

# School plan 2015-2017

## Peel High School 8525



# School background 2015–2017

## School vision statement

Peel High School aims to develop students that have Truth in their deeds, Courtesy in their actions, and the Courage to achieve.

## School context

Peel High is a partially selective co-educational rural high school in Tamworth. The school is also renowned for its agricultural resources and success. The school prides itself on developing academic, cultural and sporting opportunities. Peel High School is a comprehensive high school of 680 students. The school has a significant (38%) Aboriginal and Torres Strait Islander population. The school has over 40 students in the support unit. The IO, IM and MC students are in 4 discrete classes. A selective Year 7 class, based on academic ability, was established in 2011. There are now selective classes in Years 7, 8, 9 and 10. Peel has strong community partnerships. Many students excel academically, socially, culturally and in sport. The experience of the teachers varies. The staff are dedicated to their own learning and are involved in ongoing professional development, with all teaching staff trained in Gifted and Talented education. The school is supported by a small hardworking P&C.

## School planning process

Students, Parents and Staff have guided the planning process. The three Strategic Directions were chosen after consultation with key stakeholders. Data was analysed from HSC, NAPLAN, student attendance, enrolments, Selective School Applications, instructional practice rounds, and media coverage. The School Plan was revised in 2016 and strategic direction and data monitoring teams were established to continue to evaluate progress towards achieving the milestones.

# School strategic directions 2015–2017



**STRATEGIC  
DIRECTION 1**  
Engagement in Learning

**Purpose:**

To develop students who are actively involved in their learning for the 21st century.



**STRATEGIC  
DIRECTION 2**  
Engagement in Teaching

**Purpose:**

To build a culture of commitment in teaching, where staff actively reflect on teaching and learning outcomes and maintain high expectations.



**STRATEGIC  
DIRECTION 3**  
Engagement with Community

**Purpose:**

To develop strong connections with the community to enable students to maximise opportunities through all stages of their schooling.

# Strategic Direction 1: Engagement in Learning

## Purpose

To develop students who are actively involved in their learning for the 21st century.

## Improvement Measures

- Instructional Practice observation rounds will occur each term with a focus on learning intentions.
- All students achieve state average or better growth in NAPLAN overall literacy and numeracy tests between year 7 2015 and year 9 2017.
- All teachers demonstrate a commitment to individualised student learning evidenced in differentiation, accommodations and adjustments in classroom programs and teaching observations.

## People

### Students

will believe in themselves, building their expectations of themselves to embrace learning, goal-setting, responsibility and resilience.

### Staff

will have higher and consistent expectations and higher self-confidence. Their professional learning and collaborative approach will assist them in implementing Instructional Practice. The improved skills and consistency will enhance the quality of teaching. Staff will be better equipped to make accommodations and allowances for all learners.

### Parents/Carers

will have higher and consistent expectations. The school will provide options for their children and include them in the processes that affect their children. Increased communication to home and inclusion in their child's learning will enhance student learning.

## Processes

### Focus on Differentiation

- The Selective Program Committee develop RICH Task Program and provide staff with appropriate professional learning to build teacher capacity to deliver RICH tasks.
- Professional Learning, both external and internal, to improve the differentiation of learning and assessment for students.
- The development of differentiated assessment tasks to cater for all learners.
- Disability checklist to be reviewed and revised.

### Focus on Writing and Critical Thinking Strategies

- Professional Learning, both external and internal, to build staff capacity to implement the ALARM strategy across stage 6.
- Implementation of ALARM strategy in English HSIE and PD/Health/PE within selected classes.

### Focus on Instructional Practice

- Professional Learning for all staff on implementing and assessing Instructional Practice with a focus on learning intentions and success criteria.
- Create consistent learning environments to support Instructional Practice Strategies.

## Evaluation Plan

## Practices and Products

### Practices

Differentiated learning and assessment strategies and processes are evident in faculty teaching and learning programs.

All applicable faculties have ALARM strategies evident in stage 6 teaching and learning programs.

Learning Intentions and Success Criteria are present in lessons.

Processes and structures to support the implementation of Learning Intentions and Success Criteria are developed.

### Products

Higher engagement in learning for students as evidenced by a reduction in classroom disciplinary levels.

Improved submission of assessment tasks

Disability checklists evident in all teaching and learning programs for identified students.

Stage 6 students demonstrate improved HSC results in applicable courses.

Higher rates of successful completion of senior assessment tasks.

'Tell Them From Me' survey reveals greater engagement in student learning.

Students demonstrate an understanding of Learning Intentions and Success Criteria and the structures that support them.

Teachers demonstrate a deeper engagement with Instructional Practice in

# Strategic Direction 1: Engagement in Learning

## Improvement Measures

## People

## Processes

Five weekly evaluation to measure impact of improvement plans will be carried out for all milestone projects. The annual achievement will be assessed as part of annual reporting processes.

## Practices and Products

classroom observations

# Strategic Direction 2: Engagement in Teaching

## Purpose

To build a culture of commitment in teaching, where staff actively reflect on teaching and learning outcomes and maintain high expectations.

## Improvement Measures

- All staff to have a Professional Development Plan which aligns with school and faculty plans.
- Peer Coaching team established with at least two staff members experiencing peer coaching per faculty.
- Teachers will understand and implement for teachers procedures and practices to adhere to accreditation and maintenance requirements.
- Highly Accomplished Teacher and Lead accreditation will be sought by highly skilled staff.

