

School plan 2018-2020

Tenterfield High School 8358



School background 2018–2020

School vision statement

At Tenterfield High School, we aim to promote a dynamic, engaging and positive learning environment, encouraging high expectations that support lifelong learners.

School context

Tenterfield High School, situated 18km south of the Queensland border, is a rural school catering for the needs of approximately 270 students including 12% Aboriginal and/or Torres Strait Islander students. The school caters for students with a range of abilities and includes two multi-categorical classes. Quality teaching and learning form the basis for excellent educational initiatives, ranging from a whole school Literacy program, Agricultural and successful vocational education programs. The students are highly active within the community and reach state level in a variety of sporting events. Staff range from experienced to early career and are committed to improving the educational opportunities at Tenterfield High School to reflect 21st century teaching and learning. The school enjoys very strong parent and community support with significant ties to the local Aboriginal community, and has in place a highly developed student welfare system.

School planning process

Our principal developed a slide show and podcast explaining the school plan and its place in the school excellence framework. This was workshopped with staff, both teaching and non teaching, student leaders (SRC and year 12 leaders), P&C, AECG and the wider community through a posting on our website. Members of the school community were then able to access survey monkey to state their beliefs in what needed to be part of the vision statement, the strategic directions and their purpose. This data was analysed and reviewed by staff who collaboratively developed the vision statement and strategic directions. Several consequent meetings with a range of stakeholders were held over terms 4 2017 and 1 2018 to consolidate the 5Ps and improvement measures (6th P – proof). At each stage, discussions and decisions were transparent, negotiated and made public via our website, noticeboard, formal gatherings and other communications across the school community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Successful learners

Purpose:

To promote dynamic and engaging environments that inspire students to embrace life long learning through holistic initiatives, quality teaching and learning programmes and critical and creative processes.



STRATEGIC DIRECTION 2

High Performing Staff

Purpose:

To further build the capacity of staff with relevant and inspiring professional learning, enabling them to engage with the diverse and emerging needs of learners.



STRATEGIC DIRECTION 3

Positive Partnerships

Purpose:

To encourage community participation in school life and foster effective leadership and positive partnerships between students, staff and the wider community, facilitating the growth of our students into confident, creative, educated and resilient citizens.

Strategic Direction 1: Successful learners

Purpose	People	Processes	Practices and Products
To promote dynamic and engaging environments that inspire students to embrace life long learning through holistic initiatives, quality teaching and learning programmes and critical and creative processes.	Students Students: will build upon literacy and numeracy skills, engage with their learning and their teachers, choose appropriate courses of study and learn to study and undertake assessments effectively to maximise success.	Focus on Literacy and Numeracy Pre and post assessment of literacy and numeracy classes for measurable data Dedicated Literacy and Numeracy classes Years 7 to 10 Quicksmart literacy and numeracy coaching	Practices Higher attendance and engagement for students across all year levels Appropriate subject choices and options for students, across all stages Rigorous study routines established ATSI students increase engagement and achievement At risk students re-engaged with learning
Improvement Measures	Staff Teachers: will adopt a coordinated approach to literacy and numeracy support, engage in mentoring and with strategies and programs to promote optimal learning.	Focus on curriculum choice and study habits Annual surveys of students (Google forms, survey monkey) to support appropriate subject choice. Counselling and information evenings to inform and guide students and families in subject choices Senior study skills workshops Study Hall for seniors Senior mentor program runs every year (10% on top) Set up of Learning Centre to be accessed by Yr 7–12 students Expansion of the role and resources of the Wed morning Indigenous program ALARM (a learning and response matrix) used across all KLAs, initially with stage 6, including stages 5 and 4 over time	Products Literacy and numeracy improved for all students Improvement in HSC results for all senior students Subjects studied enable students to access career and further educational opportunities ATSI students improve achievement At risk students improve achievement
Improvement in HSC achievements. No band 1 or 2 results.	Leaders Leaders: will value support for structures and strategies such as ALARM and Alternative programs. They will model an expectation of improvement via processes undertaken.		
Z scores testify to better HSC outcomes across all subject areas	Parents/Carers Parents/Carers: will develop an understanding of the importance of informed subject choice, of study techniques and strategies to support learning success.		
Students successful in attaining their preferences in post school destinations, inspired to reach for an exciting and challenging future life path.	Community Partners Community: will be involved in leading and managing alternative programs		
Improvement in NAPLAN results, more students achieving band 8. Students pushing up from lower and middle bands across the board.			
		Evaluation Plan	

Strategic Direction 1: Successful learners

Processes

External evaluation (NAPLAN, HSC, Successful transition to tertiary study/career)

Impact of ILC (Intensive Learning Centre) on attendance, engagement and academic achievement of targeted students

Impact of Inigenous program on attendance, engagement and academic achievement of ATSI students

Impact measured by: student, staff and community surveys, attendance data, internal assessment data across subjects

Strategic Direction 2: High Performing Staff

Purpose

To further build the capacity of staff with relevant and inspiring professional learning, enabling them to engage with the diverse and emerging needs of learners.

