

School plan 2018-2020

Gundagai High School 8442



School background 2018–2020

School vision statement

Gundagai High School's vision is to develop the potential of each student through quality educational experiences in partnership with families and the wider community.

We strive to develop highly motivated and engaged learners who show respect, responsibility and integrity towards themselves, others and their community.

School context

Gundagai High School is a small comprehensive rural secondary school in the Riverina and an active partner within a broad network of schools.

Gundagai High School is focused on striving towards excellence in the delivery of learning and teaching, and addressing student needs in an inclusive learning environment to improve their educational outcomes. This is underpinned by a supportive values-based framework for student wellbeing which encourages and recognises student development and achievement.

Gundagai High School offers a broad curriculum which includes the sciences, humanities and social sciences, creative and performing arts, and technology. In addition, Gundagai High School also offers extension and vocational education and training (VET) courses to further broaden the senior curriculum, as well as specialised support for students with additional learning needs. Furthermore, the school has introduced a Bring Your Own Device (BYOD) program to enhance the learning experiences of all students.

Gundagai High School works collaboratively with its partner schools as well as the wider community. Through the school's strong focus on community connections, students have access to a broad range of post-school options within industry and tertiary education providers.

Students at Gundagai High School are encouraged to participate in a range of sporting and cultural opportunities, including learning about our local Aboriginal culture, and activities to further enhance their physical and emotional development and wellbeing.

School planning process

A continuous cycle of strategic planning and reporting on school improvement exists at Gundagai High School.

Gundagai High School has formulated this School Plan by consulting with the school community in a number of forums: staff meetings, executive meetings, faculty meetings, student focus lessons, parent & citizen meetings and a community forum.

School strategic directions 2018–2020



Purpose:

To create a school culture that is strongly focused on learning and the building of aspirational expectations of learning progress and achievement for all students

To implement quality learning experiences that build positive, respectful relationships which support the wellbeing of students so they can connect, succeed, thrive and learn

Purpose:

To enable all teachers to demonstrate a strong commitment to understanding and implementing the most effective evidence-based teaching strategies

To enable all teachers to engage in collaboration and feedback to sustain quality teaching practice

Purpose:

To enhance school community partnerships that support a culture of high expectations, are responsive to emerging needs and result in continuous whole school improvement

Strategic Direction 1: Learning

Purpose

To create a school culture that is strongly focused on learning and the building of aspirational expectations of learning progress and achievement for all students

To implement quality learning experiences that build positive, respectful relationships which support the wellbeing of students so they can connect, succeed, thrive and learn

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities

All students will meet or exceed their expected growth in Literacy and Numeracy

Improved levels of student wellbeing and engagement

People

Students

Understand how they learn and develop their collaborative and communication skills to deepen their learning experiences

Staff

Differentiate their teaching to meet students' learning needs in literacy, numeracy and subject content

Parents/Carers

Collaboratively support the staff and students in achieving the learning potential of their child

Leaders

Establish and implement structures and processes to identify, address and monitor student learning needs

Processes

Learning for Success

Deliver quality learning experiences which enable students to understand how they learn and how to achieve high levels of progress

Ensure learning is data driven and based on formative assessment practices and learning progressions

Student Wellbeing

Review and implement a consistently applied whole school approach to student wellbeing in which students can connect, succeed, thrive and learn at each stage of their schooling

Evaluation Plan

All data will be analysed collaboratively using:

- Tell Them From Me (TTFM) surveys
- Focus groups and internal surveys
- Ongoing review of NAPLAN (National Assessment Program – Literacy and Numeracy) and PLAN (Planning Literacy and Numeracy software, version 2) data
- Internal student performance data
- Classroom observations (for student engagement)

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and relevant learning experiences

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning and wellbeing

Products

A student centred learning environment exists where all students are supported and challenged, and all students receive timely and meaningful feedback on their learning, to inform future direction

Positive and respectful relationships across the school community which underpin a productive and aspirational learning environment

Strategic Direction 2: Teaching

Purpose

To enable all teachers to demonstrate a strong commitment to understanding and implementing the most effective evidence-based teaching strategies

To enable all teachers to engage in collaboration and feedback to sustain quality teaching practice

Improvement Measures

Increased use of evidence-based practices by all teachers

Improved Tell Them From Me (TTFM) results in the areas of collaboration and learning culture

People

Students

Engage in providing timely feedback to their teachers on their learning progress

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise impact on student learning

Parents/Carers

Engage in forums about assessment and teaching strategies

Leaders

Establish and improve processes which build the capacity of the school community to use data to engage in evidence-based conversations that focus on school improvement

Processes

Research informed teaching

Draw on reliable and current research to develop and implement high quality professional learning in literacy and numeracy teaching practices

Collaborative practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessment

Evaluation Plan

All data will be analysed collaboratively using:

- Tell Them From Me (TTFM) surveys
- Focus groups and internal surveys
- NAPLAN (National Assessment Program – Literacy and Numeracy) data
- Meeting minutes
- Lesson plans/teaching programs
- Classroom observation data
- Pre and post reflections
- Student feedback

Practices and Products

Practices

Continuous collaboration in targeted teaching approaches to research-informed literacy and numeracy strategies

The use of data collection and collaboration is an embedded practice to inform decisions, interventions and initiatives

Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence-based teaching

Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the syllabus and learning progressions

Strategic Direction 3: Partnerships

Purpose

To enhance school community partnerships that support a culture of high expectations, are responsive to emerging needs and result in continuous whole school improvement

Improvement Measures

Improved levels of teacher collaboration across our partner schools

Improved levels of community, in particular, parent/carer involvement within the school community

Improved levels of participation in student leadership initiatives

People

Students

Develop an understanding and appreciation of high expectations in learning

Staff

Work collaboratively across our partner schools to share and embed practices that are shown through research to have a high probability of success

Parents/Carers

Develop an understanding of student learning needs, especially from stage 3 to stage 4

Leaders

Create opportunities for parents and the broader community to learn about student learning needs, especially from stage 3 to stage 4

Processes

Learning through collaborative partnerships

Deliver quality professional learning to enable teachers to collaborate with staff in our partner schools to share knowledge of student learning between stages 3 and 4

Student leadership initiatives

Create an opportunity to foster a school-wide culture of high expectations by focusing on developing student leadership which extends to include our partner school students

Evaluation Plan

All data will be analysed collaboratively using:

- Surveys
- Focus groups and internal surveys
- Ongoing review of student work samples
- Meeting minutes and notes
- Lesson plans and teaching programs
- Pre and post reflections
- Teacher observation data, in particular in stages 3 and 4

Practices and Products

Practices

Collaboration across our partner schools is established, maintained and sustained over time

School community partnerships are enhanced by supporting a culture of high expectations

Products

Structures are developed to facilitate collaboration and professional dialogue across our partner schools

A strong leadership culture is fostered among students and results in shifting to a culture that strives for high expectations