

School plan 2018-2020

Toormina High School 8527



School background 2018–2020

School vision statement

At Toormina High School, we strive for excellence in everything we do. We provide a vibrant and innovative, proudly comprehensive high school that values strong community partnerships delivered in a safe and supportive learning environment allowing every student to thrive as an individual. Excellent performance is not an exception but an expectation at Toormina High School. Our theme “Creating Our Future” is driven by excellence in teaching and learning delivered by world class educators.

Our Learning Support Unit is the largest unit on the Mid North Coast, catering for students with identified disabilities in a supportive and engaging environment. We strive to provide high quality learning outcomes for students engaging them in a variety of programs designed to develop quality post-school options.

School context

Toormina High School is situated on the mid–north coast of New South Wales, eight kilometres south of Coffs Harbour. It is a comprehensive co–educational high school with a Learning Support faculty. Our school enjoys a beautiful environment and excellent facilities and has a fine reputation within the local and wider community.

Our school serves a diverse community with an ICSEA (Index of Community Socio–Economic Advantage) of 936 in comparison to the national average of 1000. Of our students, 17% are Aboriginal or Torres Strait Islander and 6% are from a language background other than English.

There has been a significant increase in student enrolments for 2018, whereby we currently have 790 students enrolled. The school has an average student attendance rate of 90%.

Student leadership is strong, with students actively encouraged to have a voice and be engaged within the school. Our Student Representative Council (SRC) is representative of all year groups and are led by a team of senior students who meet regularly with the Principal. Several after school programs exist to support students and their learning beyond the classroom.

The Parents and Citizens Association (P&C) works closely with the Principal to determine the strategic directions of the school and support the school in many ways, including purchasing resources, providing advice on school programs and structures, initiating community activities to increase parental involvement and actively participating in the selection of staff.

School planning process

Our school plan has been created from multiple data sources and developed by staff, parents, students and the community. Consultation was conducted through surveys; parent and community, student and staff forums, P&C meetings and reviews. Our school plan is also informed by data we have collected from a variety of sources including external data sources: Tell Them From Me (TTFM), NAPLAN, VALID and Higher School Certificate (HSC) results as well school based data sources such as attendance and student wellbeing.

We commenced our planning in Term 3 2017, with our staff and parents engaged in developing our new school vision. In Term 4 2017, the school executive attended two conferences where our strategic goals and milestones were developed. The results of the day were then presented to all staff for consultation and faculty interpretation of the processes, practices, people and products. Student input was delivered by the Student Executive Team at the student executive dinner in November 2017. The Aboriginal Education Consultative Group (AECG) provided input to our strategic directions at a Yarn Up held in October 2017. A comprehensive self–assessment against the School Excellence Framework was also conducted. Ongoing consultation with the Director Public Schools NSW and Principal School Leadership assisted with refinement. The Draft Plan was developed and provided for public consultation, feedback and final editing.

Our progress in the three strategic directions is monitored and evaluated throughout each year. All of the strategic directions are long term aspirations and will take a number of years to show significant, embedded cultural change. Within each strategic area a number of teams are responsible for the implementation of the plan.

Additional focusses include Initiatives for Aboriginal and Torres Strait Islander students and the Support Unit.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 LEARNING

Purpose:

A relentless focus on the achievement of high quality outcomes through high expectations from all stakeholders is essential for student success.

Our purpose is to cultivate a whole school culture focused on high expectations and achievement for our students. Our students will be resilient, respectful lifelong learners who make a significant contribution to our community.

STRATEGIC DIRECTION 2 TEACHING

Purpose:

Excellent teaching engages all staff to take personal responsibility for improving teaching practice in order to improve student learning.

Our purpose is to implement the most effective explicit teaching methods, resulting in high quality outcomes for all students. All teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, ensuring every student is challenged, engaged and learning successfully.

STRATEGIC DIRECTION 3 LEADING

Purpose:

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. Strong, strategic and effective leadership is the cornerstone of school excellence.

Our purpose is to build and lead a school-wide culture of high expectations for all stakeholders, developing our student and staff as leaders of today and the future.

