

# School plan 2018-2020

## Thomas Reddall High School 8589



# School background 2018–2020

## School vision statement

Thomas Reddall High School is committed to fostering a learning community that builds confidence in all students to achieve their personal best within a culture of high expectations and quality teaching practices. Through a safe and stimulating learning environment, students and staff are able to connect, succeed and thrive.

## School context

Thomas Reddall High School is a comprehensive secondary school based in the Campbelltown local area. It has an enrolment of 546 students, including 10% from an Aboriginal and/or Torres Strait Islander background and 39% from a language background other than English. The school receives equity funding to support students from low socio-economic communities. A six class Support Unit caters for the needs of students with autism as well as mild intellectual and physical disabilities. Students have access to a broad curriculum, including access to VET (Vocational Education and Training) courses in the senior school. For more information on our school, please visit: <http://www.thomasredd-h.schools.nsw.edu.au>

## School planning process

Extensive community consultation was undertaken with students, staff, parents and the wider school community. All stakeholders have actively participated in our self-assessment and evaluation processes. They were also involved in setting the vision and strategic directions for our school over the next three years.

Focus groups, surveys, staff meetings, extended professional learning sessions, conferences and parent information evenings were the forums that were used to elicit feedback and plan for the future. The feedback, combined with the evaluation of the 2015–2017 School Plan, informed the three strategic directions for our school.

Once the Strategic Directions were determined, further workshops and consultation with staff, students and parents continued to complete the school plan. These sessions were guided by the School Excellence Framework, the Department of Education Strategic Plan 2018–2022, The Melbourne Declaration, and the CESE “What Works Best: Evidence-Based Practices to Help Improve NSW Student Performance” document.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Excellence in teaching and  
learning

### Purpose:

To create a culture of high expectations that focuses on the delivery of quality teaching and learning that develops student confidence, capacity and improved performance in literacy and numeracy.

## STRATEGIC DIRECTION 2

Building a positive school  
culture

### Purpose:

To create a safe and inclusive environment that fosters positive and supportive relationships where all students and staff are known, valued and cared for.

## STRATEGIC DIRECTION 3

Fostering collaborative  
partnerships

### Purpose:

To promote community awareness of our school's successes and future directions by developing supportive and sustainable community partnerships.

# Strategic Direction 1: Excellence in teaching and learning

Purpose	People	Processes	Practices and Products
To create a culture of high expectations that focuses on the delivery of quality teaching and learning that develops student confidence, capacity and improved performance in literacy and numeracy.	<b>Students</b>  Utilise literacy and numeracy strategies to enhance understanding and improve performance.  Experience increased engagement and academic achievement through quality teaching and learning practices.  Students in Year 7, 8 and our Support Unit are actively involved in and value Project Based Learning.	<b>Literacy and Numeracy</b>  Implement a teacher professional learning program that centres on developing quality teaching practices in literacy, numeracy and project based learning.  Implement and embed a whole school approach to literacy, numeracy and future focused learning.  Staff share literacy and numeracy strategies that have had a positive impact on student understanding, growth and development.	<b>Practices</b>  All Stage 4 teachers routinely and consistently embed whole school literacy and numeracy programs.  Stage 4 students engage in explicit literacy and numeracy teaching strategies.  Students engage in Project Based Learning and highlight achievements to peers and the broader community.
Improvement Measures	<b>Staff</b>  Develop knowledge and understanding of Project Based Learning.  Develop teaching and learning programs that cater for the development of (21stCentury) future focused learning skills.  Develop knowledge and understanding literacy and numeracy strategies and the need for a consistent whole-school approach to improve student learning outcomes.  Develop staff capacity around Formative Assessment.	<b>Project Based Learning</b>  Implement and embed a whole school approach to future focused learning.  Implement and embed innovate teaching practices that focus on developing communication, collaboration, creativity and critical thinking skills.	<b>Products</b>  All Stage 4 teachers have evidence of data analysis and implementation of literacy and numeracy teaching strategies that foster improvement.  All Stage 4 teaching and learning programs integrate literacy and numeracy strategies.  All teachers have evidence of incorporating future focused pedagogy in lessons and programs.  Formative assessment is embedded in teaching and learning programs.
Increase the proportion of students in the top two NAPLAN bands for reading and numeracy in Years 7 and 9.  Increase the number of students achieving at or above National Minimum Standards in Literacy and Numeracy in Years 7 and 9.  Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.  100% of Stage 4 programs have formative assessment embedded as part of the teaching and learning cycle.  Increase the proportion of students demonstrating the skills of collaboration, communication, creativity and critical thinking through engagement in project based learning.	<b>Leaders</b>  Develop and implement a collaborative, differentiated professional learning plan that is valued by staff and builds capacity in Literacy, Numeracy and Future Focused pedagogies.	<b>Assessment</b>  Staff analyse data, implement high quality assessment practices, and provide effective feedback that fosters a growth mindset.	
	<b>Community Partners</b>  Understand and value the importance of	<b>Evaluation Plan</b>  PL program  Performance Data – HSC, NAPLAN, VALID  School developed surveys  TTFM Survey	

# Strategic Direction 1: Excellence in teaching and learning

## People

Project Based Learning in building future focused skills and community partnerships.

