

School plan 2018-2020

Chatham High School 8414



School background 2018–2020

School vision statement

Chatham High School seeks to provide quality teaching and active learning in a supportive environment, developing responsible citizens with strong values and the essential skills to maximise their life outcomes.

School context

Chatham High School is a large and welcoming comprehensive rural high school which services the town of Taree and the Manning Valley. The school is built on the traditional lands of the Biripi people. The enrolment for 2018 is 580 students and 30% of students identify as Aboriginal or Torres Strait Islander. Nine in every ten students attract equity funding and two thirds of students fit into the highest bracket in terms of socioeconomic disadvantage. The school is committed to meeting the needs of all its students and strengthening connections with the community it serves.

Partnerships with our neighbouring primary schools, as part of the North Manning Learning Community, enable the school to strategically plan and implement innovative approaches to student learning, engage parents and build on community support for students. The school also enjoys active partnerships with a number of university and tertiary education providers. A curriculum extension class (CHACE) is highly valued by parents, students and staff as a dynamic model for effective teaching and learning. Student leadership is an active and valued aspect of school life and enhances the positive perception of the school in the community. All students in Years 11 and 12 are able to access a curriculum in partnership with Wingham and Taree High Schools, broadening the HSC curriculum choices for students in all three schools.

The school has an experienced and dedicated teaching, support, administrative and executive staff, noted for their caring attitude to all students and their strong commitment to student learning and wellbeing. A large Support Unit provides a comprehensive range of educational services for students with specific needs. All students access a broad academic and vocational curriculum and participate in diverse cultural and sporting opportunities offered by the school to enhance student retention and attainment. The school's sporting successes are underpinned by strong staff commitment to working with teams and individual students.

School planning process

During semester 2, 2017 the Chatham High School Community engaged in a lengthy consultative process aimed at reviewing the previous school plan, 2015–2017 which could then be used to inform the creation of the 2018–2020 plan. This planning cycle has begun to resonate with community stakeholders who, in the main, expressed an understanding of the cyclical nature of the school improvement process. Feedback was sought through representative stakeholder groups including the Parents and Citizens committee (P&C), Taree Aboriginal Education Consultative Group (AECG) and Taree Aboriginal Elders and men's groups and from general members of the public at 'Pop-Up Shops' events. These events were conducted during evenings and on weekends, at shopping centres and regional craft market days. They were designed to showcase the review of the previous plan and provide an opportunity for members of the public to talk in general terms about the focus of education in the Manning Valley. Feedback from the Pop-Ups was added to the resource list used in planning sessions that were conducted at representative stakeholder meetings in Term 4 2017. Once themes were identified and strategic directions began to crystalize, members of the school executive were selected to lead writing teams who were responsible for the drafting of improvement measures and investigation into possible practices and products. A school plan update was included as a standing item for school executive and P&C meetings. A number of feedback sessions were conducted during Term 1 with our representative stakeholder groups, ratifying draft inclusions.

Evaluation of the 2018–2020 school plan will see milestones set each term to measure and evaluate the impact of processes implemented. Impact will be assessed against practices, products and improvement measures annually by the principal and team leader and presented to the school self-evaluation committee for the basis of annual school assessment against the School Excellence Framework. Future directions may be identified through this evaluation process and adjustments made to the plan each year.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Student Engagement

Purpose:

To promote an innovative and supportive school culture that engages learners and provides them with personal resources for future success.



STRATEGIC DIRECTION 2 Professional Practice

Purpose:

To support all staff to consistently aim for quality collaborative professional practices as part of a continuous cycle of reflection and improvement. To further teaching staff's capacity to implement explicit teaching practices through the application of evidence-based teaching strategies.



STRATEGIC DIRECTION 3 Whole School Wellbeing

Purpose:

To enhance our teaching and learning environment enabling staff and students to connect, succeed and thrive. Positive, respectful relationships within the school community are our focus, underpinned by student and staff wellbeing.

Strategic Direction 1: Student Engagement

Purpose

To promote an innovative and supportive school culture that engages learners and provides them with personal resources for future success.

Improvement Measures

Improved Attendance

Student attendance across all equity groups raised to equal or better State Similar School Group. (SSSG)

Improved Academic Performance Data

Move to *delivering* in the *Student Growth* theme of the 'School Excellence Framework V2'

Increase the proportion of students in the top two HSC band by 20%.

Improved Behaviour Data

Increase the number of students meeting behaviour expectations to 85% in line with PBL theory.

People

Students

Build Capacity to identify their learning needs, in consultation with staff, parents and implement plans to achieve their goals.

