

School plan 2018-2020

Forbes High School 8194



School background 2018–2020

School vision statement

Forbes High School delivers 'education for a better quality of life', through innovation, enabling young people to lead extraordinary lives.

School context

Forbes High School is a rural 7–12 coeducational comprehensive high school that caters for a diverse demographic of 333 students which is situated on the banks of the Lachlan River. 31% of our students identify as Aboriginal and Torres Strait Islander students. We have 4 Support classes accessed by 29 students.

We promote Positive Behaviour for Learning and have core values of Respect, Responsibility, Doing Our Best and Honesty which are reflected across all aspects of school life. We have a Wellness Hub on site that underpins and supports positive student wellbeing. We actively identify as a White Ribbon school and have both staff and students act as ambassadors.

We adopt a holistic approach to student achievement and students have the opportunity to succeed in sporting, cultural, creative and performing arts. We maintain a broad and rigorous academic curriculum and offer an extensive range of vocational courses. Our students are taught by dynamic, motivated and committed staff in a technology rich environment.

Strong community partnerships have been formed and these provide invaluable support to the school across many contexts including student well-being programs, vocational opportunities and shared resources.

School planning process

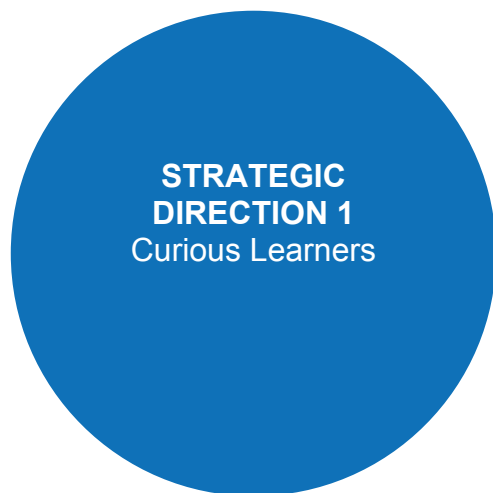
The school planning process involved the development of the school plan by staff, students and parents. This extensive consultation and collaboration process identified three strategic directions for the school community to work towards achieving over the three year period from 2018 to 2020.

Later, a sub-committee was established to refine the agenda for improvement and cross-referenced student needs, evidence and identified strategies to enable implementation for continuous improvement.

On 4 July 2019 our school was externally validated and this influenced a significant change in the school plan.

The implementation of the school plan is the responsibility of all staff. The accountability, monitoring and evaluation of the plan will be led by the school's internal validation team. All staff are responsible to collect evidence to evaluate school progress.

School strategic directions 2018–2020

**Purpose:**

To provide dynamic learning programs and flexible assessments that challenge our students to take them to the next level. Staff, students and parents exchange quality feedback to be a high performance school.

**Purpose:**

To challenge our staff to embrace continuous improvement to deliver quality instructional leadership in every classroom to every student. Staff are proactive, innovative and collaborative facilitators of learning amongst a collegial community of learners. Our teachers are at the forefront of their curriculum and advocate student voice that enables students to be active citizens equipped with future focused skills.

Strategic Direction 1: Curious Learners

Purpose

To provide dynamic learning programs and flexible assessments that challenge our students to take them to the next level. Staff, students and parents exchange quality feedback to be a high performance school.

Improvement Measures

Increased assessment submission rates for all students.

Increased student engagement and attendance.

Increased proportion of students achieving expected growth in literacy and numeracy.

People

Staff

Build skills to adjust programs and assessments to meet the needs of our students with an expectation that all students will improve.

Give critical feedback to students to encourage growth in learning.

Students

Take ownership for their learning, engage in all learning activities.

Embrace feedback from teachers to build on their strengths and grow capacity together to take themselves to the next level in learning.

Parents/Carers

Engage with school to build a shared understanding of Forbes high School vision, expectations and values.

Leaders

Enable all staff with a coordinated approach to work collectively and collaboratively to learn from each other.

Processes

Implement a whole school integrated approach to programming, assessment and reporting using Curiosity and Powerful Learning and Positive Behaviour for Learning.

Evaluation Plan

Sentral – N–Warnings and redirection letters.

Student attainment for Rosa and HSC.

Attendance data from Sentral and EBS4.

Sentral data – referrals as related to minors, majors and criticals.

Sentral – grade distribution from reports and markbooks.

SCOUT data – Naplan and HSC.

Practices and Products

Practices

All staff use data to differentiate Teaching and Learning and monitor student progress for improvement

All staff work collectively and collaboratively to design programs and assessment. They engage in corporate marking and have a deep understanding for samples of work and grade levels that are consistent.

High expectation relationships between students, staff and parents underpins an authentic exchange in feedback for the purpose to improve student outcomes.

Products

100% of Teaching and Learning programs are data based, differentiated to suit our student needs and demonstrate syllabus content measured by program review, student work samples and HSC monitoring.

Student and staff reflection demonstrate and acknowledge student improvement and growth in learning.

Strategic Direction 2: Powerful Teachers

Purpose

To challenge our staff to embrace continuous improvement to deliver quality instructional leadership in every classroom to every student. Staff are proactive, innovative and collaborative facilitators of learning amongst a collegial community of learners. Our teachers are at the forefront of their curriculum and advocate student voice that enables students to be active citizens equipped with future focused skills.

Improvement Measures

Increased proportion of staff attain at least one PDP goal.

Increased proportion of students have sense of belonging and value.

Increased proportion of staff value their work and are confident in doing their job.

People

Students

Enable students to use common whole school strategies to be aware of purpose and intentions of all learning opportunities to be able to embrace school opportunities.

Staff

Access all Professional Learning opportunities sincerely to deliver school vision in every aspect of their everyday work.

Leaders

Create time for on-the-job training for all staff to continue their role effectively.

Community Partners

Work with other Professional Learning communities to deliver programs and projects with integrity.

Processes

Develop and implement high quality professional learning that includes: theory, teacher observation rounds (triads/tetrads), peer feedback, coaching and demonstration lessons that are underpinned by high impact strategies that improve student outcomes.

Evaluation Plan

Performance and Development Plans evaluated by each staff member.

TTFM and other internal surveys.

People Matters survey.

Practices and Products

Practices

Implement a whole school integrated approach to quality instructional leadership in every classroom.

All staff use research, evidence based practice and data to inform teaching and learning and work collectively and collaboratively.

Staff have high expectations and continually seek to improve their work.

Products

A collaborative learning community where structures are in place for teachers to meet, plan, reflect, improve and develop innovative teaching programs –embedding Curiosity & Powerful Learning and PBL effective classroom practices .

Every student, every teacher, every leader and our school improves every year.