## Strategic Direction 2: Building a positive school culture

Purpose	People	Processes	Practices and Products
To create a safe and inclusive environment that fosters positive and supportive relationships where all students and staff are known, valued and cared for.	<b>Staff</b>  Collaborate and support each other to enhance professional relationships.  Engage in Positive Behaviour for Learning (PBL) Professional Learning to consistently implement school expectations.  Value the importance of leadership development.  Maintain accurate records and documentation in order to evaluate and maximise positive impact on student learning.	<b>Connect, Succeed and Thrive</b>  A whole school PBL approach is reviewed and delivered; and is responsive to trends emerging from data to inform future teaching of skills.  Staff and students model, support and implement a whole school approach to wellbeing.  <b>Leadership driving improvement</b>  Student leadership development programs are reviewed, researched and developed for TRHS.  Staff use the Australian Professional Standard for Teachers to guide improvement and growth by moving to the next level of knowledge, practice and professional engagement. The focus is on using the Performance and Development Framework, Accreditation and Maintenance, Beginning Teacher Programs, and aligning professional learning to the needs of staff.	<b>Practices</b>  Implement a sustainable and consistent approach to PBL and wellbeing.  School procedures are consistently implemented and records maintained.  Leadership development is promoted and sustained within the school.
Improvement Measures	<b>Students</b>  Value the importance of developing leadership skills.  Value acknowledgement of success within and beyond the school.  Understand and support the TRHS PBL program.	<b>Evaluation Plan</b>  Attendance data  TTFM  Leadership initiatives and feedback  Participation rates in school based activities  Reward Assemblies  Performance and Development Plans and Documentation	<b>Products</b>  Student and staff targeted wellbeing programs implemented.  Staff and students receive specifically targeted support at point of need.  Staff and students develop leadership skills.  Students receive specifically targeted PBL teaching and learning.
Increase students attendance across all year groups by 5%.  100% of staff developing and achieving the SMART goals outlined in their Performance and Development Plan.  Increase the proportion of students moving through the levels of the merit system.  Increase opportunities for staff and students to be involved in leadership experiences.  Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (TTFM).	<b>Leaders</b>  Lead the consistent implementation of PBL expectations.  Establish and improve policies and procedures that support the delivery of school programs that enhance the wellbeing of students and staff.		
	<b>Parents/Carers</b>  Understand that school procedures are based on high expectations and support student engagement, success and		

## Strategic Direction 2: Building a positive school culture

People
wellbeing.

# Strategic Direction 3: Fostering collaborative partnerships

Purpose	People	Processes	Practices and Products
To promote community awareness of our school's successes and future directions by developing supportive and sustainable community partnerships.	<b>Students</b>  Develop a positive attitude and support the promotion of achievements and successes for all TRHS community members.  Engage with the opportunities offered to them.	<b>Community of Schools Project</b>  Draw on solid research to develop and implement high quality transition programs and CoS initiatives.  <b>Engaging the Community</b>  Implement a whole school approach to promote TRHS achievements and best practice that raises the profile of the school, builds student wellbeing and develops supportive and sustainable community partnerships.	<b>Practices</b>  Staff communicate teaching and learning best practice to the community using various platforms.  TRHS provides new and ongoing opportunities for students to participate in local events.  Facilitate opportunities for meaningful and productive school/community partnerships.  Parents acting in partnership with the school and understanding current educational practices.  Further enhance CoS activities which support transition to High School and other initiatives.
Improvement Measures	<b>Staff</b>  Engage in whole school programs that promote best practice to the broader community.  Contribute to building community links that support students.  Teachers utilise existing CoS professional relationships and seek to form a wide network of learning partners.	<b>Evaluation Plan</b>  TTFM  Parent and community participation rates in school based activities.	<b>Products</b>  TRHS transition programs and initiatives are mapped and embedded.  Community links provide opportunities for TRHS students and staff.  TRHS social media feedback is positive and builds community support.  The school uses collaborative feedback and reflection to promote and generate learning and learning opportunities.  Regular communication of school achievements and curriculum information to community members.  Students are connected to their local community through the Community of Schools and local events/initiatives.
Increased proportion of parents and community members or groups participating in school events.  Increase the number of links with community organisations to support learning.  Increase community support and feedback through the use of enhanced communication tools.	<b>Leaders</b>  Liaise with partner primary schools and community groups to build the profile of TRHS.  Engage and inspire staff to implement a whole school communication strategy.		
	<b>Community Partners</b>  Understand the impact positive partnerships have on individual wellbeing.  Partner primary schools value and support the contribution of TRHS in the learning continuum.		
	<b>Parents/Carers</b>  Establish strong, positive partnerships with		



## Strategic Direction 3: Fostering collaborative partnerships

### People

the school.

Engage with social media platforms that acknowledge the successes of the students and the school.