

# School plan 2018-2020

Parkes High School 8146



# School background 2018–2020

## School vision statement

Parkes High School students make real connections with the rapidly changing world using transferrable and enduring skills. They are engaged and motivated learners equipped with resilience and skills to succeed and participate in local and global communities..

## School context

Parkes High School is a comprehensive secondary high school (enrolment 601 students, of which 18% are Aboriginal) providing education to an expanding rural community in the Central West of NSW. The school attracts Equity Funding and is focused on quality teaching, differentiated learning opportunities and pathways, literacy and numeracy.

Parkes High School uses the Positive Behaviour for Learning process and is part of the Henry Parkes Learning Community. The school is highly inclusive and supports students with disabilities. It has seven special education classes. Effective programs for transition and Gifted and Talented Students operate and we have established strong partnerships with the community.

The school has a proud history of outstanding academic, sporting, cultural and performing arts achievements, and offers an extensive range of vocational education and training courses.

## School planning process

Planning commenced in 2017 with a review of the previous plan, followed by:

- Staff consultation & professional learning
- Community consultation
- Parent consultation
- Professional learning undertaken by school plan team to write the 2018 school plan
- AECG input

The Strategic Directions & priorities reflect the consultation process and the standards outlined in the School Excellence Framework.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Learning

**Purpose:**

To strengthen student capacity to grow in an environment that possesses a strong wellbeing and learning culture, where high expectation performance measures foster rich student-centred learning experiences.



## STRATEGIC DIRECTION 2 Teaching

**Purpose:**

Staff implement dynamic and engaging programs that optimise learning and build student capacity. Continuous collaborative professional learning drives best practice and high quality teaching.



## STRATEGIC DIRECTION 3 Leading partnerships

**Purpose:**

To foster a sense of shared responsibility in an inclusive learning environment where proactive community engagement, leadership and effective management build positive relationships that collectively drive school improvement.

# Strategic Direction 1: Learning

## Purpose

To strengthen student capacity to grow in an environment that possesses a strong wellbeing and learning culture, where high expectation performance measures foster rich student-centred learning experiences.

## Improvement Measures

Increased proportion of students demonstrating active engagement with their learning.

Increase the proportion of students achieving expected NAPLAN growth..

Increase in student attendance to match state secondary school average.

Value added growth for all students in the HSC outcomes.

## People

### Students

Students know how and why they learn, in order to meet high expectations, while exhibiting respectful behaviour.

### Staff

Staff promote high expectations within the Wellbeing Framework, using data in teams targeted to improve student learning.

### Leaders

Leaders collaboratively make decisions aligned to school vision, ensuring all staff are providing opportunities to promote high expectations and positive wellbeing.

### Parents/Carers

Parents/Carers work with the school in order to know that their child is known, understood, cared for and individual potential is developed through positive learning experiences.

## Processes

### Curriculum Delivery

Delivery of quality student centred and self-regulated learning experiences which enable students to understand how they learn.

### Student Wellbeing

Implementation of a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive. Student focuses are around wellbeing and underpins learning experiences.

### Literacy and Numeracy

Development and implementation of whole school literacy and numeracy strategies.

## Evaluation Plan

Progress toward student understanding of their learning and meeting high expectations will be evaluated by:

- HSC, NAPLAN and school assessment data
- Tell Them From Me survey
- Student Wellbeing data
- Staff/Student/Parent surveys
- Classroom observation

## Practices and Products

### Practices

Learners are actively engaged in learning activities and experiences in order to understand and take responsibility for own learning.

Staff and students engage in regular wellbeing and extra curricular offerings to nurture life skills and academic progression.

Literacy and numeracy development is evident in all key learning areas and across all student centred activities.

### Products

'Whole student' development to become active and engaged citizens who are resilient, self-aware, self-regulating learners.

Positive, respectful relationships are evident across of the entire school community.

The school's curriculum and provisions supports high expectations for student learning and is enhanced by a broad range of learning and wellbeing opportunities.

# Strategic Direction 2: Teaching

## Purpose

Staff implement dynamic and engaging programs that optimise learning and build student capacity. Continuous collaborative professional learning drives best practice and high quality teaching.

## Improvement Measures

Staff use PDPs to undertake professional learning linked to their goals and the Australian Institute Teaching and School Leadership standards (AITSL).

Increase in staff who are actively engaged in collaborative practices particularly a peer observation process.

Dynamic, personalised curriculum delivery is increasingly evidenced in teaching and learning programs with a focus on student engagement with a technology based delivery..

