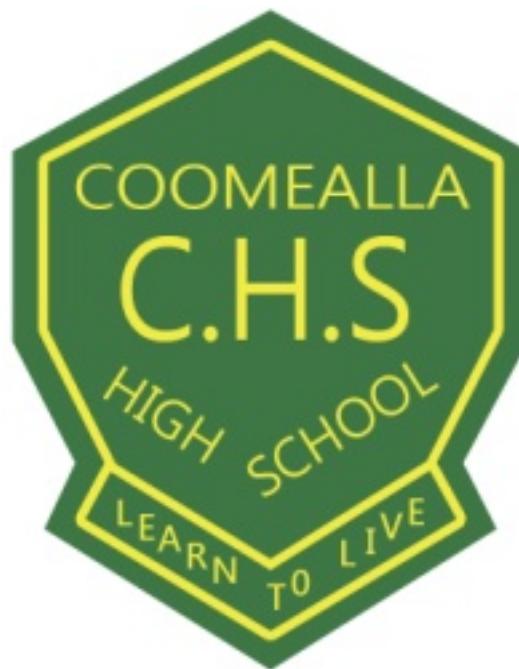


# School plan 2018-2020

**Coomealla High School 8494**



# School background 2018–2020

## School vision statement

"An image of the future we seek to create."

Coomealla High School is a nurturing and supportive environment preparing students and community for future success. Dedicated staff provide a multitude of opportunities and encourage high expectations across all aspects of "Learning to Live". Strong connections to our local community ensure diversity and inclusivity are modelled at every opportunity which in turn strengthens positive connections and relationships.

## School context

Coomealla High School is a rural school with an enrolment of 300 students. Coomealla High School is part of the NSW Sunraysia cluster of schools and has close relationships with other local school communities, as well as those in the broader Far West Group of Schools. The school is located in Dareton, NSW. The school draws from small communities and outlying rural areas. The school enjoys strong community support. Coomealla High School is well resourced with connected classrooms, interactive whiteboards and touchscreen televisions in our teaching areas. The school has attractive grounds and classrooms are equipped with excellent resources providing an outstanding learning environment for all students. Staff work collaboratively and are committed to providing high quality, differentiated learning opportunities for all students, as well as continually developing their own professional learning and skills.

## School planning process

Coomealla High School regularly seeks feedback and constructive suggestions through formal and informal communication with parents, students, staff and the wider community. These processes include staff, student and AECG meetings, Parents & Citizen's meetings, observations, questionnaires and surveys.

This process has included collecting a broad range of data including class, whole school and national assessments, analysing school systems, processes and policies, school satisfaction surveys and utilising a wide range of planning tools so all participants have an equal voice. This data, along with State Reforms and Strategies, is used consultatively to assist in planning and designing the three year strategic directions for the school during 2015–2017.

Our school plan is a working document that will continually evolve to meet the needs of students.

Our strategic directions are

1. Learning and Engagement
2. Quality Teaching
3. Leadership

# School strategic directions 2018–2020



## Purpose:

In order to excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. This will facilitate students' continued improvement on external and internal school performance measures and ensure equity gaps continue to close.

## Purpose:

In order to excel, professional learning is aligned with the school plan and the teaching standards, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit strategies for collaboration and feedback to sustain and enhance quality teaching practice.

## Purpose:

In order to excel, the school leadership team models instructional leadership and supports a culture of high expectations and community engagement from within a new responsive management structure, resulting in sustained and measureable whole school improvement.

# Strategic Direction 1: Learning and Engagement

Purpose	People	Processes	Practices and Products
<p>In order to excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. This will facilitate students' continued improvement on external and internal school performance measures and ensure equity gaps continue to close.</p> <p><b>Improvement Measures</b></p> <p>All teachers use formative assessment strategies in every lesson.</p> <p>The school develops growth targets and supports personal aspirations for individual students using a range of personalised learning strategies.</p> <p>70% of students will perform at or above expected growth on average for NAPLAN assessments.</p> <p>Student engagement surveys will indicate significant improvement from an initial baseline measurement.</p>	<p><b>Students</b></p> <p>Students consider and implement feedback provided by teachers and embrace new learning opportunities and challenges, striving for optimum personal outcomes and achievement.</p> <p><b>Staff</b></p> <p>Teachers have skills to analyse data and use it to implement flexible, engaging strategies that address a wide range of learners.</p> <p><b>Parents/Carers</b></p> <p>Students consider and implement feedback provided by teachers and embrace new learning opportunities and challenges, striving for optimum personal outcomes and achievement.</p> <p>Parents are encouraged to participate actively in their child's education through the development of personalised learning plans and attendance at open nights, parent/teacher interviews and parent information forums.</p> <p><b>Leaders</b></p> <p>School leaders facilitate students' learning and engagement through management of budgets, technology and other resources e.g. timetabling.</p>	<p><b>Evidence-based Pedagogy</b></p> <p>Differentiating curriculum by using evidence-based pedagogy, visible learning strategies and technology to improve student outcomes and maximise student engagement.</p> <p><b>Data for Differentiation</b></p> <p>Development of processes and systems for collecting and analysing data on student progress to differentiate practice.</p> <p><b>Evaluation Plan</b></p> <p>Growth of individual students and cohorts is measured by comparison with benchmark data.</p> <p>Effectiveness of curriculum differentiation is ascertained by teacher feedback e.g. engagement surveys, lesson observations, program registrations, student reports, progress against PLP goals.</p>	<p><b>Practices</b></p> <p>Continuous formal and informal assessment to inform teacher practice and delivery</p> <p>The Aboriginal Learning Centre will be established to provide opportunities, programs and learning support to address the needs of individuals.</p> <p>Differentiated teaching is based on student ability levels and incorporates innovative technologies and strategies that develop 21st century skills and knowledge.</p> <p><b>Products</b></p> <p>A range of assessment data is regularly collected and analysed and reflects growth and progress in student learning.</p> <p>The Aboriginal Learning Centre facilitates student engagement and develops pathways to employment. The individualised programs will impact positively on student retention rates.</p> <p>Differentiation and innovative teaching strategies are evident in programs and reflected in classroom practice.</p> <p>An interagency approach to reengaging disengaged high school aged children back into learning using alternative life skills programs</p>

