

School plan 2018-2020

Canowindra High School 8518



School background 2018–2020

School vision statement

A small school with big opportunities.

Canowindra High School fosters a nurturing environment that instills pride in achievement through the development of self-motivated, tolerant and confident learners. The school community works collaboratively to create experiences that continually challenge and develop personal strengths, resilience and individual student success.

School context

Canowindra High School (CHS) is located in Central West NSW, enrolling students from the rural townships of Canowindra and Cowra and surrounding villages.

The school has a long history of educational excellence and continually provides quality educational experiences for all students. CHS believes its overall priority is to foster a nurturing and collaborative school community environment that celebrates and instills pride in achievement and the development of motivated, tolerant, resilient and confident 21st Century learners.

The school provides student access to enrichment programs, student wellbeing initiatives and a wide range of academic, leadership, citizenship, cultural and sporting experiences. There exist strong teaching and learning links with partner primary schools which are focused on developing collaborative structures based around a shared learning culture. Senior students are able to study a diverse curriculum as part of their HSC, providing them the necessary skills for entry to university, TAFE or the workforce. CHS caters for students co-enrolled in Aurora College, a facility aimed at extending the most academic of CHS students. In keeping with the school philosophy of extending and catering for the needs of all students, other national, state and regional competitions and activities such as the Duke of Edinburgh program are also offered.

Student leadership is encouraged and nurtured with School Representative Council (SRC) members participating in staff meetings and P&C meetings, fundraising for charity and regularly contributing to school policy changes.

Canowindra High School has a positive, nurturing culture with an underlying philosophy of mutual respect, responsibility and trust that encourages all students to strive to do well. The school and its community shares a common goal to carefully guide students through collaboratively created experiences that continually challenge and develop personal strengths, resilience and individual student success.

School planning process

Changing the learning culture and providing quality educational experiences for all students continues to be our focus at Canowindra High School with invaluable input from students, staff and community.

Building on established practices, a commitment was given to provide opportunities to enable in-depth discussions on why the need to maintain change, where we were, where we would like to be and how we would get there.

The school plan was developed in consultation with staff, parents and students of CHS and resulted from analysis of data and feedback.

Consultation occurred through/with:

- Tell Them from Me student survey
- surveying parents
- wide-ranging conversations
- executive meetings
- staff meetings
- canteen volunteers
- the Canowindra High School P&C Association

Numerical information was gathered from:

- NAPLAN (Year 7 and Year 9)
- HSC data
- PAT data (Year 7, 8, 9 and 10)
- School based learning data
- Ongoing assessment analysis
- Ebs4 entry data
- Learning adjustment data

These processes have led to the development of strategic directions to inform the Canowindra High School Plan for 2018–2020

School strategic directions 2018–2020



Purpose:

In fostering a student centred learning environment students become self motivated, resilient and successful learners who are equipped with a strong sense of wellbeing and the capability to work independently to achieve their best in a variety of contexts.

Purpose:

To ensure through provision of a curriculum that is flexible, relevant and dynamic, supported by explicit teaching, meaningful assessment and regular evaluation of student performance data, the diverse needs of students are met and all students acquire the essential skills for future success.

Purpose:

All staff engage in a range of learning opportunities to enhance their performance and, through adopting consistency of practice, high expectations and forward focussed thinking, increase student engagement, achievement of educational priorities and development of sustainable practices.

Strategic Direction 1: Positive Learning Culture

Purpose

In fostering a student centred learning environment students become self motivated, resilient and successful learners who are equipped with a strong sense of wellbeing and the capability to work independently to achieve their best in a variety of contexts.

Improvement Measures

To increase individual student growth, academic achievement and engagement across all key learning areas.

All teaching and learning programs show evidence of learning adjustments for individual student learning..

Increased levels of student wellbeing..

People

Students

- Are committed to the pursuit of excellence with ownership of their learning and behaviour.

Staff

- Have high and consistent expectations of all students and encourage academic, social and emotional growth.
- Actively involved in collection, analysis and use of data to implement evidence based change to whole school wellbeing and engagement practices to improve learning.

Parents/Carers

- Embrace responsibility for, and involvement in, their child's learning and supports school delivery of educational and wellbeing opportunities/programs.

Leaders

- Work with school community to plan for learning through use of sound information about each student's wellbeing and learning needs.
- School leadership team supports a culture of whole school improvement through integration of longer term financial planning with school planning and implementation processes to address school strategic priorities.

Processes

Establish effective partnerships in learning with parents, students and teachers to support continuity of learning for all students and meaningful celebration of success.

Maintain a literacy and numeracy focus and utilise effective feedback to improve learning outcomes and support in-class skill development..

Review existing welfare practices and programs against the Wellbeing Framework to ensure a focus on Respect, Responsibility and Resilience across the school community and clarity in expectations of all stakeholders.

