

School plan 2018-2020

Taree High School 8140



School background 2018–2020

School vision statement

Taree High School believes in a quality education where everyone matters. We encourage life-long learning and community connections. Opportunities and experiences are provided which enable the development of successful learners, confident and creative individuals and active, informed citizens.

Personalised learning programs are implemented to cater to students' academic, social and behavioural needs, to develop them into well-balanced, productive members of society with the ability to make informed decisions.

The values of Cooperation, Participation and Respect are central to our focus: ***respecting the past, embracing the future.***

School context

Taree High School, a comprehensive inclusive coeducational high school, has an enrolment of 900 students from Years 7–12, including 13% Aboriginal and Torres Strait Islander students. The school is part of the Connected Communities strategy across NSW and provides tailored programs to improve educational outcomes for Aboriginal students and their families. The school has a tradition of achievement in academic, sporting and artistic pursuits and has a culture, which recognises and celebrates the successes of all of its students. Taree High School's curriculum and welfare structures are designed to promote self-reliance and encourage students to take responsibility for their actions and their learning. Taree High School is well resourced with a number of specialist facilities and liaises extensively with its Community of Schools, the business community, Taree TAFE and strong university partnerships. THS aims to provide students with opportunities to become global citizens, innovative learners, with strong connections to their school and community.

School planning process

Consultation includes the evaluation of 2017 Plan with executive, P&C and School Reference Group (SRG) representatives. From here the staff was included in the discussion of priorities for 2018–2020. A smaller representative planning team (PT) collaborated to come up with the strategic directions and suggestions for the development of the 5 Ps. This was then articulated to the wider group to glean feedback, edit and include new processes and practices. When agreed upon they were reported back to the PT for further development. Data gathered from Tell Them from Me, Focus on Learning and Parent/Community Surveys informed the development of the School Plan. The SRG, had been collecting ideas and strategies to continue to support Aboriginal students and their families. "Critical friends" were consulted to review the plan and make suggestions to ensure explicit communication of the plan to the audiences for which it is intended.

Milestones were then developed for strategic directions, which are to be assessed every five weeks to ascertain the effectiveness of the Plan. These milestones will form the basis of the evaluation at the end of 2018 and inform the Annual Report .

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Personalised Learning

Purpose:

Taree High School is committed to support every student to enhance engagement and performance in student learning through the development of relevant and meaningful Learning Goals. Identifying individual student needs is a major focus of the school, with parents, students and teachers working together to ensure that personalised learning addresses universal, targeted and intensive individual needs.



**STRATEGIC
DIRECTION 2**
Innovative Leaders in Learning

Purpose:

To enhance the capacity of all staff to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to research informed teaching strategies. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.



**STRATEGIC
DIRECTION 3**
Positive Culture

Purpose:

To develop and sustain positive, respectful relationships which are evident among students, staff and parents to promote student well-being and ensure ideal conditions for high expectations of student learning across the whole school.

Strategic Direction 1: Personalised Learning

Purpose

Taree High School is committed to support every student to enhance engagement and performance in student learning through the development of relevant and meaningful Learning Goals. Identifying individual student needs is a major focus of the school, with parents, students and teachers working together to ensure that personalised learning addresses universal, targeted and intensive individual needs.

Improvement Measures

Learning Goals improve learning outcomes and teacher, student and parent satisfaction with the process improves from the 2018 baseline.

All students meet or exceed expected growth in Literacy and numeracy with a focus on writing.

There is evidence to support the school's position as achieving Excellence in the Domains of Learning, High Expectations, Wellbeing and Individual Learning needs.

People

Students

Students will learn the skills to identify needs, write and reflect on Learning Goals (LGs).

Staff

Instructional Leader

The Instructional Leader will build the capacity of teachers to develop skills in setting, revising and reflecting on Learning Goals.

Teaching Staff

Teachers will build the capacity of students to engage meaningfully in the writing and reflection of Learning Goals.

Parents/Carers

Parents will work with the school to provide feedback for students on their learning and identified goals.

Processes

Engagement

Student, parents and staff are guided through the process of genuinely reflecting on learning outcomes to enable the setting of realistic Learning Goals each term and to be able to reflect/evaluate the effectiveness of these goals.

Implementation and Reflection

Students, parents and staff identify student Learning Goals through reflection of past results and/or aspirations for the future in particular areas of the curriculum.

Data Analysis/Measurement

The Wellbeing Team use data on the completion/participation in setting Learning Goals to reflect on students ability to identify and reflect on their own learning needs.

Evaluation Plan

Observations in classrooms

Document analysis of Learning Goals

Teacher Reflection through focus groups

Survey parents

Student self assessment

Practices and Products

Practices

Engagement

Students, parents and staff can articulate student learning strengths and improvements. Students regulate their own learning through the LG process.

Implementation and Reflection

Teachers incorporate student learning goals into lesson planning and provide meaningful feedback to students and parents on improvement as identified in the Learning Goal process, through formal and informal interviews.

All Aboriginal and Support Unit students will have PLP's/ILP's developed in consultation with parents, staff, Support Unit staff and Aboriginal Education Teams.

Data Analysis/Measurement

Staff regularly use data from a variety of sources, including assessment data, to reflect on student performance and improvement to inform future programming.