Improvement Measures

A proportion of teaching staff will attain Highly Accomplished and Lead teacher accreditation

Staff seeking promotion will be successful in attaining executive positions whether within or beyond Tenterfield High School

Distributed leadership will become more evident, efficient and effective across the school (capacity building)

Professional learning will be reflected in classroom practices, student engagement and student outcomes

People

Students

Students: will be nurtured, guided, inspired and challenged by highly effective classroom practice and judicious use of data to increase literacy, numeracy and engagement in their learning

Staff

Teachers and SASS Staff: will individually and collaboratively embrace professional standards, evaluate the effectiveness of their professional practices, take responsibility for student improvement and engage with highly relevant professional development activities.

Leaders

Leaders: will be instructional and strategic role models for their colleagues, facilitating and supporting relevant and inspiring professional learning opportunities for teaching and non-teaching staff

Processes

Focus on professional learning

PDPs from all staff reflect the appropriate professional standards and used to inform the provision of professional development

Regular coaching of current and aspiring school leaders by Principal, DP and SAM (School Administration Manager)

Appropriate mentors sources for aspiring leaders

HT Teaching and Learning to introduce and sustain the provision of ALARM (A Learning and Response Matrix) across all faculties

Accreditation coordinator to support, guide and counsel relevant staff

HTs to facilitate ongoing professional development within and across faculties

Focus on student engagement

HT Welfare to lead and liaise with teaching and non teaching staff to provide support for students through alternative programs and resource development (inc. Intensive Learning Centre)

All staff to take responsibility for student wellbeing in a coordinated manner (e.g. Mindfulness during DEAR period)

Role of the Year Adviser to be broadened for increased benefit to students

Practices and Products

Practices

Staff are committed to our school as a great place to work

Staff recognise, acknowledge and celebrate the high quality of individual and collaborative professional performance

Staff continuously seek to improve upon professional practice, knowledge and engagement

The impact of disadvantage (socioeconomic, rural and remote) is reduced for our students

Products

All staff attain and maintain Proficiency

A number of staff attain and maintain Highly Accomplished and Lead status

Staff are successful in gaining promotion

Purpose driven teams established to distribute leadership

Academic and behavioural data will indicate increased engagement and achievement by students across all learning areas

Strategic Direction 2: High Performing Staff

Processes

Evaluation Plan

Evaluation of PDPs

Engagement with coaching, mentoring and counselling

Impact of professional learning on classroom practices and student outcomes (staff focus groups, faculty programming and review, satisfaction surveys, internal and external assessments)

Amount of student and staff engagement with wellbeing programs and practices (increased sense of belonging, striving to succeed, improved outcomes qualitative and quantitative)

Strategic Direction 3: Positive Partnerships

Purpose	People	Processes	Practices and Products
To encourage community participation in school life and foster effective leadership and positive partnerships between students, staff and the wider community, facilitating the growth of our students into confident, creative, educated and resilient citizens.	Students <p>Students: will engage with staff and the wider school community in positive ways and hold high expectations for themselves.. An increased number of students will report a sense of belonging, expectations for success and advocacy at school.</p>	Focus on Innovation and inclusivity <p>Excursions, programs and projects to involve community partners, agencies and the wider community, making use of skills, resources and expertise</p> <p>Increased joint ventures across our community of schools</p> <p>Alternative learning and wellbeing programs established through community agencies leadership (TSDC, Hub, Benevolent Soc, Armajun)</p> <p>Rural and Remote Careers Initiative lead by THS careers adviser undertaken across community of schools</p>	Practices <p>More opportunities for collaboration taken up with partner schools across the school year</p> <p>Community groups (including Elders) and agencies leading projects to support student achievement, wellbeing and sense of belonging</p> <p>Increased community participation at school events and information evenings</p> <p>Improved parent/carers responses to communication</p>
Improvement Measures	Staff <p>Teachers: will develop and continue relationships with community groups and feeder schools. They will use a range of communication options to provide relevant up to date information and opportunities to engage the wider community</p> <p>SASS staff: will collate and disseminate information to ensure it is up to date through Facebook and undertake a community liaison role. Members of non teaching staff will be actively involved in the development and maintenance of community partnerships</p>	Focus on improved communication <p>Effective and efficient methods of open communication used regularly to keep stakeholders informed and actively involved in education and wellbeing initiatives</p>	Products <p>Increased use and expansion of school facilities and resources to encompass wider variety of purposes.</p> <p>Infrastructure for Rural and Remote Careers Initiative established</p>
Increased positive interaction across the school and parents/ community	Leaders <p>Leaders: will value and foster community involvement. They will model positive and professional interactions when working with community members</p>	Evaluation Plan <p>Attendance of ATSI community members and agencies in support of Indigenous program</p> <p>Outcomes of joint ventures, alternative learning and wellbeing programs evaluated through quantitative and qualitative means (attendance, engagement, skills gained, links established, maintained and extended, infrastructure created)</p> <p>Satisfaction surveys, focus groups</p>	
Increased proportion of feeder school students enrolling into Year 7 and completing their secondary education at THS	Community Partners <p>Community: will play various roles in leading, managing and assisting with alternative programs</p>		
Several programs/projects set up and maintained that result in measurable improvements in community participation in school life			
Every student is known valued and cared for in our school community			