

School plan 2018-2020

Newcastle High School 8509



School background 2018–2020

School vision statement

Newcastle High School is a learning community that values leadership and excellence through the provision of innovative individualised curriculum that enables students to be successful beyond school and respectful and responsible citizens.

School context

Newcastle High School is a large, comprehensive high school situated on two sites in the centre of Newcastle. The Parkway Ave site caters for students from Year 7 through to Year 12. The Cooks Hill Campus delivers an alternative curriculum in partnership with Big Picture Education and caters for students from Year 9 through to Year 12.

The school has strong links with its local community and active past student associations. Past and present students have contributed to a tradition of high academic achievement and innovative educational practices. The school has a strong heritage and also reflects the diversity and strength of the city and region in its multicultural make-up.

Of the 1250 students enrolled at Newcastle High School (this includes 136 enrolments at the Cooks Hill Campus), 9% identify as Aboriginal and Torres Strait Islander, 4% have English as an additional language or dialect and there is a support unit made up of four classes.

One of the most significant features of the school is the current partnership that exists with Big Picture Education on the Cooks Hill Campus to provide personalised education programs that are unique for each student.

Newcastle High School takes great pride in the promotion of tolerance and good citizenship among students creating a caring and inclusive school environment. Students and parents have identified the school's staff as a major strength, as they are committed to improving learning outcomes for every student. Academic and extra-curricular opportunities reflect the interests of staff and students, experiencing success in a number of sports, creative and performing arts and public speaking events. These opportunities also reflect the cultural institutions of inner-city Newcastle. The school caters for a wide variety of students and provides a breadth of curriculum to cater for student needs. It aims to provide opportunities for all students to achieve a credential at the end of their schooling that will allow them the best choices for their future.

School planning process

The school has used a wide range of tools and data to evaluate the 2015–17 school plan and to determine the future strategic directions. These include: whole school evaluation using SWOT (Strengths, Weaknesses, Opportunities, Threats), staff surveys including TTFM (tell Them From Me) an analysis of student learning data from internal and external assessment, e.g. NAPLAN, ESSA and HSC.

Extensive community consultation was undertaken in the development of this plan. Students and parents participated in focus groups facilitated by staff and students. Approx. 340 students across Years 6–11 were included and 65 parents provided feedback through our parent survey and parent focus groups.

Two key stakeholders for our community consultation were the Newcastle High School Parents and Citizens Association and the Muloobinbah local Aboriginal Education Consultative Group. Both groups will continue to be consulted along this planning journey.

The school community, staff, students and parents will be invited through surveys and focus groups to provide regular feedback on our current school performance and to contribute feedback through our evaluation cycle to continually inform our planning for 2018–2020.

School strategic directions 2018–2020



Purpose:

To create and implement activities where students are empowered to become resilient, confident and engaged learners. Through quality practice, clear processes and high expectations students will enhance their skills to enable them to transition successfully across different stages.

Purpose:

To promote a culture of ongoing, collaborative and reflective teaching and learning practices where all staff understand the importance of growth. Teachers engage in quality and supportive professional dialogue that impacts positively on student learning outcomes.

Purpose:

To build the capacity and understanding of distributed leadership across the learning community, underpinned by an evidence based framework. Leaders will harness individual and group expertise to strengthen school based systems and processes to actively drive change.

Strategic Direction 1: Quality Learning Opportunities

Purpose

To create and implement activities where students are empowered to become resilient, confident and engaged learners. Through quality practice, clear processes and high expectations students will enhance their skills to enable them to transition successfully across different stages.

Improvement Measures

Increase % HSC results in top 2 achievement bands from 21.4% (baseline 2017–2018) to 27.9% or above in 2022.

Increase % of students achieving expected growth Year 7–9 for:

– numeracy from 54.2% (baseline 2017–2018) to 62.8% or above 2022.

– reading from 59.7% (baseline 2017–2018) to 65.0% or above 2022.

Increase % of Year 9 students in top two NAPLAN Bands for:

– numeracy from 13.5% (baseline 2017–2018) to 21.0% or above 2022.

– reading from 17.3% (baseline 2017–2018) to 21.9% or above 2022.

Increase % of students attending school 90% or more of the time from 51.0% (baseline 2018) to 61% or above in 2022.

Increase the proportion of students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school from 62.6% (baseline 2018) to 67.1% or above in 2022.

People

Students

Build skills to become independent learners through a focus of self–assessment, resilience and capabilities.

Staff

Understand best practice assessment processes and explicitly teach literacy and numeracy skills and general capabilities through engaging teaching and learning programs.

Leaders

Adopt a coordinated process to a whole school approach to assessment and commit to delivering professional learning focused on teaching and learning programs that explicitly teach the general capabilities and literacy and numeracy skills.

Parents/Carers

Are active members of the learning process through quality assessment practices and opportunities to be involved throughout teaching and learning programs.