Evaluation Plan

- Tell Them from Me survey data
- NAPLAN
- HSC
- Parent feedback
- Internal and external assessment data
- Lesson plans and teaching programs

Practices and Products

Practices

- Students and staff demonstrate high expectations of learning progress and achievement with performance supported by effective feedback and regular celebration.
- The design of all teaching and learning programs include explicit teaching of numeracy and literacy.
- Teachers are personalising students learning to meet their individual needs.
- Staff promote and demonstrate strong and consistent implementation of a clearly defined student wellbeing system to promote student engagement and build resilience.

Products

- Students demonstrate resilience and success as self-motivated learners, confident and creative individuals with the personal resources for future success and wellbeing.
- Students achieve at least expected growth in reading, writing and numeracy.
- The school community is actively involved in inclusive program that supports the cognitive, emotional, social, physical and spiritual wellbeing of students.

Strategic Direction 2: Quality Teaching for Learning

Purpose

To ensure through provision of a curriculum that is flexible, relevant and dynamic, supported by explicit teaching, meaningful assessment and regular evaluation of student performance data, the diverse needs of students are met and all students acquire the essential skills for future success.

Improvement Measures

- All teaching staff utilise data to inform program development, lesson delivery, assessment and provide meaningful feedback.
- All teachers utilise technology to support their teaching practice and professional responsibilities and, enhance learning experiences for students

People

Staff

- Teachers demonstrate personal responsibility for supporting a culture of whole school improvement through their teaching practice and implementation of strategies to improve learning for all students.

Leaders

- School leadership team participation in ongoing review of practices and processes against the SEF and Australian Professional Standards for Teaching

Processes

- Embed data analysis in school practice and utilise it to inform teaching, learning and school direction.
- Incorporate individual, faculty and whole school monitoring procedures into school practice to ensure compliance with NESA requirements and movement towards SEF statements of excellence.
- Strategies exist to ensure deeper analysis of performance data, to work with staff in the implementation of literacy and numeracy into teaching and learning programs to support identified student needs.

Evaluation Plan

- Internal monitoring processes.
- Australian Professional Standards for Teaching.
- Performance and Development Plans.
- Tell Them from Me survey data.
- Executive and staff meeting minutes.

Practices and Products

Practices

- Teachers utilise data to inform practice and differentiate teaching and learning by tracking student performance.
- Teachers develop and/or review all teaching programs and assessment practices and procedures to comply with the teaching standards and NESA requirements.
- Strategies to explicitly teach literacy and numeracy embedded in all teaching programs and classroom delivery.
- Teachers utilise technology to enhance learning experiences and promote BYOD practices.

Products

- Teaching programs include differentiated content, learning activities and assessment based on identified needs of all students.
- Scheduled school wide review of practices, processes and programs supports self assessment against the School Excellence Framework.

Strategic Direction 3: Professional Growth

Purpose

All staff engage in a range of learning opportunities to enhance their performance and, through adopting consistency of practice, high expectations and forward focussed thinking, increase student engagement, achievement of educational priorities and development of sustainable practices.

Improvement Measures

All staff actively engage in the performance and development process.

Professional learning which provides most effective strategies to improve teaching and learning identified, evaluated and actioned by all teachers.

People

Leaders

- Participate in programs to build leadership capacity and implement the principles of evaluative thinking, continually monitoring the impact of current school practice and quality of teaching.
- Leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Staff

- Engage staff in a program of whole school and personalised professional learning to facilitate quality pedagogy and professional growth reflected in established goals of their PDP, accreditation requirements and school priorities.

Processes

- Enhance structures to support policy and practice reviews and address priorities at faculty, staff and whole school levels.
- Strong professional learning aligned with the school plan and explicit systems for collaboration and feedback developed and embedded in school practice to build teacher capacity and support best practice.
- Strengthen processes, communicate practices and ensure delivery of professional learning inclusive of all staff.

Evaluation Plan

- Professional learning records.
- Performance and development information.
- Parent feedback.
- Tell Them from Me survey data.
- Meeting minutes.

Practices and Products

Practices

- Staff actively participate in, and reflect upon, formal and informal professional learning, meeting requirements of Performance and Development Plan and focusing on professional growth.
- Teachers utilise school plan strategic directions, the School Excellence Framework and best practice highlighted in the Professional Teaching Standards to inform PDP goals.
- Staff have regular opportunities to engage in professional dialogue, collaboration, classroom observations, modelling of effective practice and timely feedback between colleagues.

Products

- Staff goals are actioned and annual Performance and Development Plans reviewed to inform further professional learning.
- Collegial discussion and practices are evident within faculty/staff meeting minutes and embedded in achievement of PDP goals for teachers.
- Evidence to support achievement of Performance and Development Plan goals and school milestones exists.