

School plan 2018-2020

Gosford High School 8115



School background 2018–2020

School vision statement

Gosford High School strives to ensure that all students have the very best of opportunities in both curricular and curriculum enrichment activities. This will be realised by motivating our students through effective wellbeing programs and strong learning connections with the community, universities, business and industry in a supportive environment which is challenging and future focused.

School context

Gosford High School caters for gifted and talented students. Students enrolling at our school in Year 7 are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performing Students Unit.

The school ethos of academic excellence and personal best is reflected in any typical day in our school. Students achieve outstanding results in external examinations and in their regular classes. We pursue personal best through creative and critical thinking, encouragement of self-reflection and detailed skills development programs.

Student wellbeing is nurtured through developing strong, meaningful connections, engagement and support. Students support the community in so many ways including the extensive band program, drama, musicals, debating, chess, mentoring, competitive and recreational sport, leadership development and volunteering.

Student voice and their capacity for decision making is heard and acknowledged through the Student Representative Council, the Aboriginal cultural group and other Leadership programs.

Partnerships with parents, universities, business and industry are wonderfully supportive, creating a unique environment. These partnerships are valued and appreciated.

Gosford High School is proud of its students, their achievements and their contributions to the community.

School planning process

Gosford High School collated a variety of evidence to evaluate the 2015–2017 plan and subsequently devised the 2018–2020 plan. This included:

Staff meetings to identify areas for inclusion in plan.

Executive conference to collate staff ideas.

Ideas taken back to staff meeting for confirmation.

Ideas generated the statements of Purpose, Product, Practices, Processes and People (5Ps) were identified.

These ideas were areas identified and compared the various domain themes in the Schools Excellence Framework School Self Evaluation where the school evaluation team had identified areas for further development.

As a result, the three Strategic Directions were developed.

The consultation process included:

Overall outline and the schools vision and purposes were presented at P&C for their input and discussion.

Draft of 5Ps presented to executive for discussion and further editing.

Staff involved in the development of targets.

Strategic Directions and the 5Ps disseminated to parent community and student groups for further discussion and input.

Strategic Directions and the 5Ps were agreed upon by staff, students and parents.

Milestones were developed in a similar process to above.

This plan has been endorsed for implementation by the School P&C Association and the Cooinda AECG.

School strategic directions 2018–2020



Purpose:

To ensure that our curriculum is future focused and challenges students, staff and our community in the development of contemporary skills essential for success at school and beyond.

Purpose:

To ensure that the emotional, social and intellectual wellbeing of students and staff is the concern of every member of our school community such that each can achieve their personal best, develop resilience and flourish.

Purpose:

To ensure that our learning community fosters connections and learning opportunities through a shared purpose, with a focus on a growth mindset.

Strategic Direction 1: Learning that is Challenging

Purpose

To ensure that our curriculum is future focused and challenges students, staff and our community in the development of contemporary skills essential for success at school and beyond.

Improvement Measures

Growth in student learning is measured through observations of development along the Contemporary Learning Skills progressions from 2018 onwards.

To see an improvement in Tell Them From Me "Student engagement and motivation" survey results from a base of 52% and 30% respectively in 2017 to 65% and 60% respectively in 2020.

People

Students

Through the facilitation of demanding, engaging and challenging work experiences, students will understand and value the skills to describe what they are learning and why their learning is important.

Staff

Value the opportunity to work collaboratively with shared insights, collective efficacy, commitment and authentic interactions to provide high quality teaching and learning experiences

Parents/Carers

Value the schools goals in the facilitation of innovative teaching that provides opportunities for authentic learning.

Community Partners

Welcome opportunities to engage collaboratively in the facilitation of innovative teaching that provides opportunities for authentic learning.

Leaders

Believe in the need to build capacity and facilitate high quality teaching, learning, assessing and reporting.

Processes

Develop staff understanding and implementation of research based future focused learning skills, and to embed these in Stage 4 and 5 programs across the curriculum.

Reporting proficiencies will be developed in line with future focused learning skills and professional learning provided to staff on how these skills are assessed.

Evaluation Plan

Systematically monitor and evaluate student performance data, to determine and report on student growth.

Milestones to be set for each term and monitoring will measure these against progressive targets.

Evaluations and evidence collected to be used as the basis for annual self assessment measured alongside the School Excellence Framework.

Practices and Products

Practices

Stage 4 and 5 students are offered opportunities for real world learning through authentic experiences.

