

School plan 2018-2020

Young High School 8155



School background 2018–2020

School vision statement

Young High School is committed to providing the very best educational experience possible to all our students in an inclusive, responsive and supportive setting. We develop well rounded, positive and productive young people who engage in life-long learning, and students leave us equipped with the tools they require for the future. We do this through providing a quality, wholistic education that meets the academic, social and emotional needs of all our students. This is done in an enjoyable, safe and supportive environment that is inclusive of everyone with a positive and friendly setting.

We provide dynamic, quality teaching and learning programs that provide accessibility and success for all, and engage and support 21st century learners. Strong wellbeing programs support students to achieve success and be proud of who they are. These include proactive wellbeing programs with active participation by all school members and targeted intervention and support programs for students with additional needs.

Young High School enjoys strong positive relationships within the community and works collaboratively with agencies, industry links, professional organisations and members of the community to support student achievement and opportunity ensuring the best outcomes for our students, our school and our community.

School context

Young High School is a rural comprehensive high school located approximately 4 hours south west of Sydney and 2 hours from Canberra and Wagga Wagga.

It is a comprehensive government high school with a steady enrolment of approximately 600 students. Within the town there is a year 7–12 catholic high school and four 7–12 government high schools within 45 minutes driving distance, along with a K–12 central school.

We have a strong focus on supporting academic achievement and work on an aspirational thinking philosophy. The school has a well embedded MindMatters program. The school has an increasing culturally diverse enrolment, including 15% Aboriginal students and an increasing Muslim student enrolment which is currently 8%. In addition, we have a support unit consisting of 3 support classes: one moderate intellectual disability (IO), and two multicategorical (MC). The school works closely with the local community and is represented on numerous youth related committees. The school receives significant equity funding which supports existing programs and the introduction of new programs and initiatives to boost student learning and wellbeing outcomes.

Young High School has approximately 50 teaching staff and an additional 13 School Administration and Support staff across the school. Staff are enthusiastic, committed and work towards supporting students with academic, social and emotional development ultimately assisting all students to achieve their desired post school destination.

School planning process

Young High School undertook a comprehensive consultation process to identify priorities and develop the school plan and strategic directions for 2018 – 2020. This collaborative and consultative approach included representation from students, staff and parents from all sectors of our local community. P&C endorsed the school plan in March 2018 in preparation for implementation from the start of Term 2, 2018.

Our group of stakeholders has developed a comprehensive and meaningful plan to meet the needs of our school community. Strong collaboration and joint ownership have been the strength of the development process.

The process included identification and development of the three strategic directions, development and consolidation of the people, processes, products and practices, and identification and implementation of milestones for monitoring progress. Implementation of this plan will be the responsibility of the entire school community led by the Principal and school executive team. Together, the team will be responsible for the development of faculty plans mirroring the whole school strategic directions. The progress of and implementation and development of these plans will be subjected to accountability and evaluation measures and processes.

School strategic directions 2018–2020



Purpose:

To develop engaged and motivated students that are connected to their learning and understand the relevance, importance and real world practical applications of the knowledge and skills they are developing.

Students are supported by quality staff to engage in their learning through the application of quality teaching principles and latest pedagogical research that supports student development and provides students with the opportunity to reflect on how to build knowledge and skills in a supportive and caring environment.

Purpose:

To develop and implement high quality wellbeing programs that are innovative, supportive and flexible and meet the needs of our local school community.

These programs will provide opportunity for targeted intervention and the implementation of whole school proactive structures that support students, staff and the wider school community.

These wellbeing structures will support the removal of barriers that impact on student engagement and achievement and assist students to become more connected and successful at school.

Purpose:

To develop a whole school culture amongst students, staff and the wider school community that is positive, cohesive, aspirational, and shares an agreed vision and school direction.

Supportive environments are evident in all aspects of school life and there is shared understanding of school values, expectations and responsibilities.

Collaboration between all stakeholders builds aspiration and participation and as a result Young High School is seen within in the school community and wider community as the school of choice in the area.

Strategic Direction 1: Engaged and Productive learners

Purpose

To develop engaged and motivated students that are connected to their learning and understand the relevance, importance and real world practical applications of the knowledge and skills they are developing.

Students are supported by quality staff to engage in their learning through the application of quality teaching principles and latest pedagogical research that supports student development and provides students with the opportunity to reflect on how to build knowledge and skills in a supportive and caring environment.

Improvement Measures

Increased student performance in external exams including HSC and NAPLAN.

This includes improvement in areas identified in the Premier's Priorities for students achieving in the top two bands as well as improved Aboriginal student performance.