Products

Engagement

A whole school approach to personalised learning, across all stages, which is reflective and collaborative between students, parents and staff.

Implementation and Reflection

A consistent school-wide process which enables students, parents and staff to reflect on individual learning at regular

Strategic Direction 1: Personalised Learning

Practices and Products

intervals and for students to set future goals for self-improvement.

Data Analysis/Measurement

A learning environment which promotes independence, interdependence and self-motivation. An environment where teachers encourage and support students to take responsibility for their learning and structure learning experiences which enable students to make choices about their learning.

Strategic Direction 2: Innovative Leaders in Learning

Purpose

To enhance the capacity of all staff to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to research informed teaching strategies. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.

Improvement Measures

An increase in the effective use of evidence based teaching strategies from 2018 base line.

To increase focus students level of achievement greater than or equal to expected growth in Year 9 writing from 30% to 60%.

The school is able to show evidence of growth from delivering to sustaining and growing in the Teaching Domain (SEF2) elements of Data Skills and Use, and Effective Classroom Practice and in the Learning Domain element of Assessment.

Increase the percentage of students achieving or meeting expected growth in Year 9 Numeracy.

People

Staff

Classroom teachers will undertake ongoing training to increase their capacity to use assessment data to drive teaching and draw upon and research informed pedagogies.

The Learning Support Team will support teachers in identifying the needs of students and allocating appropriate supports.

Leaders

The Executive Team, including the Instructional Leader, will ensure teachers receive high quality professional learning and consistent follow up of training. School monitoring processes will ensure that data based decisions are being implemented within classrooms.

Processes

Curriculum

School protocols, practices and programs are developed and implemented to support teachers in providing differentiated learning for all students focusing on writing and numeracy through pedagogy such as Inquiry Based Learning, Middle School (Stage 4) and STEAM.

Assessment

Teachers increase knowledge and implementation of learning progressions through professional learning and application in program development. Development and implementation of formative and summative assessment strategies are consistent and routine.

Data Analysis

Teachers increase knowledge and skills in gathering, analysing and interpreting student data from external and internal sources such as SCOUT, VALID and RAP.

Evaluation Plan

PDP documents

Supervisor feedback of Teaching and Learning programs

Data analysis of students results

Skills matrix

Document analysis

Practices and Products

Practices

Curriculum

Teachers collaborate within and across faculties and stages to share knowledge, data, feedback and relevant information about student progress and achievement in writing as evidenced in teaching programs and the PDP process.

Assessment

Teachers routinely use evidence of student learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students as evidenced in term program monitoring and feedback.

Data Analysis

Teachers collaborate within and across faculties and stages, to share and analyse knowledge, data, feedback and relevant information about student progress and achievement. Students use high quality writing in all KLA's as evidenced in student work samples and internal and external assessment data.

Products

Curriculum

A consistent, whole school approach to writing and numeracy which includes the use of effective evidence based teaching practices and dynamic teaching program.

Assessment

Consistent school-wide practices for assessment is used to monitor, plan and

Strategic Direction 2: Innovative Leaders in Learning

Practices and Products

report on student learning as evidenced in scope and sequences, assessment schedules and PL records.

Data Analysis

Teaching and learning programs are dynamic, showing evidence of differentiation, informed by feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Strategic Direction 3: Positive Culture

Purpose

To develop and sustain positive, respectful relationships which are evident among students, staff and parents to promote student well-being and ensure ideal conditions for high expectations of student learning across the whole school.

Improvement Measures

An increase in the consistency in the language of school-wide learning.

Improve the quality of the learning environment where high levels of Student Satisfaction & High Expectations underpin every lesson.

People

Staff

Teachers

Teachers participate in professional learning, to give them a consistent approach to teaching the Core Values of the school across all school settings.

Community Liaison Officer

Promotes the Core Values through school promotion and communication strategy.

Parents/Carers

Parents are included through P&C and School Reference Group in the decision-making process to set behavioural expectations.

Processes

Positive Behaviour for Learning

Implementation of an evidenced based framework which addresses the diverse academic and social needs of every student to support them to be successful by establishing positive social expectations in the school community.

School Community Relationships

Streamlined, flexible communication processes to deliver clear information to support parental engagement and student understanding of school expectations and requirements.

Evaluation Plan

PBL Data

Data analysis of: Tell Them From Me survey, web page hits, Facebook hits, attendance of parents at meetings as indicated through electronic booking data.

SCOUT data indicates improvement in student achievement.

Classroom observations

Teacher reflection

Open ended surveys

Practices and Products

Practices

Positive Behaviour for Learning

Teachers collaborate within and across faculties and stages to share knowledge, data, feedback and relevant information about student progress and achievement as evidenced in teaching and learning programs, PDP processes and supervision protocols.

Staff explicitly teach and teach core values in all school settings.

School Community Relationships

All staff participate in relevant school, faculty and parent meetings in addition to school professional learning activities which enhances teaching and learning.

Parents actively engage in a reciprocal relationship with the school and confidently discuss their child's learning.

Products

School Community Relationships

The school engages in strong collaborative relationships between parents, students and the community that inform and support the learning of all students.

Positive Behaviour for Learning

Students actively participate in explicit core value lessons through Pastoral Care. Student data shows positive trends for behaviour, attendance and engagement.