Community Partners

Are active members of the learning process by utilising experts from outside the school gates to help deliver relevant and engaging learning experiences for staff and students, including Aboriginal partners and the AECG.

Processes

Literacy and Numeracy

Embed a whole school approach to explicit teaching of literacy and numeracy.

Assessment

Implement a whole school approach to ensure best practice in assessment.

Learning Support

Implement a structured support plan focused on enhancing student wellbeing and academic success.

Evaluation Plan

- HSC data analysis
- School Excellence Framework analysis
- N warning data
- NAPLAN analysis

Practices and Products

Practices

All students participate in a revised stage 6 transition program that starts early in Year 10.

Consistent assessment strategies and processes used across all Key Learning Areas.

The general capabilities in the Australian Curriculum are explicitly taught through teaching and learning programs across stage 4 and 5.

Products

Formalised stage 6 transition process.

Whole school assessment policy that reflects differentiated tasks to accommodate a variety of students' needs.

A core skills scope and sequence is developed across stage 4 and 5 which involves all Key Learning Areas.

Strategic Direction 2: Cohesive and supportive teaching practices

Purpose

To promote a culture of ongoing, collaborative and reflective teaching and learning practices where all staff understand the importance of growth. Teachers engage in quality and supportive professional dialogue that impacts positively on student learning outcomes.

Improvement Measures

Tell Them From Me Student Survey– Drivers of Student Outcomes, (effective learning time, relevance and rigour) increases from 6.1 (average from 2015–2017) to 6.4.

Tell The From Me Staff Survey– Collaboration increase from 7.3 (average from 2015–2017) to 7.8.

Increase in the number of staff that recognise professional learning has had a positive impact on teacher and student practice.

61.1% (10 students) of Year 9 Aboriginal students in 2020 (19 students) attain a HSC in 2023 (baseline 33.3% 2017).

People

Students

Provide feedback on teacher practice which influences pedagogy.

Leaders

Adopt a whole school coordinated approach to improving teacher quality.

Staff

Reflect on practices that focus on continual growth and improvement.

Community Partners

Collaborate with teachers to enhance pedagogical practice and provide engaging learning experiences. Clontarf staff support and AECG are consulted around Aboriginal perspectives across Key Learning Areas.

Processes

Teacher Quality

Implement a whole school approach to improving teacher quality to enhance student learning outcomes.

Collaborative Practice

Implement a whole school collaboration strategy that allows staff to engage in professional dialogue with quality learning outcomes for staff and students.

Strategic Professional Learning

A strategic whole school approach to professional learning is implemented across the school.

Evaluation Plan

- Staff Professional Development Plan (PDP) feedback
- Teacher Professional Learning evaluations
- Tell Them From Me surveys
- HSC data analysis
- NAPLAN data analysis

Practices and Products

Practices

Teachers reflect on how their practice impacts on student learning outcomes.

Staff have the opportunity to participate in a structured coaching and mentoring initiative.

Staff members engage in relevant, collaborative and future focused professional learning opportunities.

Products

Cross faculty learning experiences are increased, which impacts positively on student engagement.

A structured induction process is developed and implemented for all new staff to the school.

Enhanced teacher capacity, reflected in ongoing professional conversations and cohesive school teams.

Strategic Direction 3: Active, informed and distributed leadership

Purpose

To build the capacity and understanding of distributed leadership across the learning community, underpinned by an evidence based framework. Leaders will harness individual and group expertise to strengthen school based systems and processes to actively drive change.

Improvement Measures

Tell The From Me Staff Survey– Leadership will increase from 6.6 (average from 2015–2017) to 7.0.

Increase in student leadership capacity and ability to influence change.

Increase the number of staff who have identified higher level leadership standards in their PDP goals, increasing the distribution of leadership across the school.

People

Students

Have the opportunity to lead and influence change in all areas of the school.

Staff

Have the opportunity to build their own capacity and influence all areas of the school through distributed leadership.

Leaders

Commit to providing leadership opportunities across the school to all stakeholders.

Community Partners

Commit to working with all stakeholders to create and sustain learning opportunities within the school and in the community. The AECG works in particular with our Junior AECG to build capacity and provide opportunities.

Processes

Staff

Identifying, supporting and recognising staff leadership capacity and opportunities within the school.

Students

Raise the profile of student leaders, including Aboriginal students, within the school community and provide authentic opportunities for student voice to influence decisions across the school.

Leading change

Leaders within the school use a variety of strategies to support change management processes, including the use of research and evidence to support decisions.

Evaluation Plan

- Tell Them From Me surveys
- Student feedback
- PDP analysis

Practices and Products

Practices

Strategic professional learning is used to build the capacity of leaders within the school.

Student leaders are recognised across the school.

Evidence is used to support ideas and decisions.

Products

Opportunities are created for staff to learn new leadership skills through coaching and mentoring initiatives.

Student led forums and focus groups build the capacity of student leaders across the school.

Informed practices are implemented by leaders to drive whole school improvement.