Increase personal responsibility to be ready to learn and maximise what they can get out of school.

Develop knowledge on how they learn effectively.

Staff

Build Capacity to Support students through consultation and planning. Goals drive learning.

Develop an understanding and apply a high expectations framework to their professional practice and relationships with colleagues, families and students.

Parents/Carers

Develop an understanding of how learning goals play a part in the educational journey of their children and what their role can be in supporting them achieve.

Develop an understanding of the school systems that support their child and use the systems to communicate effectively with the school to help optimise learning.

Leaders

Develop capacity to provide opportunities for staff and students to continually improve their knowledge and skills for learning success.

Processes

Supporting the Student

Positive partnerships with parent/carers, staff and students to map student learning pathways through Personalised Learning Plans (PLPs).

All staff participate in Professional learning to strengthen their competence in addressing the learning needs of students from the diverse cultural backgrounds.

Teachers strengthen their capabilities in evidence-based feedback strategies.

Systems That Support Our Core Business

PBL implementation provides a framework for establishing consistent behavioural expectations across the whole school to ensure optimum learning.

School develop/seek and implement Learning Management Systems (LMS) to enhance communication between students and teachers.

Professional learning increases teachers' understanding of Learning Management Systems.

Open learning spaces are created to enable rich engagement between staff and students.

Evaluation Plan

Analysis of;

- Student reflection of PLPs

Practices and Products

Practices

Supporting the Student

Staff regularly communicate with parents and students regarding student learning achievement and progress as evidenced by PLP meeting minutes and feedback.

Students actively participate in the development and reviews of their learning goals and monitor their own progress as evidenced in their reflections.

Staff incorporate new knowledge and understanding of the needs of students from diverse cultural backgrounds into their practice.

Teachers consistently use effective feedback in supporting student learning.

Systems That Support Our Core Business

All staff consistently model and explicitly teach the universal systems of PBL.

Students display and articulate respectful relationships towards staff and other students.

All teachers use Learning Management Systems (LMS) platform for teaching allowing communication beyond classroom.

Teachers and students utilise open learning spaces for collaborative as well as independent teaching and learning.

Products

Supporting the Student

Strategic Direction 1: Student Engagement

People

Critically analyse school systems and data to support better learning outcomes.

Processes

- Student parent and teacher satisfaction survey of the PLP process
- Tell Them From Me and internal survey measures.
- Focus group forums and interviews.
- NAPLAN and HSC academic performance data.
- Behaviour and Attendance data.

Practices and Products

Whole school processes, systems, practices and documentation developed and regularly reviewed.

A continuum of programs to promote inclusion and cultural affirmations to support the learning needs of all students.

Effective feedback strategies are embedded in teaching and learning programs.

Systems That Support Our Core Business

A positive school-wide culture of respectful relationships is evident among students and staff.

Stronger communication between students and teachers enhances learning and engagement resulting in improved outcomes for students.

Students strengthen their 21st century learning skills and actively participate in the process of learning.

Strategic Direction 2: Professional Practice

Purpose

To support all staff to consistently aim for quality collaborative professional practices as part of a continuous cycle of reflection and improvement. To further teaching staff's capacity to implement explicit teaching practices through the application of evidence-based teaching strategies.

Improvement Measures

Increase the proportion of students in the top two Year 9 NAPLAN bands for writing.

Move from *sustaining and growing* to *excelling* in the Explicit teaching theme of the 'School Excellence Framework V2'

Increase in understanding and effective use of learning intentions and success criteria to promote student learning progress and set high student expectations.

People

Leaders

Head Teacher Instructional Leader

The Instructional Leader will develop capacity to work alongside teachers to model and promote effective, evidence-based teaching strategies to improve student outcomes and to create a culture of reflection of classroom practice.

Students

Students will develop a deep understanding of the 'Six Write Ways' academic writing strategy and use the strategy to compose quality written texts.

Staff

Staff value and understand the positive impact of participating in classroom observations. Reflecting on effective classroom practice, implementing best practice teaching strategies and the use of learning intentions and success criteria to create a learning culture of high expectations.

Parents/Carers

Parents will develop an understanding of the 'Six Write Ways' academic writing strategy and how to support students to use the strategy at home.

Processes

Explicit Teaching

Teachers undertake professional learning to enable them to explicitly teach academic writing using evidence-based, effective teaching strategies.

Professional Knowledge and Practice

Teachers develop a shared understanding of a quality learning environment through effective classroom practice, collaboration and high expectations.