Increased student engagement, satisfaction and attendance as reported in the Tell Them From Me Survey (TTFM).

Increased evidence of literacy and numeracy embedded in teaching and learning programs as determined by annual program audits across KLA's.

People

Students

Students are engaged in developing their knowledge and understanding of the relevance of their learning. Student skills are developed to understand learning intentions and success criteria. Students are supported to develop their skills and understanding across KLA's through the implementation of programs and structures such as ALARM, Visible Learning and the Quality Teaching Framework.

Staff

Develop skills in using programs and structures such as ALARM, Visible Learning and the Quality Teaching Framework as a tool to support teaching and learning across the school, building student knowledge and skills, improving engagement and performance.

Develop whole school processes to support staff to build skills and increase student opportunity in all classes to access literacy and numeracy activities. Staff are provided with the skills and understanding required to embed literacy and numeracy in all teaching and learning programs.

Parents/Carers

Through increased communication, activities and workshops parents are provided with opportunity to build skills and knowledge to support their child's learning.

Leaders

Work with all sectors of the school community to develop and consolidate structures to support implementation.

Processes

- **Staff work collaboratively and proactively to develop and implement teaching and learning programs that provide explicit scaffolding and structure. Programs support students to develop mutual responsibility for building knowledge, skills and engagement in all classrooms. This is effectively supported by a consistent whole school approach to implement evidence based best practice programs that support teaching and learning.**

- **All teaching staff work collaboratively and cohesively to design and implement teaching and learning programs to support student growth in literacy and numeracy outcomes in line with Premier's NAPLAN Priorities through the explicit implementation of Quality Teaching principles in teaching and assessment strategies.**

Evaluation Plan

Internal regular reporting against milestones by the leadership team, focus teams, staff and students.

Practices and Products

Practices

Students are able to demonstrate increased knowledge and skills in all classes through formal and informal assessment.

Students are engaged in quality learning experiences across the school that support literacy and numeracy development.

All classrooms demonstrate the embedding of learning intentions and success criteria into daily practice. Teachers provide explicit, specific and timely feedback related to defined success criteria. Teacher feedback supports improved student learning.

Products

Increased levels of engagement and achievement for all students in all areas of learning across the school. All students build knowledge and skills in all areas of learning and they demonstrate progress as evidenced by internal and external data.

All programs address literacy and numeracy priorities using Quality Teaching principles applied to teaching and learning experiences.

All students have an understanding of learning intentions and success criteria across the school to improve their performance.

Strategic Direction 2: Innovative and Supportive Wellbeing

Purpose

To develop and implement high quality wellbeing programs that are innovative, supportive and flexible and meet the needs of our local school community.

These programs will provide opportunity for targeted intervention and the implementation of whole school proactive structures that support students, staff and the wider school community.

These wellbeing structures will support the removal of barriers that impact on student engagement and achievement and assist students to become more connected and successful at school.

Improvement Measures

Increased positive behaviours, decreased negative behaviours and increased student attendance across the school as evidenced through Sentral.

Increased student and staff wellbeing as evidenced through TTFM survey and internal survey data. An increase in staff participation in school and social events.

Increased successful intervention and support provided to students through the Wellbeing Hub.

People

Students

Develop skills to understand and engage in wellbeing structures and programs. Students are supported to identify an individualised suitable education pathway. Students assisted to build connections to our wellbeing hub, supporting engagement, attendance and connection to school.

Staff

Equip staff with wholistic skills to support wellbeing of students and staff across the school.

Develop staff capabilities to clearly understand and consistently and effectively implement wellbeing processes, structures and programs across the school.

Build staff capacity to develop curriculum offerings and teaching and learning programs that support students individualised learning pathways that are relevant, versatile and meet their needs.

Parents/Carers

Develop understanding of school wellbeing structures and programs that support their children. Build parent skills to understand the services and supports accessible to them through school programs and the Wellbeing Hub.

Leaders

Work with all sectors of the school community to develop and consolidate structures to support implementation and delivery of effective wellbeing programs.

Processes

- **Development of structures, processes and platforms that strengthen wellbeing programs within the school. These programs provide advice, support, assistance and opportunity for students and staff in a positive and proactive space as well as through targeted interventions and support for individuals, as needed.**

- **Strategic development and implementation of high quality flexible curriculum structures and wellbeing services that are innovative and focused on supporting increased student connection and engagement in learning at school. These programs are strongly supported by cross sector collaboration and align with principles of the Wellbeing Framework.**

Evaluation Plan

Base line data for 2018 established.