Strategic Direction 1: LEARNING

Purpose	People	Processes	Practices and Products
<p>A relentless focus on the achievement of high quality outcomes through high expectations from all stakeholders is essential for student success.</p> <p>Our purpose is to cultivate a whole school culture focused on high expectations and achievement for our students. Our students will be resilient, respectful lifelong learners who make a significant contribution to our community.</p>	<p>Students</p> <ul style="list-style-type: none"> • Experience success through differentiated learning • Take enhanced ownership of their learning journey <p>Staff</p> <ul style="list-style-type: none"> • Work collaboratively evaluating and adjusting teaching plans and strategies to meet the academic, social and emotional needs of all students • Utilise Performance and Development Plans to drive improvements in teaching and learning <p>Parents/Carers</p> <ul style="list-style-type: none"> • Engage as partners in learning by attending meetings and forums • Share high expectations for their child's learning <p>Community Partners</p> <ul style="list-style-type: none"> • Develop mutual partnerships and share practices and expertise supporting implementation and evaluation of teaching and learning <p>Leaders</p> <ul style="list-style-type: none"> • Identify, establish and support professional learning for staff to differentiate programs for learning • Build capacity of staff to use data to inform teaching and learning 	<p>Improving student outcomes in Literacy and Numeracy:</p> <p>Establish whole school approach to using data to improve Literacy and Numeracy with a focus on the provision of quality professional learning in program differentiation.</p> <p>Improving post-school pathways and HSC Results:</p> <p>Investigate, implement and evaluate a whole school approach of targeted learning support for Year 11 and 12 to improve HSC performance and enhance pathways for students at risk.</p> <p>Students explicitly learn expectations and celebrate achievement:</p> <p>Implement and evaluate Positive Behaviour for Learning (PBL), including processes for whole school recognition of achievement.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Analysis of HSC data • Analysis of NAPLAN Data • Analysis of Tell Them From Me data • Analysis of school suspension data • Teaching and learning program collaborations and monitoring • Student survey 	<p>Practices</p> <p>Teaching practice is differentiated and informed through the use of data and feedback to meet the needs of all students.</p> <p>Students are proactively engaged in processes to enhance their understanding of high expectations and what excellence looks like.</p> <p>Students actively engage in opportunities (such as ALARM) to enhance individual HSC achievement and maximise access to appropriate post-school pathways.</p> <p>Products</p> <ul style="list-style-type: none"> • Professional learning provided to staff in interpreting and using data to inform practice • Quality feedback is evident • Staff are provided with professional Learning in differentiation and formative assessment • Staff develop high quality work samples • High quality engaging lessons are evident across all Key Learning Areas • Expected behaviours explicitly taught • PBL is the common language of expectation across the school • Students achieve at or above State average in all external tests • Strategies in place to support student learning and mental health • Post-school options identified
Improvement Measures			
<ul style="list-style-type: none"> • 90% of our students are at or above expected growth in Year 9 NAPLAN Reading and 80% of our students are at or above expected growth in Year 9 NAPLAN Numeracy 			
<ul style="list-style-type: none"> • Three year average data (2018–2020) indicates a 600% increase in HSC Band 6 results and a 200% increase in HSC Band 5 results as measured against 2015–2017 baseline 			
<ul style="list-style-type: none"> • The school is deemed to be Excelling in all sections of the Wellbeing element of the School Excellence Framework through self-assessment or external validation 			

Strategic Direction 2: TEACHING

Purpose

Excellent teaching engages all staff to take personal responsibility for improving teaching practice in order to improve student learning.

Our purpose is to implement the most effective explicit teaching methods, resulting in high quality outcomes for all students. All teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, ensuring every student is challenged, engaged and learning successfully.

Improvement Measures

- 100% of teaching staff engaged in instructional rounds and all indicate improvements to their practice through self-reflection and classroom observation data
- 50% of teachers choose a performance and development goal from the Highly Accomplished or Lead levels from the Australian Professional Standards for Teachers
- All teachers involved in the leadership coaching indicate significant improvements in their capacity to lead for improved teaching practice and student outcomes

People

Students

- Engage in a highly productive and innovative differentiated curriculum with extra-curricular opportunities
- Take enhanced ownership of their own learning giving and receiving effective feedback to teachers

Staff

- Access appropriate and identified professional learning to drive improvements in teaching and learning
- Access, analyse, interpret data and use this to inform practice
- Develop a culture of reflective practice leading to continuous professional improvement
- Teach school-wide expectations

Parents/Carers

- Actively support innovative teaching practices through appropriate feedback

Community Partners

- Work in partnership with teachers in delivering world class pedagogy

Leaders

- Build capacity of staff through professional learning and coaching strategies
- Demonstrate instructional leadership, promoting and modelling effective evidence based practice
- Provide professional learning to enhance effective and positive

Processes

Assessment for Learning:

Provide quality professional learning in assessment strategies, including a focus on expert use of work samples to guide student performance, and supported by clear processes that are understood and implemented by all staff.