# Strategic Direction 2: Quality Teaching

Purpose	People	Processes	Practices and Products
<p>In order to excel, professional learning is aligned with the school plan and the teaching standards, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit strategies for collaboration and feedback to sustain and enhance quality teaching practice.</p> <p><b>Improvement Measures</b></p> <p>Increased use of a range of visible learning strategies is evident is demonstrated in teaching practices and evident in lesson obsevations.</p> <p>The school identifies expertise within its staff and employs collaborative practice to develop its professional learning community.</p> <p>Teachers engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.</p>	<p><b>Students</b></p> <p>Students are willing to engage in new modes of learning and persevere with different or innovative practices.</p> <p><b>Staff</b></p> <p>Teachers collaborate effectively to share successful teaching and learning strategies and foster positive attitudes to professional learning.</p> <p><b>Parents/Carers</b></p> <p>Parents, carers and the community are part of the collaboration process that focuses on improving student outcomes and developing differentiated approaches that are relevant and effective.</p> <p><b>Leaders</b></p> <p>Leaders share expertise and assist teachers to develop skills and implement evidence-based strategies for improvement of student outcomes, working with other schools and educational facilities.</p>	<p><b>Teaching Standards</b></p> <p>Internal quality control systems will be in place to ensure proficient teaching practices as a minimum standard.</p> <p><b>Collaborative Practice</b></p> <p>The school identifies expertise within its own staff and draws on this to further develop its professional community</p> <p><b>Quality Programming</b></p> <p>Development and maintenance of quality teaching programs that promote student learning, engagement and achievement.</p> <p><b>Evaluation Plan</b></p> <p>Standards mapping of teaching staff conducted over the next three years demonstrates growth and development of quality teaching practices.</p> <p>Strengths and weaknesses identified in the mapping process are reflected in PDPs and teaching programs.</p>	<p><b>Practices</b></p> <p>Visible learning strategies are implemented across each KLA.</p> <p>New ideas, knowledge and skills gained through professional learning and collaboration are implemented in classroom practice. Programs are regularly reviewed and updated to reflect these evidence-based pedagogies.</p> <p>Regular communication with school community stakeholders contributes to future directions in teaching and learning.</p> <p><b>Products</b></p> <p>Teaching programs and practice are constantly updated to reflect a range of innovative, visual learning strategies.</p> <p>Students have improved learning outcomes across multiple KLAs.</p> <p>Effective, evidence-based practices that maximise student outcomes are implemented through collaborative relationships formed by teachers, parents and students.</p>

# Strategic Direction 3: Leadership

Purpose	People	Processes	Practices and Products
In order to excel, the school leadership team models instructional leadership and supports a culture of high expectations and community engagement from within a new responsive management structure, resulting in sustained and measurable whole school improvement.	<b>Students</b>  Students will benefit from a co-ordinated approach to student leadership.	<b>PDP Development</b>  Through the PDP process, teachers identify their goals and future directions for advancement within the new executive structure.	<b>Practices</b>  The school supports teachers' participation in internal and external leadership development initiatives and activities.
<b>Improvement Measures</b>  Increased number of staff working towards higher accreditation, with all teaching staff's performance being mapped against the teaching standards through the collection of evidence and data, the PDP process and improvement programs.	<b>Staff</b>  Teachers recognise the need for professional learning to provide a framework for improved pedagogy and teaching practice  Teachers will have increased opportunities and responsibilities in the new school management model, preparing them for leadership roles.	<b>Mentoring</b>  Teachers have opportunities to work with mentor head teachers and other executive staff on targeted whole school initiatives to develop leadership skills.	A more rigorous program is established to identify, develop and support student leadership, providing internal and external opportunities for aspiring leaders.
An increased number of students participate in leadership opportunities and initiatives.  A greater proportion of students undertake tertiary education and gain employment.  Measureable increase in parent satisfaction, and engagement as indicated from the TTFM survey.	<b>Parents/Carers</b>  Parents and community members are involved in the school community through participation in a range of celebratory activities and membership of the AECG and P&C.  <b>Leaders</b>  The leadership team is engaged in ongoing review of professional practices with the purpose of improving staff performance, developing leadership potential and developing links with external organisations and other schools.	<b>School Planning</b>  The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs	Collaboration between the school and community groups supports the organisation of leadership opportunities.
		<b>Evaluation Plan</b>  All teaching staff are mapped against each teaching standard.  The careers advisor contacts school leavers to determine current and future plans.  Monitor parent attendance at school functions.  Parent and student surveys will reflect an increased satisfaction and engagement with leadership, tertiary and employment opportunities.	<b>Products</b>  Staff have increased capacity to lead a range of whole-school improvement initiatives and support less experienced colleagues in improving their practice.  Increased level of junior student participation in leadership roles, in collaboration with senior students. Positive role modelling develops improved leadership skills and collaborative attitudes in the student body.  Increased level of parent and community participation in the organisation of leadership opportunities.