

# School plan 2018-2020

## Gorokan High School 8515



# School background 2018–2020

## School vision statement

Gorokan High School's vision is to embody the core values of respect, cooperation, personal best and empowerment, to enable our students to be successful learners, equipped with the skills to be active and informed participants in society.

Our mission is to strive to ensure that our students will be confident and creative individuals who have an optimistic view of themselves, their lives and their futures. They will be agile thinkers, who show initiative and enterprise, who are resilient and capable of managing their emotional and physical wellbeing.

Our school community is committed to ensuring the best possible educational and personal outcomes for all students, free from discrimination and inequality.

## School context

Gorokan High School is a coeducational comprehensive high school, with an academically selective class in each year group. In 2018, the student population will consist of approximately 1040 students, including; 39 students in our Special Education Support classes, 152 GAT students in the Selective classes and 180 Aboriginal and Torres Strait Islander students.

The school focuses on the needs of individual students by providing a broad-based curriculum of vocational, creative and academic courses, gifted and talented student programs and personal, social, welfare and ethical development programs. The school has high expectations of students, consistent with each student's ability and the belief that all students can achieve their personal best. Our experienced staff supports the needs of our students. A significant feature of the school is that it is a caring, diversified community, committed to a holistic approach to our student's education. The development of technology is ongoing with continued access to applications that enhance teaching and learning. The school has an active parent body that supports the school through a variety of programs.

Gorokan High School embraces the 'Stronger Smarter' philosophy, emphasising the strengths of Aboriginal identity, culture and positive academic achievement. It enjoys a strong regional reputation for its cultural leadership and partnerships with its local Aboriginal community and AECG, Muru Bulbi. Our school is a member of the Wallarah Learning Community, working collegially with Toukley, Gorokan, Budgewoi, Northlakes and Blue Haven Primary schools as well as Northlakes High school.

Gorokan High's core values are respect, cooperation, personal best and empowerment through learning.

## School planning process

In 2017, Gorokan High School undertook an external validation, which involved the review and analysis of how the school was performing, measured against the School Excellence Framework. This validation process was able to identify the school's areas of strength, as well as areas requiring greater attention and possibly greater resourcing. This then provided the basis for drafting the school's strategic directions for the next school planning cycle, 2018–2020. A draft consultation plan was completed by early November in 2017 and communicated to our school community via our school website, Facebook and through community consultation forums, including our P&C and Barley Terron community. Feedback was sought, including via survey, to ascertain if our initial vision and direction resonated with our community.

Data and research which has informed the plan included but was not limited to; NAPLAN, Tell Them From Me, Future Focused Learning and Teaching, Attendance data, Retention data, SENTRAL behaviour and suspension data, Professional Learning Statistics, SCOUT, School Excellence Framework V2 and What works best (CESE).

Implementation of the school plan will be monitored by the school executive, in conjunction with the School community. The school's executive staff will have direct responsibility and accountability for the implementation of the annual school plan, as well as annual evaluation reports.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Learning for an enriched future

### Purpose:

To foster a school environment, which supports the provision of engaging, high quality, challenging and relevant learning opportunities with the purpose of increasing the learning pathways of our students.

## STRATEGIC DIRECTION 2

Teaching for an enriched future

### Purpose:

To enhance collaboration and collegiality with the aim of encouraging high expectations in an environment committed to identifying, understanding and implementing highly effective teaching methods. Our practice embraces continuous improvement, reflective practice and an observable modelling of our school values.

## STRATEGIC DIRECTION 3

Expectations for an enriched  
future

### Purpose:

To ensure processes, structures and resources are evidence based, transparent, sustainable and evaluative to strategically improve teaching and learning outcomes and support a culture of high expectations.

# Strategic Direction 1: Learning for an enriched future

## Purpose

To foster a school environment, which supports the provision of engaging, high quality, challenging and relevant learning opportunities with the purpose of increasing the learning pathways of our students.

## Improvement Measures

In line with the **Premier's Priority**, Increase the proportion of students in the top 2 NAPLAN bands in Reading and Numeracy by 10% by 2020. Our target data; Year 9 Reading 23%, writing 17.6%, spelling 27.8%, grammar 28% and Numeracy 27%

In line with the **State Priority**, Increase the proportion of Aboriginal students in the top two NAPLAN bands for Reading and Numeracy by 35% by 2020.

