

# School plan 2015-2017

**South Grafton High School 8406**



# School background 2015–2017

## School vision statement

To create a culture of excellence and innovation and instil the values of safety, respect, responsibility and personal best that will inspire lifelong learners.

## School context

South Grafton High School is a rural, comprehensive, co-educational high school where 19% of students identify as Aboriginal or Torres Strait Islander. With "Excellence and Innovation" central to our ethos, we aim to foster successful learners who are confident, creative individuals and active, informed citizens. This will be achieved through sustained continuous improvement and development of leadership potential whilst embedding our core Positive Behaviour for Learning (PBL) values. South Grafton High School is part of the Grafton Community of Schools, which allows the community to cater for student needs through a collaborative decision-making cycle. The school seeks to be firmly grounded in our local community with strong links to universities, TAFE, local business, and volunteer organisations. We aim to provide opportunities that allow students to develop a high standard of excellence and provide equity of opportunity for all members of our school. Our school aims to provide learning environments that cater for individual student learning needs.

## School planning process

The school planning process involved situational analysis with surveys conducted with the whole student body, a phone survey of parents and a whole staff survey regarding the future directions of SGHS in Term 4 2014. In early 2015 a community and student forum were held to seek further opinion and set future directions. This feedback was collated and has informed the development of the school plan, along with the analysis of external and internal school data. The findings and conclusions of the situational analysis, along with recommendations and progress of the plan were reported monthly to the P and C and to staff through seminars on School Development Days in Term 4 2014 and Term 1 2015. Preparation of the plan was developed via a school planning committee, with parent and staff representation, which met on a weekly basis throughout Term 4 2014 and Term 1 2015. The committee also reviewed the Melbourne Declaration of Goals and recent DEC Policies (Every Student every School, Great Teaching Inspired Learning, Local Schools Local Decisions, Schools Excellence Framework) to inform our purpose statements and subsequent processes, products and practices. The school vision was developed through building a shared vision group activity involving parents/carers, students and staff.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Highly Effective Teaching and Engaging Learning

### Purpose:

Enabling teachers to develop and implement highly effective teaching practices, skills, and strategies to ensure engaged learning for all students. All teachers are expected to establish a collaborative and consistent environment in all classrooms; underpinned by the Positive Behaviour for Learning (PBL) core values.

## STRATEGIC DIRECTION 2

Building Community Relationships and Rapport

### Purpose:

To establish an inclusive and responsive relationship amongst all stakeholders including teachers, students, parents/carers, community, educational partnerships, and industry links. Building a school community that provides strong support to inspire and empower students to achieve their personal best.

## STRATEGIC DIRECTION 3

Building Capacity through Efficient and Innovative Systems

### Purpose:

Creating consistency through efficient and innovative systems which ensure a school ethos of high expectation and procedure to support excellence of practice by the South Grafton High School community. Building leadership capacity at all levels of the school community to develop a culture of excellence and innovation.

# Strategic Direction 1: Highly Effective Teaching and Engaging Learning

## Purpose

Enabling teachers to develop and implement highly effective teaching practices, skills, and strategies to ensure engaged learning for all students. All teachers are expected to establish a collaborative and consistent environment in all classrooms; underpinned by the Positive Behaviour for Learning (PBL) core values.

## Improvement Measures

Track the 2015, 2016 and 2017 Year 7 cohort overall attendance rate, and maintain at or above 87% over the next three years.

Percentage decrease of partial attendance rates from 5% to 3.5% over a three year period.

Number of staff participating (currently ten) in 'Teacher Talk' program to double each year for three years.

Annual data from the Tell Them From Me Survey indicates improvement in the area of intellectual engagement from 29% of Year 9 students in 2014 to 38% (which is the state norm) of Year 9 students in 2017.

## People

### Community Partners

Staff, students and the school community understand the need for consistency in the implementation of Positive Behaviour for Learning in all settings to promote respect, responsibility, personal best and safety.

### Staff

Staff have high expectations and understand the positive outcomes of delivering quality teaching programs and practices.

### Students

Students develop capacity and confidence to actively engage in a variety of challenging learning experiences.

### Parents/Carers

Parents are aware of ways in which they can contribute to or support their child's learning.

### Staff

Staff value professional development aligned with the school vision, values and priorities to enhance learning experiences.

## Processes

Engage in professional learning that supports our school vision and promotes positive behaviour in the classroom.

Design and implement collaborative teaching and learning experiences and assessment, including peer observation, which encompasses deep thinking, innovation, and creativity.

Participate in professional learning that will increase their skills in differentiated learning including meeting the needs of identified students and Gifted and Talented students.

Engage and actively participate by learning through a variety of curricular and extracurricular programs to achieve our purpose.

Students' experiences in their classroom allow them to increase their expectations, capacity, and achievement.

Participate in forums and meetings to actively engage in students' learning including the application of the PBL core values.

Work together to establish a continuum of learning, care, and curriculum.

## Evaluation Plan

This plan will be monitored against the milestones every five weeks by the leadership team and every term by the relevant strategic team.