## People

### Students

- through effective and timely feedback to/from students.

### Staff

- through professional conversations especially through Peer Coaching and team teaching. Lesson observations will become a normal part of professional growth. Induction programs and mentoring of staff will assist new staff into teaching and into the culture of improvement at Peel High School. All staff will be supported in the completion of the New Teacher Development Plan.

### Parents/Carers

- through effective feedback to/from parents and community.

## Processes

### Performance and Development Plans

- Professional Learning for all staff on the New Teacher Performance and Development Plan\*
- Build culture of lesson observations within the school.
- Staff goals collated from the Professional Development Plan

### Accreditation

- Mentoring for staff completing and maintaining NESA Teacher standards.
- Engage staff in the professional learning to reach higher accreditation standards in both Higher Accomplished and Lead Accreditation.

### Peer Coaching

- Initiated training for a team of Peer Coaches involving a community of schools.
- Pilot process for implementation in 2016 leading to a timetabled approach in 2017.

### Evaluation Plan

Five weekly evaluation to measure impact of improvement plans will be carried out for all milestone projects. The annual achievement will be assessed as part of annual reporting processes.

## Practices and Products

### Practices

#### Performance and Development Plans

- All staff to have a Professional Development Plan which aligns with school and faculty plans.
- Teachers share responsibility for student improvement and contribute to a collaborative teaching/learning approach.

#### Accreditation

- Supervision and mentoring program for BOSTES accreditation standards is in place and is reported as useful in staff surveys.

#### Peer Coaching

- Peer lesson observations are evident at least twice a year, with lesson observation increasingly becoming a common tool for teacher improvement.

### Products

#### Performance and Development Plans

- 'Tell Them from Me' survey data indicating that teaching staff are strongly engaged and satisfied in their work and feel confident about their on-going professional growth.
- A system of School Plan monitoring will be in place by the end of 2016 giving staff the opportunity for whole school engagement.

#### Accreditation

# Strategic Direction 2: Engagement in Teaching

## Improvement Measures

## People

## Processes

## Practices and Products

- All staff accredited and maintained at the appropriate BOSTES standard.

### Peer Coaching

- Establish a Peer Coaching team and develop Peer Coaching as a professional learning model to facilitate a collaborative teaching approach. Have at least two staff members per faculty with experience of a peer coaching session.

# Strategic Direction 3: Engagement with Community

## Purpose

To develop strong connections with the community to enable students to maximise opportunities through all stages of their schooling.

## Improvement Measures

- Growth in university offers and post school opportunities for year 12 students.
- Growth in retention rates
- Attendance and increased parent satisfaction at the open day.

## People

### Students

Students: through volunteering and community-based programs that link learning to real world contexts. Additionally through transition opportunities and post-school transition programs.

### Staff

Staff: through developing an understanding and planning for individual learning pathways and utilising expertise of staff to provide opportunities for transition purposes in the community. Connecting to Country and Professional Learning for staff will assist in making stronger links to the Aboriginal community.

### Parents/Carers

Parents: will feel welcomed and valued within the school community and be informed of the variety of opportunities created for students at Peel High School.

### Community Partners

Community partners: will be able to link with the school via planned and proactive programs to ensure a mutually beneficial arrangements for themselves and students.

### Leaders

Leaders: will proactively foster links in the community and assist in communicating the opportunities available to students.

## Processes

### Transition

- Specialist teachers working with Partner Primary schools through transition programs.
- Sharing of curriculum between primary and secondary teachers through transition programs.
- Engagement and support programs such as Peer Support/Taster Days/Big Brother Big Sister/GAT.
- Involvement in Connecting to Country/Sista Speak/NAIDOC week/ Volunteering Programs

### Selective Class

- All staff trained in the NSW University GERRIC program.
- Establishment of an Open Day Committee to promote and organise the day.

### Stage 6 Project

- Careers & post-school transition programs including work placement, University involvement. SBAT. Job Coach, VET coordinator, Careers Advisor and stage 6 project.

### Evaluation Plan

Five weekly evaluation to measure impact of improvement plans will be carried out for all milestone projects. The annual achievement will be assessed as part of annual reporting processes.

## Practices and Products

### Practices

#### Transition

- Transition to high school programs through strong partnerships with Primary Schools to be developed and evaluated regularly.

#### Selective Class

- Maintain an Open Day Committee to enhance the strong connection with perspective students and parents.
- Students are identified and effectively differentiated for in their learning.

#### Stage 6 Project

- The creation of an individualised transition plan for each stage 6 student.
- Seniors are coached towards the achievement of academic, social, and post-school goals through the Stage 6 project.

### Products

#### Transition

- Implementation of cultural programs reported in surveys as a positive experience for students and the community.
- Community involvement evidenced in teaching programs.
- Improved reported relationships between the school and community through the 'Tell them from Me' community survey.

#### Selective Class



# Strategic Direction 3: Engagement with Community

## Improvement Measures

## People

## Processes

## Practices and Products

- Increased application and positions offered in the selective class.
- Open day for perspective Selective students and their parents to showcase

### Stage 6 Project

- Increased University offers and post-school opportunities i.e. TAFE,
- Increased retention rates into Year 12