## People

### Students

Students provide timely and respectful feedback to staff on their learning experiences.

### Staff

All staff are engaged with and apply professional learning (PL).

Staff expertise utilised in programming and practice to improve documentation and assessment data, maintain accurate record keeping, provide descriptive feedback and to evaluate and adjust their teaching to maximise their impact on student learning.

Staff collaboratively engage to improve teaching and learning practices.

### Leaders

Leaders align and guide PDPs and PL with improvements in practice.

Monitoring of programs and practice.

### Parents/Carers

Provide data and feedback to inform personalised teaching practice.

Support the teaching and learning programs of the school.

## Processes

### Professional Learning

Staff build capacity with ongoing professional learning to meet and exceed Australian Institute Teaching and School Leadership Teacher standards. within a school framework of collaboration.

### Technology

Bring Your Own Device – Technology and professional skills are confidently translated into effective teaching.

### Evaluative Practice

Staff utilise data, including peer observation evidence, to identify individual student needs and inform teaching and learning practice.

## Evaluation Plan

Improvement in teaching practices will be evaluated by:

Professional Development Plans (staff accessing PL, meeting PDP goals)

Peer observations

Programs/ lesson plans

Student surveys

Tell Them From Me survey

Parent surveys

Monitoring program and assessment data

## Practices and Products

### Practices

Explicit teaching of effective learning practices and facilitation of high quality learning experiences including the effective use of technology.

Processes of review and evaluation of learning are engaged through identified practices to evaluate teaching programs and assessment for their effectiveness, student understanding and student growth in line with best practice models.

Collaborative professional culture drives improvement including peer observation, support and evaluation.

### Products

Staff delivering flexible, personalised learning programs that enable all students to succeed and participate in local and global communities..

The Parkes community recognise the skilled, confident, caring and motivated staff who support student learning and the development of the "whole person".

A range of technology based learning platforms are utilised to enhance staff confidence and capacity to provide rich student learning opportunities .

# Strategic Direction 3: Leading partnerships

## Purpose

To foster a sense of shared responsibility in an inclusive learning environment where proactive community engagement, leadership and effective management build positive relationships that collectively drive school improvement.

## Improvement Measures

Increased numbers of staff and students take on leadership opportunities within the school and across the Henry Parkes Learning Community.

Increased community participation within school.

Increased satisfaction rates by parents, staff and students with the communication practices of the school.

## People

### Students

All students have the capacity to engage in student leadership opportunities and to actively participate in the implementation of the school plan.

### Staff

Staff have the opportunity and develop the capacity to take leadership roles in management of school projects, school operations and decision making. All staff make valuable contributions related to curriculum and assessment delivery and student wellbeing.

### Leaders

Facilitate, mentor and model leadership and support a culture of high expectations and community engagement.

### Parents/Carers

Understand and are confident to have an active role in school activities and processes including the implementation of the school directions..

### Community Partners

A broad range of community representatives are active participants in the PHS community.

## Processes

### School Leadership

Developing leadership capacity and opportunities across all members of the school community.

### Community Partnerships

Strengthening community relationships to enable authentic participation in and support of, new and existing school initiatives.

### Educational Leadership

Established practices to ensure continued improvement in teaching and learning across the HPLC.

## Evaluation Plan

Progress toward an inclusive learning environment and pro-active community engagement will be evaluated through:

- PDP process (leadership goals)
- Record of leadership opportunities provided and taken up by a variety of stakeholders
- Leadership is sustained, succession planning is evident across staff and inclusive for all staff
- Parent participation in school events
- Interactive use of school's social media
- Surveys
- Henry Parkes Learning Community-cross school initiatives, transition, collaborative activities related to curriculum design and implementation and career growth

## Practices and Products

### Practices

All members of the school community collaborate in ensuring wide participation in school activities and processes, including planning and implementation of school directions..

Through instructional leadership staff lead a positive, supportive and encouraging learning environment which fosters collegial and sustained relationships.

The schools across the Henry Parkes Learning Community work collegially and collaboratively as education partners.

### Products

Positive, respectful relationships, a sense of belonging and connection is evident in aspects of school life where all members of the school community contribute to student growth and development.

The school executive team model instructional leadership and support a culture of high expectations, distributed leadership and community engagement, resulting in sustained and measurable whole school improvement.

Parkes HS, as part of the Henry Parkes Learning Community, is recognised for its impact on learning progress, its effective practices and continuous improvement and its active support of improvement in other schools.