Baseline data (2017); Year 9 Reading 11.5%, writing 3.5%, spelling 20.6%, grammar 17.2% and Numeracy 13%

**School Priority** Increase the proportion of students completing the HSC, Certificate II Trade Qualifications, exiting to an approved educational pathway or the workforce by 10% by 2020. Target; 74%

## People

### Students

Understand how to identify and articulate academic, personal and social goals to connect, succeed, strive and learn.

Develop capabilities to appropriately access feedback in order to understand how to achieve success and develop their lifelong learning.

### Leaders

Value the need to identify activities for research and development teams to produce an action plan, which results in positive learning outcomes for students.

### Staff

Understand the interconnectedness of learning, assessment and reporting and its cyclical nature.

Value the use of student plans to strengthen positive, respectful relationships to improve student learning.

### Parents/Carers

Acknowledge their child's learning plan and actively support their child's personal goals through encouraging their child's engagement with school activities and the school community.

### Community Partners

Value their input in providing students with opportunities broader than the school context.

## Processes

Implement a whole school approach to student wellbeing, with a focus on academic, personal and social development.

Implement a collaborative approach to learning pathways, where staff, parents, community, business and interagencies broaden student learning opportunities

## Evaluation Plan

- Faculty Review of Assessment Practice
- Student progress monitored through available data sources SMART, SCOUT, Attendance, SENTRAL
- Evaluate student / staff engagement with MyP
- Classroom observations
- Tell Them From Me
- NAPLAN data
- HSC Data

## Practices and Products

### Practices

All teachers focus on learning through assessment for, of and as learning to provide meaningful feedback. Students are provided with differentiated learning through quality teaching to enhance their wellbeing. Parents receive informative reports and feedback on their child's learning goals.

Wellbeing of students is monitored through learning plans to identify and enhance learning / teaching practices. Teachers gather, collate and analyse data to inform their practices for student performance improvement.

Relationships with outside agencies strengthen support mechanisms for students.

### Products

Student plans encourage the communication of holistic information about student wellbeing to improve connectedness with their learning and school community.

Teacher professional learning focuses on continual improvement in student wellbeing and student pathways and is linked to the Australian Professional Standards for Teachers

Differentiation is embedded into Teaching and Learning programs through the provision of future focused learning and teaching

## Strategic Direction 2: Teaching for an enriched future

Purpose	People	Processes	Practices and Products
<p>To enhance collaboration and collegiality with the aim of encouraging high expectations in an environment committed to identifying, understanding and implementing highly effective teaching methods. Our practice embraces continuous improvement, reflective practice and an observable modelling of our school values.</p>	<p><b>Students</b></p> <p>Value the opportunity to engage in their learning goals, including the IEP process.</p> <p><b>Staff</b></p> <p>Understand the need to engage with student accommodations and adjustments.</p> <p>Understand their responsibilities in relation to the PDP process and value the opportunity to engage in professional learning that embeds Future Focused learning activities.</p> <p><b>Leaders</b></p> <p>Acknowledge the importance of addressing accommodations required to assist student learning.</p> <p>Understand the need to establish, maintain and review a clear process relating to all requirements of the PDP of staff.</p> <p><b>Parents/Carers</b></p> <p>Understand the importance of open communication and the positive impact it has on their child's learning.</p> <p><b>Community Partners</b></p> <p>Understand the importance of collaborating with the school and families to develop appropriate accommodations and adjustments for learning programs.</p>	<p>Implement systems and practices where student accommodations and adjustments are embedded in differentiated teaching and learning.</p> <p>Review and further develop a whole school approach to capacity building where every teacher and leader improves every year to create sustainability.</p> <p><b>Evaluation Plan</b></p> <p>Staff PDPs</p> <p>IEPs and staff adjustments and accommodations on SENTRAL</p> <p>Senior executive review faculty monitoring folders</p> <p>Internal and external surveys</p> <p>Records of staff professional learning</p> <p>Tell Them From Me</p> <p>NAPLAN data</p>	<p><b>Practices</b></p> <p>A common language and expectations in relation to the implementation of the school behaviour management process exists.</p> <p>Staff actively engage in the mid year and yearly review of the PDP process with a focus on capacity building.</p> <p>The creation and use of student adjustments and accommodations, in consultation with all stakeholders.</p> <p>Opportunities exist for staff to apply for and relieve in leadership positions.</p> <p><b>Products</b></p> <p>There is a clear understanding of students who require learning adjustments and accommodations and stakeholder responsibility in developing differentiated teaching and learning programs.</p> <p>Class / Course monitoring folders show a systematic process of teacher and student feedback and meet NESA requirements</p> <p>A systematic process of classroom observations occur where staff model effective practice in a supportive environment.</p> <p>Staff set specific individualised goals that align with the professional standards and the school plan, as noted in their PDPs.</p> <p>Continuous improvement of teaching, learning and leading across the school community is evident. Professional learning is focused on building capacity and leadership qualities of staff to ensure sustainability of leadership.</p>
Improvement Measures			
<p><b>School Priority</b> Increased proportion of students indicating: Engagement at School, a Sense of belonging to the school and experiencing success at school to exceed State Government Norms by 2020</p> <p>Tell Them From Me Target</p> <p>67% (State = 66%)</p> <p>Increase the proportion of year 9 students achieving above expected growth in NAPLAN by 10% in Literacy and Numeracy by 2020.</p> <p>Baseline (2017) Data; Reading 44%, writing 46%, spelling 48%, grammar 58% and Numeracy 61%</p>			

