

School plan 2018-2020

Corowa High School 8308



School background 2018–2020

School vision statement

At Corowa High School we prioritise the intellectual, social, physical and emotional growth of our students as they develop into caring and responsible adults. Our senior students benefit from unique and flexible Higher School Certificate pathways with wide subject choice and our school boasts exceptional student leadership and engagement programs that focus on building confidence, resilience and success.

Our professional, university-educated teachers encourage students to develop a love of learning and a desire to succeed. They maintain the highest integrity and concern for each child's wellbeing.

At Corowa High School our students, staff and parents are proud to be part of a strong, sharing community that is dedicated to our goal of creating successful learners, leaders and a community that is inclusive, informed and engaged.

School context

Corowa High School is a dynamic learning institution with excellent facilities and a fine reputation for providing an outstanding education for the young people of the southern Riverina. Proudly comprehensive, Corowa High School caters for the needs of an energetic and diverse rural community and offers a broad curriculum and special programs which cater for the learning, emotional and social needs of all students.

In 2014 a Senior College Program was established providing a greater range of subject choice to students in Years 11 and 12 as well as providing an improved platform for learning. The school has an excellent record of sporting and cultural achievement and has strong links to the local community and partner primary schools through the ongoing success of the Bangerang Learning Community.

A comprehensive welfare and discipline system which focuses on positive reinforcement and self-discipline provides staff and students with a safe, ordered and caring environment which is conducive to working and learning.

Since 2006 Corowa High School has received ten Minister's Award for Excellence in Student Achievement, six CHS Sporting Blues and two Director General's Awards for our Literacy and Leadership programs.

The school has excellent facilities including a Trade Training Centre (Commercial Kitchen), Metals and Engineering Centre, extensive sporting grounds, vineyards and agricultural areas, specialist rooms and computer laboratories. The school prides itself as a Positive Behaviour for Learning school.

School planning process

Our strategic directions have been created from multiple data sources and developed by staff, parents, students and the community. Consultation was conducted through surveys; parent and community, student and staff forums; P&C meetings and reviews; and through our school newsletter.

The plan is also informed by data we have collected from a variety of sources including NAPLAN and Higher School Certificate results as well as attendance and student welfare data.

Our progress in the three strategic directions is monitored and evaluated throughout each year. All of the strategic directions are long term aspirations and will take a number of years to show significant, embedded cultural change. Within each strategic area a number of teams are responsible for the implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Innovation and Engagement in
Learning

Purpose:

We will support the intellectual and emotional wellbeing of students so they take responsibility for their learning and aspire to excel.

STRATEGIC DIRECTION 2

Innovation and Engagement in
Teaching

Purpose:

We will establish a culture of ongoing performance improvement so that our staff and school leaders are courageous, inspiring and affect the learning outcomes of our students, staff and community.

STRATEGIC DIRECTION 3

Innovation and Engagement in
Leading

Purpose:

We will recognise and nurture our leaders so that they can promote a culture of collaboration, innovation and high expectations across our school and community.

Strategic Direction 1: Innovation and Engagement in Learning

Purpose

We will support the intellectual and emotional wellbeing of students so they take responsibility for their learning and aspire to excel.

Improvement Measures

1. 8% increase in the proportion of students in the top two bands in NAPLAN (reading and numeracy).
2. 100% increase annually in the number of students whose literacy skills are assessed and analysed via the Continuum
3. 15% of staff and students will be engaged in innovative teaching and learning programs, such as STEAM.
4. 10% decrease in the number of students with wellbeing referrals due to the implementation of anti-bullying and resilience programs.

People

Students

Students will: participate in learning which directly addresses targeted literacy and numeracy areas; engage in innovative learning programs; and demonstrate a greater understanding of bullying and anti-social behaviours and can identify a range of strategies to address these issues.

Staff

Teachers will: adopt explicit teaching strategies to address targeted literacy and numeracy areas; engage in professional learning activities around innovative teaching programs; and demonstrate a greater awareness of bullying and anti-social behaviours through the application of school policies to support student wellbeing.

Leaders

School leaders will: support and monitor the implementation of the literacy and numeracy strategy through the allocation of additional resources; promote the use of innovative teaching and learning programs through funding and staffing allocations; and review the school's Student Discipline and Wellbeing Policy and programs to improve student outcomes.

Parents/Carers

Parents will engage in the development of school policies through the P&C and provide feedback to the school on the implementation and effectiveness of these and other programs.

Processes

We will collect and assess data on an ongoing basis in order to understand student literacy and numeracy needs and identify targeted areas for further development.

We will develop programs that adopt innovative teaching and learning strategies and build 21st century learning skills in students.

We will educate our whole community about bullying and anti-social behaviours and develop programs to support student resilience and wellbeing.

Evaluation Plan

Our student data and targeted literacy and numeracy areas will be assessed and reviewed on an ongoing basis by the Literacy and Numeracy Committee.

Our innovative teaching and learning programs will be regularly reviewed by the Curriculum Planning Team.

Our student wellbeing programs will be regularly reviewed by our Welfare Team.

Practices and Products

Practices

Staff will maintain data on student literacy and numeracy skills, they will identify and address targeted areas of collective and individual need through teaching and learning programs.

Students will demonstrate skills in communication, creativity, collaboration, facilitation, critical thinking and problem solving through participation in programs such as STEAM.

Students will be able to accurately identify bullying, anti-social behaviours and evidence of resilience in themselves and others and they will be able to utilise this knowledge and these skills in meeting their social, psychological and emotional needs.

Products

Staff gain familiarity with alternate teaching and learning methods that promote the development of 21st Century learning skills for students.