Providing High Quality Professional Learning:

Provide professional learning in collecting, analysing and interpreting data for improvement in teaching practice which leads to improvement in student learning outcomes.

Engage teachers in seeking higher levels of accreditation supported by involvement in instructional rounds, leadership coaching and individualised teacher professional learning.

Evaluation Plan

- Analysis of school and faculty data on NAPLAN, HSC, Valid and school based assessment
- Analysis of staff feedback from instructional rounds
- Analysis of higher levels of accreditation achievement

Practices and Products

Practices

A cross-faculty professional learning team researches and leads the implementation of focussed quality learning opportunities for staff.

Quality differentiated teaching and Implementation of effective assessment Strategies are evident in every classroom.

Teachers accessing accredited and teacher identified professional learning to meet the Australian Professional Standards for Teaching(APST).

Products

- High levels of student engagement are evident in all classrooms
- Improved student achievement in internal and external assessments, including NAPLAN, HSC and VALID
- Teachers engage in professional to develop skills in data analysis and use of data to inform practice
- All teachers regularly use a range of data to inform teaching practice
- Every teacher is engaged in professional reflection practices developing a high quality PDP, exceeding proficient in the APST
- Teachers engage in reflective teaching practices supported by mentors
- Teachers at all levels, engage in coaching activities to build teaching and leading capacity

Strategic Direction 2: TEACHING

People

classroom environments that empower teachers

Strategic Direction 3: LEADING

Purpose

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. Strong, strategic and effective leadership is the cornerstone of school excellence.

Our purpose is to build and lead a school-wide culture of high expectations for all stakeholders, developing our student and staff as leaders of today and the future.

Improvement Measures

- 85% of partner primary school students select Toormina High School as secondary school of choice
- Increase in the number of students choosing Toormina High School to complete their HSC
- Tell Them From Me staff data indicates increased confidence in the impact of leadership across the school
- Measureable improvements in the number of students taking up extra-curricula opportunities and in school engagement data obtained through student surveys

People

Students

- Engage in innovative differentiated curriculum and extra-curricular options
- Seek leadership roles across the school
- Take enhanced ownership of their learning to achieve personal learning goals
- Choose Toormina High School for Year 11 and 12

Staff

- Engage in coaching and mentoring to develop enhanced skills in leadership, teaching and learning
- Work collaboratively to develop teaching programs that meet the needs of students

Parents/Carers

- Support Toormina High School by encouraging students to complete quality assessment tasks

Community Partners

- Engage with staff and students to participate and lead school and community programs that develop content knowledge and future learning skills for our students

Leaders

- Establish a professionally challenging and supportive learning culture and actively develop positive relationships
- Build a successful collegial partnership and culture with the broader school community

Processes

Increased selection and retention rates:

Implement whole-school measures to ensure THS is the school of choice through a focus on broad subject choice, student wellbeing programs and pastoral care initiatives to increase resilience, respect and options for students. Enhance the school environment to ensure that there is quality learning spaces.

Increased leadership opportunities:

Implement initiatives across the school to support building student leadership and distributed instructional leadership for staff which reflect the idea that leadership is everybody's business.

Evaluation Plan

- Destination data for 6–7, 10–11 and post-school
- Feed back from TTFM data and other surveys
- Students engaged in outdoor education initiatives
- Staff accreditation levels

Practices and Products

Practices

Increased student enrolment and retention.

Students develop positive and reflective attitudes that raise their expectations of academic success and enhance their engagement in learning, school spirit and positive relationships.

Students and Staff engage as school leaders

- Aspiring student leaders identified and encouraged to access SRC and other leadership programs.
- Initiate the Duke of Edinburgh program.
- All staff actively encouraged to identify leadership opportunities in PDP document.
- Staff offered shadowing opportunities.
- Staff encouraged to lead whole school programs.

Products

- Evidence based wellbeing programs are evident
- Appropriate subjects are available for all students including school based VET, TAFE and university
- A strong school spirit is evident
- Supportive programs that improve student attendance, belonging and identity are in place
- High levels of respect, engagement and achievement in learning are evident
- Improvements made to school

Strategic Direction 3: LEADING

Practices and Products

environment

- Students develop leadership skills through wellbeing programs, partner primary school programs, Outdoor Education and other opportunities
- Students develop a “Spirit Week” program
- A mentor culture is evident across staff and students
- Staff lead teams and programs and engage in instructional rounds
- PDPs are developed in line with the school plan and focus on improved professional practice from teachers