey
- Observation of teaching and learning practice by senior leadership team
- Student survey

Phase 2 – Establish baseline data of current student achievement

- Pre and post testing using PAT test for years 8 & 10
- NAPLAN data – years 7 & 9
- HSC data

Phase 3 – Develop observation and feedback capabilities

- Professional Learning built from Dinham/Scot SDD program
- **Phase 4– Establish monitoring cycle to measure change in practice**

Practices and Products

teaching and learning strategies.

Students demonstrate:

- increased confidence in assessment expectations;
- increased quality of student assessment submissions; and
- improved student achievement.

Students can:

- identify specific strategies to meet learning targets;
- set manageable learning goals;
- use feedback as a guide for future learning;
- build on prior knowledge for future learning;
- evaluate best practice models of teaching and learning; and
- make connections between classroom learning and future study/employment goals.

Strategic Direction 3: Increased Levels of Student Engagement

Purpose

A positive and supportive learning 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 to generate a positive, supportive school culture of high expectations and responsible behaviour, building upon school traditions and establishing collaborative practices at all levels of school.

School staff demonstrate personal responsibility for maintaining and developing their classroom practice that plays an integral role in the maintenance of a positive, supportive teaching and learning climate for all members of the school community.

Improvement Measures

Student Engagement measured via

- Increase in overall attendance rate – 2% per annum – target = state average (+90%)
- Decrease in unexplained absence rates– 5% per annum – target <15% absent unexplained)
- Decrease in lateness rates – 5% per annum – target <15% late unexplained)

Additional Engagement data measured via

- Decrease in reported truancy rates
- Reduction in rates of disruptive behaviour
- Improved rates of assessment

People

Students

Students 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

Leaders

Instructional leadership skills guide the review and implementation of Behaviour/Classroom management systems and practices.

Staff

Sound classroom management practice is supported 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

Enhanced Behaviour Management Systems and associated staff understanding and capabilities are delivered via reviewing current policies and procedures in a collaborative consultation process

Parents/Carers

A multi-faceted communication strategy builds stronger communication pathways and raises awareness amongst parents regarding behaviour management strategies to support the learning of their children.

Processes

Strengthened Classroom Management Systems and Capabilities

Behaviour management systems reflect constructive student feedback and ownership of reflective processes in improving whole school culture for student wellbeing.

Strengthened Behaviour & Classroom Management (BCM) implementation through explicit teaching of student expectations by all staff.

Revised Targeted Curriculum Programs

Whole school review of curriculum delivery and structure supports a suite of targeted programs to suit a range of students' needs.

Differentiated learning through targeted literacy and numeracy strategies supports increased attendance and student engagement.

Evaluation Plan

A range of indicators are utilised to measure impact of student engagement including:

- Attendance
- Lateness
- Classroom behaviour
- Assessment completion rates
- Survey Data

Our achievements will be measured through the mile-stoning process.

Practices and Products

Practices

Senior executive have developed strategies for measuring levels of student engagement and implement structures to support improved academic engagement and reduction in disruptive behaviours. This will be evidenced through decreased levels of disruptive behaviour through 'Sentral Wellbeing Data' and 'N-Determination' letters for non completion of assessment tasks.

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

Products

School improvement measures reflect improved student engagement, resulting in attendance data reflecting state average rates and trends.

A culture of high expectations about teaching and learning results in improved on-time attendance and reduced rates of lateness.

School attendance data rates reflect a reduction in lateness and unexplained absence rates.

Strategic Direction 3: Increased Levels of Student Engagement

Improvement Measures

completion and compliance as measured by rates of warning notifications and N-Determination rates