Evaluation Plan

Analysis of;

- External Year 9 NAPLAN writing assessment data.
- Pre and post teacher and student survey data on the use of effective strategies in academic writing.
- Pre and post teacher survey data on participation in observation lessons and reflection on practice.
- Classroom observation data and feedback.
- Pre and post teacher survey on understanding and use of learning intentions and success criteria.

Practices and Products

Practices

Explicit Teaching

All teachers incorporate 'Six Write Ways' writing strategies into their everyday practice.

Students consistently implement the 'Six Write Ways' strategies to further the quality of their written texts.

Professional Knowledge and Practice

Teaching staff are engaged in negotiated observations of classroom practice, reflection and collaboration to continue to develop their professional knowledge and practice.

Teaching staff demonstrate a commitment to the use of learning intentions and success criteria to support a learning culture of high expectations.

Products

Explicit Teaching

A consistent, whole school approach to writing which uses evidenced-based teaching strategies and is evidenced in teaching programs, assessment schedules and student work samples.

Professional Knowledge and Practice

An established culture of professional trust, collaborative and reflective classroom practices.

Strategic Direction 3: Whole School Wellbeing

Purpose

To enhance our teaching and learning environment enabling staff and students to connect, succeed and thrive. Positive, respectful relationships within the school community are our focus, underpinned by student and staff wellbeing.

Improvement Measures

Improved positive connections among staff and students as evidenced by growth from *delivering to sustaining and growing* in the 'Caring for Students' theme of the School Excellence Framework V2.

Timely and efficient case management of students as evidenced by growth from *delivering to sustaining and growing* in the 'Individual Learning Needs' theme of the School Excellence Framework V2.

People

Leaders

Head Teacher Welfare

Develops their capacity to coordinate and lead members of the Learning Support and Welfare teams to drive positive and effective change for the school community through the implementation of whole school and individualised initiatives that enhance student learning outcomes and overall wellbeing.

Staff

Members of the Learning Support and Welfare Teams

Work collaboratively with one another and utilise the services of external agencies to improve the outcomes for students. Staff are goal-orientated and proactive in their approach to ensure that students are engaged, motivated and achieving their best.

Students

Have an active role in their learning by recognising they are accountable for their behavioural choices and academic success. Student responsibility is demonstrated through their actions and educational goals which lead toward vocational and tertiary studies.

Community Partners

The wider school community develops an understanding of the behaviours, attitudes and expectations that enhance student wellbeing and lead to improved learning outcomes.

Processes

Whole School Programs

The whole school engages in evidence-based professional learning and interventions that focus on staff and student wellbeing and relationships with others.

Individualised Interventions

The development of clear and effective processes, policies and programs that identify, address and monitor the learning and wellbeing needs of students.

Supporting Transition

The review, development and improvement of the transition process for Year 7 students from partner primary schools. Improved communication and connections between stakeholders is a priority which ensures that both students and staff are prepared for the transition.

Evaluation Plan

Analysis of;

- Wellbeing Self-Assessment Tool
- Tell Them From Me survey data.
- Attendance and behaviour data.
- Programs and intervention participation data
- Pre and post participant surveys.
- Case studies and interviews.
- Specialist Support Forums.

Practices and Products

Practices

Whole School Programs

The whole school actively demonstrates care for self which contributes to the overall wellbeing of others and the wider school community. Examples include:

- Yoga/Gym Program
- Mindfulness program

All staff teach and model positive and respectful relationships with the whole school community. Examples include:

- Leading extracurricular activities.
- Bridges Out of Poverty and Stronger Smarter Institute professional learning.
- Participation in excursion program.

Students demonstrate positive connections with the whole school community which is reflected in increased engagement and involvement in extra curricula activities.

Individualised Interventions

Learning Support and Welfare staff collaborate with external agencies to holistically support the needs of identified students through well-developed and evidenced-based approaches in consultation in parents/carers.

Supporting Transition

Enhanced collaboration, communication and information sharing between Learning Support and Welfare staff and partner primary schools.

Products

Strategic Direction 3: Whole School Wellbeing

Practices and Products

Whole School Programs

A broad and structured program of targeted wellbeing and social initiatives that effectively cater to the needs of staff and students.

Individualised Interventions

The Wellbeing Room consolidated as a space to centralise effective and efficient student case management that results in timely and successful interventions for students.

Supporting Transition

A successful, relationship-focused transition plan that is underpinned by connections between peers and teachers. Teachers are well informed through transparent information sharing that results in differentiation, engagement and student achievement.