

# School plan 2018-2020

## Hunter River High School 8219



# School background 2018–2020

## School vision statement

At Hunter River High School we are committed to fostering academic excellence through the provision of a caring and supportive learning environment. Quality relationships are developed between staff, students and the community through our values of Harmony, Respect, Honesty and Success. Every student is encouraged to become confident, creative and resilient life long learners.

## School context

Hunter River High School is a comprehensive, co-educational secondary school with an enrolment of approximately 800 students, 20% of whom identify as Aboriginal and/or Torres Strait Islander. Our school is located on Worimi land, close to the Hunter River at Heatherbrae, south of Raymond Terrace. 'Quality Relationships – Quality Learning' is the motto that underpins our community's belief that quality educational outcomes are achieved when all partners in the educational process work collaboratively in a supportive, harmonious environment. Through high expectations and embedded Positive Behaviour for Learning (PBL) values of Harmony, Respect, Honesty and Success, the school provides a learning environment that aims to give each student the opportunity to reach their highest potential. Hunter River High School offers an innovative curriculum that includes a full academic load plus locally significant programs, including a wide range of nationally accredited Vocational Education and Training opportunities. Hunter River High School is a P-TECH (Pathways in Technology) Pilot school, a leader in STEM education initiatives, and provides extensive programs enhancing Aboriginal education, Literacy and Numeracy outcomes.

## School planning process

The school planning process involved an extensive reflection of the existing school plan together with an analysis of current professional research documents from the Centre for Educational Statistics and Evaluation (CESE) including: What Works Best, Evidence Based Practice; Key Drivers of School Improvement; 5 Essentials for Effective Evaluation; and How schools can Improve literacy and numeracy performance and why it (still) matters. A Positive Behaviour for Learning (PBL) lens was adopted in the development of all processes to ensure that key projects for whole school improvement were data driven and consistency would underpin outcomes.

This plan was developed in consultation with:

- All members of the school community through online surveys, collaborative workshops, including whole staff, executive and small-group sessions;
- Parent surveys and focused discussion groups, including members of the P&C Association; and
- Student group discussions and surveys organised through the SRC and Junior AECG and the local AECG.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Excellence in Learning

### Purpose:

To create a responsive and robust learning culture, underpinned by consistent support structures and quality assessment practice to ensure students thrive and succeed.



## STRATEGIC DIRECTION 2

Excellence in Teaching

### Purpose:

To shift the paradigm to 'High Challenge, High Expectations, High Support' through explicit teaching, informed by quality data analysis and collaborative practice.



## STRATEGIC DIRECTION 3

Excellence in Leading

### Purpose:

To develop leadership capacity and a cohesive educational community across the school to facilitate continuous improvement.

# Strategic Direction 1: Excellence in Learning

Purpose	People	Processes	Practices and Products
<p>To create a responsive and robust learning culture, underpinned by consistent support structures and quality assessment practice to ensure students thrive and succeed.</p>	<p><b>Students</b></p> <p>Students will demonstrate a well-defined understanding of how to improve, and be responsible for, their learning.</p> <p>Students attendance patterns improve.</p>	<p><b>Assessment</b></p> <p>Learning is data driven, based on formative assessment practice with timely, targeted intervention and feedback.</p>	<p><b>Practices</b></p> <p>Teachers collaboratively plan, develop and support consistent and systematic approaches to high quality teaching and assessment practice.</p>
<p><b>Improvement Measures</b></p> <p>Year 9 NAPLAN data indicates improved performance in:</p> <ul style="list-style-type: none"> <li>Spelling 25% students achieve band 8 (from % in 2017)</li> <li>Writing 20% students achieve band 8 (from % in 2017)</li> <li>Numeracy 55% or more students achieve band 8 or greater (from 24.1% in 2017)</li> <li>Numeracy 5% or more students achieve band 10 (from 1.5% in 2017)</li> <li>Aboriginal student data – 45% of Aboriginal students achieve band 8 or greater in reading (from 25%) writing (from 14%) and numeracy (from 19%) in 2017.</li> </ul> <p>HSC Value add data progressively indicates upward improvement trends.</p> <p>Attendance data improves by 1% per year to culminate at 89% or higher.</p>	<p><b>Staff</b></p> <p>Teachers use data to inform quality assessment practice, driving student improvement.</p> <p>Teachers mentor and support student learning goals.</p> <p><b>Parents/Carers</b></p> <p>Parents/carers will actively contribute to the initiation, development and planning of school priorities thereby supporting student success.</p> <p>Parents/carers engage with the development of PLP's and programs designed to enhance student outcomes.</p> <p><b>Community Partners</b></p> <p>Community Partners will work alongside the school to enhance and extend learning opportunities for students.</p>	<p><b>Mentoring</b></p> <p>Authentic and comprehensive mentoring programs drive individual goal achievement.</p> <p><b>Positive Behaviour for Learning (PBL)</b></p> <p>Evidence based, consistent, whole school processes drive improved learning outcomes.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Analysis of student assessment data and work samples.</li> <li>Analysis of SMART data (NAPLAN).</li> <li>Analysis of NESA HSC data using the Results Analysis Package (RAP).</li> <li>Qualitative and quantitative survey data from students, staff, parents/carers.</li> <li>Ongoing School Excellence Framework (SEF) self-assessment analysis.</li> <li>Analysis of Sentral data</li> </ul>	<p>Teachers embed formative assessment strategies to inform their teaching, adapting practice to meet the needs of students.</p> <p>Teachers support and mentor students providing foundations for continuous improvement through: Aboriginal culture-based literacy and numeracy programs; Transition programs; Senior Mentor Programs; Personalised Learning Plans (PLP's); and rollcall mentor groups.</p> <p>Students establish authentic study routines and learning goals, seeking advice from staff mentors.</p> <p>Positive, respectful relationships across the school ensure effective conditions for learning.</p> <p><b>Products</b></p> <p>Differentiated assessment strategies and quality formative feedback ensure optimum progress for every student.</p> <p>Consistent assessment protocols are developed and applied for school wide implementation.</p> <p>Work samples evidence quality feedback that directs future learning.</p> <p>Mentoring handbook for senior students linked to the school webpage for student/parent access.</p>