Internal regular reporting against milestones by the leadership team, focus teams staff and students.

Practices and Products

Practices

Students and staff are engaged in consistently applying a whole school planned approach to wellbeing that supports both students and staff.

Students are engaged in modern, relevant learning pathways that are flexible and individualised. Curriculum offerings and teaching and learning programs have students engaged in meaningful, quality learning experiences.

Students frequently access and effectively use the services provided through the Wellbeing Hub. Services provided by multiple sectors support students from schools across the Young region.

Products

Well-developed wellbeing programs which are clearly understood and adopted by all staff and students. These programs provide clear roles, responsibilities and processes for the implementation of both proactive programs and supportive interventions.

All students engaged in curriculum structures and learning pathways that meet their need, support their success and access to their desired post school pathways. Future focused learning strategies delivered in modern flexible learning spaces supports this .

A fully functional Wellbeing Hub that supports the wellbeing of students through cross sector collaboration and the comprehensive provision of services from multiple sectors including Health, NGO's, FACS, Police and other agencies.

Strategic Direction 3: Positive, Cohesive and Aspirational School Culture

Purpose

To develop a whole school culture amongst students, staff and the wider school community that is positive, cohesive, aspirational, and shares an agreed vision and school direction.

Supportive environments are evident in all aspects of school life and there is shared understanding of school values, expectations and responsibilities.

Collaboration between all stakeholders builds aspiration and participation and as a result Young High School is seen within the school community and wider community as the school of choice in the area.

Improvement Measures

Increased student engagement, satisfaction and attendance as demonstrated by:

- A decrease in behaviour referrals
- An increase in positive behaviour records
- An increase in attendance patterns
- Feedback from the TTFM Survey
- Increased student participation in school events and activities

Increased parent participation in school events, activities as measured by school internal data and information provided in TTFM survey.

Increased staff involvement and leadership across the school. This is evidenced by participation in whole school programs, extra-curricular activities and distribution of leadership roles.

People

Students

Support students to develop skills to clearly understand and engage in building a positive, aspirational and cohesive school culture. Students are given the skills to reflect on behaviours and be responsible for their actions. Support is provided for students to adopt positive behaviours.

Staff

Provide staff with opportunities to engage in professional learning and leadership of whole school programs that builds their capacity and meets their needs, interests and aspirations as outlined in PDP's.

Develop staff capabilities to clearly understand and consistently and effectively implement programs and practices that support a positive, cohesive and aspirational school culture.

Support staff with appropriate professional learning opportunities, staff wellbeing structures and teambuilding events that assist staff to develop a positive, cohesive and aspirational school culture.

Parents/Carers

Develop understanding of ways in which they can connect with the school. Provide opportunity for parents to engage with the school through stronger communication and personalised invitation structures.

Leaders

Work with all sectors of the school community to develop and consolidate structures to support implementation.

Processes

- **Staff work collaboratively and proactively to develop and consistently implement programs, practices and school structures which support students and parents to engage in school life and the development of a positive school culture. Students are supported to develop aspirational thinking and a growth mindset by all stakeholders through clear and explicit explanation that support students to develop a clear understanding of expectations and responsibilities. Students and parents are provided with diverse opportunities to engage in school events, activities, programs and partnerships. These are developed to support positive school experiences for all sectors of the school community.**

- **Staff collaboratively develop strategic structures, school practices and a transparent distributed leadership model that supports professional growth allowing for effective implementation of school priorities. Staff engage with well-structured professional learning programs which builds their capacity to undertake leadership of a whole school responsibility to provide increased engagement, opportunities and positive experiences for all.**

Evaluation Plan

Baseline data for 2018 established.

Internal regular reporting against milestones by the leadership team, focus teams staff and students.

Practices and Products

Practices

Students are engaged in positive behaviours and quality experiences across the school on a daily basis. Students demonstrate increased attendance, participation and engagement and consistent use of the school's core values.

Parents are regularly engaged with the school supporting events, activities and their child's learning. Processes allow for communication that provides best opportunity for parent involvement.

Staff work together to consistently implement school processes and structures that support a positive and aspirational school culture. All staff actively engage in implementing school priorities and directions.

Products

Students understand responsibilities and meet expectations in all aspects of school life. Students value learning, have aspirational thinking, a growth mindset, and they support all school community members.

Parents feel positive about and comfortable in connecting with the school. The parent body has quality relationships with all sectors of the school. There is increased parent involvement in school events, activities and student learning.

A staff body that works collaboratively and cohesively to build a positive and aspirational school culture within the school community. Staff are supported by the school leadership team and the distributed leadership model is adopted.