Staff and students gain an awareness and understanding of anti-social behaviours and address them in a rigorous and systemic fashion and programs are embedded which address the wellbeing of students, including those with complex needs.

Staff and students demonstrate improvements in their knowledge and use of targeted literacy and numeracy skills.

Strategic Direction 2: Innovation and Engagement in Teaching

Purpose

We will establish a culture of ongoing performance improvement so that our staff and school leaders are courageous, inspiring and affect the learning outcomes of our students, staff and community.

Improvement Measures

1. 100% of teaching staff engage in ongoing professional development and meet Teacher Accreditation requirements.

2. 10% increase in parent feedback affirming the school's quality customer service and communication.

3. 10% improvement in student learning outcomes due to modification, extension and acceleration programs.

4. 15% of staff and students will be engaged in innovative teaching and learning programs, such as Project Based Learning, that challenge and extend students.

People

Students

Students will: provide feedback on the quality of their education and the communication provided to them; they will participate in a range of innovative teaching and learning opportunities that will enable them to develop a range of 21st century learning skills; and they will participate in learning which is more accurately targeted at their needs and abilities.

Staff

Teachers will participate in a range of professional learning activities to ensure they meet their accreditation requirements and utilise innovative teaching and learning practices.

Leaders

School leaders will: ensure that students, staff and parents have a number of opportunities to provide feedback on the supports and services provided to them and to use that feedback to improve school practices; they will also support and monitor the implementation of the innovative teaching and learning programs, teacher accreditation and maintenance, and the establishment of the Extension Classes.

Parents/Carers

Parents will provide feedback on the quality of the customer service and communication provided to them. The P&C will continue to be consulted and inform school practices around these issues.

Processes

We will collect and assess data on an ongoing basis that reflects the quality of our services and communication with students, staff, parents and the broader community. This data will then inform future processes and practices.

We will learn about and implement teaching methodologies, including Project Based Learning, that promote the development of future focused learning skills for our students.

We will develop and support a curriculum structure that enables students to be challenged and to flourish irrespective of their needs or abilities. This system will include the establishment of an Extension Class in each year group and two (or more) non-streamed classes thereafter.

Evaluation Plan

The quality of our services and communication with our student and parent community will be assessed through use of the Tell Them From Me Surveys and various other mechanisms on an ongoing basis.

Our engagement with alternate teaching methodologies, such as Project Based Learning, will be supported by professional learning and resource development.

Our Extension Classes will be reviewed by the Learning and Support Team on an annual basis and staff will be provided with professional learning to support their understanding and engagement with curriculum modification, extension and acceleration.

Practices and Products

Practices

Staff will participate in professional learning to meet their accreditation and maintenance requirements whilst developing skills in innovative teaching and learning practices.

Students will demonstrate improved learning outcomes as a result of class placements and teaching practices which more accurately address their skills and abilities.

The school will actively seek feedback from all stakeholders in order to improve our communication and the quality of service to our community.

Products

Teaching programs will reflect the professional learning and innovative teaching being undertaken in the school.

Feedback provided to the school will show a demonstrable improvement in the quality of communication and services provided to the school community.

The Extension Class will see an appreciable benefit in terms of student engagement and performance.

Strategic Direction 3: Innovation and Engagement in Leading

Purpose

We will recognise and nurture our leaders so that they can promote a culture of collaboration, innovation and high expectations across our school and community.

Improvement Measures

1. 10% improvement in community awareness of student engagement measures and a concurrent improvement in student attendance, homework completion and assignment submission.

2. 10% increase in the number of staff gaining experience in roles involving leadership and higher duties.

People

Students

Students will be aware of the importance of school attendance, homework completion and other markers of student engagement and success.

Staff

Aspiring leaders will seek opportunities to learn, participate and lead in various activities across the school. They will also participate in the collection and collation of data on student literacy skills.

Leaders

Leaders will identify, support and encourage leadership skills in others through mentoring and encouraging staff to adopt whole school leadership roles and responsibilities. They will also analyse and utilise data to inform school priorities and teaching and learning practices.

Parents/Carers

Parents will work with the school to develop a culture which prioritises the learning opportunities for their children by ensuring high attendance rates, the timely completion of homework and assignments and the ongoing engagement of their child in their education. Where families struggle to achieve these goals they will work closely with the school to redress these issues.

Processes

We will promote the importance of education and student engagement in order to strengthen community perceptions of school and its capacity to change student outcomes.

We will identify, support and develop our future leaders so that they have the necessary skills to adopt leadership roles.

Evaluation Plan

Evaluation of our use of data will be informed both by its production (ie through PLAN and other sources) and the ways in which it informs our schools strategic directions.

Community awareness of the importance of education, attendance and student engagement will be measured through various means including attendance data, homework completion rates and parental surveys.

Capacity building amongst staff will be evidenced by the number of staff identifying as future leaders and applying for leadership roles within the school or DoE system.

Practices and Products

Practices

Leadership opportunities will be identified and promoted across the school and the mentoring of future leaders will be embedded in the role expectations of all leaders. Periods of extended leadership (relief) will be addressed through an EOI process.

All faculties will be involved in the collection and collation of data to inform school priorities and teaching and learning practices.

Students and parents will be provided with regular advice and support regarding the importance of school attendance and student engagement to achieving positive educational outcomes.

Products

Parent forums, school newsletters, website and various social media resources will be utilised to inform our parent community about our school goals regarding prioritising student learning and engagement.

Staff will be aware of the various leadership opportunities available to them and will have the opportunity to participate in professional learning that offers them the skills and abilities to step into these roles.