# Strategic Direction 2: Excellence in Teaching

Purpose	People	Processes	Practices and Products
To shift the paradigm to 'High Challenge, High Expectations, High Support' through explicit teaching, informed by quality data analysis and collaborative practice.	<b>Students</b>  Students partner with teachers to embrace opportunities to improve learning outcomes.	<b>Evidence Based Teaching</b>  Professional Development (PD) targets explicit, evidence based teaching pedagogy to optimise student outcomes.	<b>Practices</b>  Explicit instruction is the established pedagogy of Hunter River High School.
<b>Improvement Measures</b>  100% of Teaching and Learning programs evidence explicit, evidence based teaching pedagogy and School Focus Strategies (SFS).	<b>Staff</b>  Staff commit to consistent collective school-wide initiatives to improve student learning.	<b>Quality Teaching Rounds</b>  Quality Teaching Rounds support a culture of collaborative professional observation and learning.	A PBL lens is applied to classroom practice whereby teachers embed School Focus Strategies (SFS) based on explicit instruction: Focus on Reading (FOR); Fab Four (F4) literacy; ALARM; Numeracy by Necessity (NBN); Future Focused Learning (FFL) and 8 Ways, into Teaching and Learning programs and classroom practice.
Quality Teaching Rounds are embedded in school culture.	Staff are supported by high quality Professional Development in Evidence Based Teaching strategies.	<b>Accreditation</b>	Staff undertake Quality Teaching Rounds to create a culture of continuous improvement.
Staff PDP's and eTAMs professional learning logs reference reflective teaching practice.	Staff PDP's reflect school, faculty and personal goals.	Teaching staff are supported in all career stages, gaining and maintaining accreditation at Proficient, Highly Accomplished and Lead.	Support processes for teachers at each level of accreditation are established. Teachers accredited at higher levels provide mentoring to those aspiring to higher levels.
Several staff members accredited at Highly Accomplished and Lead.	<b>Community Partners</b>  Community Partners work alongside the school community to enhance and extend learning opportunities for students.	<b>Evaluation Plan</b>  <ul style="list-style-type: none"> <li>Analysis of data following Professional Development activities.</li> <li>Faculty Support meetings evidence explicit teaching and School Focus Strategies embedded into teaching and learning programs and classroom practice.</li> <li>Evaluation of staff Performance Development Plans (PDP's).</li> <li>Classroom 'Walkthroughs' evidence School Focus Strategies have widespread support across the school.</li> <li>Quality Teaching Round data sets.</li> </ul>	<b>Products</b>  Collaborative PBL processes are applied to the development of a Teacher Support document which guides effective teaching practice and the development of quality Teaching and Learning programs.
			Quality Teaching Rounds (QTR) policy and processes developed. Feedback from QTR indicates high staff buy in and coding data informs Professional Development opportunities.
			A multifaceted Accreditation policy and supporting documentation is developed to guide aspirant leaders.

# Strategic Direction 3: Excellence in Leading

Purpose	People	Processes	Practices and Products
To develop leadership capacity and a cohesive educational community across the school to facilitate continuous improvement.	<b>Students</b>  All students benefit from a highly capable teaching staff, committed to ensuring each student succeeds.	<b>Aspiring Leaders</b>  A distributed leadership model informs the identification, support and mentoring of aspiring leaders to drive a whole school culture of continuous improvement.	<b>Practices</b>  Executive capability development and effective succession planning support continuous improvement. Expertise and innovative practice is identified, celebrated and shared across faculties.
Improvement Measures	<b>Staff</b>  Staff recognise that whole school improvement comes about from collective commitment in which leadership capabilities and aspirations are supported.	<b>Community</b>  A culture of high expectations effectively addresses issues of equity for all students (Aboriginal and non-Aboriginal) ensuring that all students are afforded every opportunity to succeed.	Executive staff lead faculty support and enhancement in areas including: <ul style="list-style-type: none"> <li>the development of quality teaching and learning programs;</li> <li>the development of high quality assessment tasks; and</li> <li>formative assessment and interventions to ensure personalised learning.</li> </ul>
Survey data evidences improved faculty practice and staff confidence in respective Head Teachers.	<b>Leaders</b>  Mentors and school leaders develop a capacity building mindset to ensure ongoing teacher development.	<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>Leadership Development Grants are accessed and used to drive accreditation at higher levels.</li> <li>School Self Assessment Team assesses progress on leadership initiatives.</li> <li>Longitudinal data from Tell Them From Me (TTFM) measures community perceptions.</li> <li>Internal school data from Survey Monkey.</li> </ul>	Executive staff lead the development of quality Performance Development Plans (PDP's) and support staff in the realisation of their goals through observation of teacher practice.
Survey data indicates parent and community confidence in school leadership team.	<b>Parents/Carers</b>  Productive relationships with parents/carers and community partners are established to maximise student outcomes.		The school actively solicits and addresses feedback on school performance from the local school community.
Survey data indicates an increase in productive relationships with parents/carers and external providers.			A culture of engaging with educational research is established.
			<b>Products</b>  Faculty Support Documents are developed collaboratively within the school to ensure quality practice and consistency across learning areas.
			Educational research library established.
			The school is recognised as responsive to local community issues.