## Practices and Products

### Practices

Strengthen consistent delivery of PBL through school community collaboration; and the development of programs to promote a respectful, responsible and safe atmosphere that challenges the school community to achieve their personal best.

Develop school based teacher professional learning systems to encourage shared expertise across KLAs, collaboration and shared practice including collegial planning, team teaching and lesson observations.

Teacher professional learning that focuses on differentiated learning in the classroom and analyses the effects on student learning outcomes (data analysis/sources).

### Products

The evaluation, review, strengthening and refinement of academic, cultural and sporting programs that will enhance student achievement and engagement.

The delivery and development of quality teaching programs through greater support networks and systems of accountability.

# Strategic Direction 2: Building Community Relationships and Rapport

## Purpose

To establish an inclusive and responsive relationship amongst all stakeholders including teachers, students, parents/carers, community, educational partnerships, and industry links. Building a school community that provides strong support to inspire and empower students to achieve their personal best.

## Improvement Measures

Improve annual community forum attendance numbers each year for 3 years from 28 in 2015.

Increase the number of Indigenous community members in attendance at SGHS Aboriginal Education Committee meetings.

Increase percentage of students participating in work experience in years 9 and 10 from 9% in Year 9 to 15% by 2017 and 15% in Year 10 to 30% by 2017.

## People

### Staff

Staff understands the importance of regular quality interactions between home and school and develop the skills to communicate effectively with all community members.

### Staff

Staff recognises the importance of actively engaging our Aboriginal community.

### Community Partners

The school community recognises the positive impact they can have on student learning outcomes through enhanced community involvement that strengthens relationships and builds rapport.

### Staff

Staff appreciates the importance of strengthening links with industry and potential employers.

### Students

Students access other learning opportunities through broader industry, community and tertiary experiences to provide a real world context.

## Processes

Staff engage in and enjoy the success of our students, develop and enhance community partnerships where possible and seek to promote South Grafton High School and its values to a wide audience.

Acknowledge Aboriginal culture and its relationship to our school.

Student action teams developed to actively influence future directions and peer involvement in their community.

Parents and carers actively participate in all levels of planning and decision making by participating in workshops, information sessions, cultural events, and whole school showcase events.

The school engages with research practices, expertise from other schools, internal expertise and community experts to support implementation and evaluation of teaching practice.

Students engage in a range of planning opportunities to develop clear pathways for their future.

## Evaluation Plan

This plan will be monitored against the milestones every five weeks by the leadership team and every term by the relevant strategic team.

## Practices and Products

### Practices

Increase school community involvement through strengthening partnerships with not for profit/volunteer organisations and the Aboriginal community as well as local business, cultural and sporting organisations.

Developing greater interactions between classroom teachers, students and the wider school community.

Enhanced collaboration with community of schools and partner primary schools.

### Products

Develop and implement a marketing strategy for our school to promote a positive school image that showcases the advantages that South Grafton High School presents for the community.

There is a learning partnership forged between the education of students at SGHS and home, school, community, other schools, TAFE, partner universities, inter-agencies and business that strengthens, promotes and facilitates opportunities for the students of South

# Strategic Direction 3: Building Capacity through Efficient and Innovative Systems

## Purpose

Creating consistency through efficient and innovative systems which ensure a school ethos of high expectation and procedure to support excellence of practice by the South Grafton High School community. Building leadership capacity at all levels of the school community to develop a culture of excellence and innovation.

## Improvement Measures

Staff to actively utilise Sentral Markbook, Reporting, Wellbeing and Attendance.

Percentage increase in the overall positive incident reports from 39% to 50% by 2017.

Decrease in overall number of long and short suspensions by 20% by 2017.

Overall increase in the number of applicants for Expression of Interest positions and participation in whole/inter school committees over the next three years from 2015.

## People

### Leaders

Leaders demonstrate instructional leadership, promoting and modelling effective evidence based practice.

### Students

Students and staff engage in student voice and leadership opportunities and understand how student voice influences decision making.

### Staff

Staff demonstrate a consistent approach to reinforcing values and using common language of PBL.

### Staff

PBL committee monitors and responds to data to successfully manage student behaviour and learning.

### Parents/Carers

Parents support and reinforce the values promoted through the continued implementation of PBL both in school and outside of school.

### Community Partners

The South Grafton Community understands and utilises the Sentral software platform for administration, communication, staff and student management.

## Processes

Staff seek to enhance knowledge and experience through collaboration, quality teaching practices and leadership opportunities.

Students become involved in action teams related to student and community forum/feedback.

Students and parents engage in the use of the Sentral portal.

All stakeholders communicate relevant information in an appropriate time frame.

Head Teachers Teaching and Learning, and Computing to roll out professional development in the use of Sentral to utilise Markbook, Reporting, Wellbeing and Attendance.

## Evaluation Plan

This plan will be monitored against the milestones every five weeks by the leadership team and every term by the relevant strategic team.

## Practices and Products

### Practices

Professional learning to be aligned to building staff and student capacity and leadership.

The further development of Positive Behaviour for Learning and its consistent application.

Review policies and procedures by investigating models of best practice.

### Products

Establish sustainable and continuous technology practices. The introduction and expansion of Sentral with appropriate and adequate training.