# Strategic Direction 3: Expectations for an enriched future

Purpose	People	Processes	Practices and Products
<p>To ensure processes, structures and resources are evidence based, transparent, sustainable and evaluative to strategically improve teaching and learning outcomes and support a culture of high expectations.</p>	<p><b>Students</b></p> <p>Value a wide range of learning modes and spaces, which will foster their ability as a future focused learner, embracing all of the learning modes.</p>	<p>Implement and embed high quality, research based, future focused literacy teaching practices.</p>	<p><b>Practices</b></p> <p>Teachers use a flexible repertoire of evidenced based, future focused learning modes and dispositions to optimise learning progress for all students across a full range of abilities</p>
Improvement Measures	<p><b>Staff</b></p> <p>Appreciate the importance of providing future focused learning modes, are aware of the need to cater their teaching and learning around their students' learning dispositions.</p> <p>Understand that their teaching and learning space, furniture and technology enable learning modes to enhance student learning outcomes.</p>	<p>Implement and embed high quality, research based, future focused numeracy teaching practices.</p> <p>A leadership initiative that supports the opportunity for staff to research, explore and develop skills in the implementation of future focused teaching and learning, concentrating on learning modes, dispositions and learning space.</p>	<p><b>Products</b></p> <p>Collaboration is evident across the school with literacy and numeracy, teaching and learning opportunities, differentiation, data and assessments analysed and students involved in planning for learning.</p>
<p>Increase the number of staff applying for 2IC positions across the school by 2020.</p> <p>Target – 22%</p>	<p><b>Parents/Carers</b></p> <p>Value input into the school direction and support the future focused initiative.</p>	<p><b>Evaluation Plan</b></p> <p>Staff PDPs</p> <p>Tell Them From Me survey</p> <p>Focus groups</p> <p>Internal surveys</p> <p>Student leadership participation rates</p> <p>Social media and website data</p>	<p>School funds are used strategically to improve student learning outcomes, be it through resourcing of technology or the deployment of appropriate staff.</p>
<p>Increase the number of students recognising the positive impact education has on their to exceed the NSW Government norm in the Tell Them From Me survey.</p> <p>Target – 75%</p> <p>2017 Baseline – 66% (school) and 75% (State)</p>	<p><b>Community Partners</b></p> <p>Support, contribute and work towards the development of structures, resources, learning and social environments that support a real-world approach to learning and preparing for the opportunities of a 21st Century post-school world.</p>		
	<p><b>Leaders</b></p> <p>Establish a culture where all staff are encouraged to have a growth mindset around their practice. Provide the resources for staff to enable greater differentiation and enhance learning outcomes.</p>		