Assessment and reporting is used flexibly and responsively, being integral to classroom practice and the development of higher order skills in student learning.

Products

Teachers employ evidence based teaching strategies in Stage 4 and 5, built on a strong foundation of future focused skills.

Learning outcomes for students will be enhanced through authentic assessment and reporting practices as part of the teaching and learning cycle.

Strategic Direction 2: Learning that is Supported

Purpose

To ensure that the emotional, social and intellectual wellbeing of students and staff is the concern of every member of our school community such that each can achieve their personal best, develop resilience and flourish.

Improvement Measures

Year 9 NAPLAN results will show all students will have achieved results placing them in the top 3 Bands with a minimum of 90% of students in the top 2 Bands and an increasing number of students in the top Band across all testing areas.

All Year 10 students will achieve the NESA Minimum Standard for the awarding of the HSC.

HSC Z-Scores indicate that 75% of courses are at 0.6 standard deviations above state mean or better.

15% reduction in wellbeing referrals to welfare team by tracking data from Sentral and counsellor referrals using 2018 figures as a baseline.

People

Students

Through experiences, students will gain greater understanding of how wellbeing affects all other areas of success and achievement.

Staff

Value that their effective practices are identified, promoted and modelled, and students' learning improvement demonstrates growth.

Parents/Carers

Understand and believe in the contributions that they make to the link between positive wellbeing and the optimisation of learning

Community Partners

Feel positive about their role in contributing to positive wellbeing and the optimisation of learning.

Leaders

Value the need for a continuous focus of support for improvement in wellbeing, teaching, learning and recognition.

Processes

Whole school wellbeing programs developed and implemented to support our learning community.

A whole school approach will ensure that the most effective, evidence based teaching and assessment strategies, including the focus on Literacy and Numeracy across all faculties, optimises learning for all students.

Evaluation Plan

Surveys and evaluations of programs.

Analysis of internal data relating to wellbeing issues.

Teaching, assessment and reporting will be monitored and evaluated against evidence based rubrics such that it drives ongoing, school-wide improvement in practice and student results.

Milestones to be set for each term and monitoring will measure these against progressive targets.

Evaluations and evidence collected to be used as the basis for annual self assessment measured alongside the School Excellence Framework.

Practices and Products

Practices

Students and staff will develop and participate in wellbeing programs tailored to a scope and sequence, and structured to meet the needs of all in our community.

Teaching and learning programs are future focused and dynamic, showing evidence of revisions based on feedback on teaching practices, as well as consistent and reliable student assessment.

Products

The wellbeing of our students, staff and community is enhanced through participation in effective programs of support linked to the Wellbeing Framework.

Planning, programming, teaching, assessment and reporting reflects a future focused approach to optimise learning for all students across the curriculum, including a focus on Literacy and Numeracy in all faculties.

Strategic Direction 3: Learning that is Connected

Purpose

To ensure that our learning community fosters connections and learning opportunities through a shared purpose, with a focus on a growth mindset.

Improvement Measures

There will be a 80% increase in the frequency that faculties provide for students to benefit from learning links with business, industry parent community and tertiary institutions. This increased will be based on figures determined in the first semester of 2018.

Tell Them From Me data will indicate a growth in the measure indicating that students see relevance in their learning.

In 2017, students rated their classroom learning as being relevant to their everyday lives at 5.9 out of 10. Our goal is for this to rise to 7.5 out of 10 by 2020.

People

Students

Value the aspirational expectations of learning and achievement in the pursuit of excellence.

Staff

Believe in the need for a commitment to high expectations and will be dedicated to ensuring that all students are supported to achieve at the highest level.

Parents/Carers

Understand that effective partnerships in learning with the school facilitates students to become increasingly motivated to achieve their best and continually improve.

Community Partners

Understand and value the important role that their expertise and partnerships have in student learning.

Leaders

Acknowledge the importance of sharing and developing of best practice to embed a culture of high expectations across the community.

Processes

Develop and enhance partnerships with business, industry parent community, alumni and tertiary institutions for curriculum and curriculum enrichment opportunities.

Embed school based curriculum and curriculum enrichment programs that contribute holistically to student and staff connections within and external to the school.

Evaluation Plan

Identification of areas within the curricula and curriculum enrichment programs where links can enrich student learning and the ongoing monitoring, development and audit of learning partnerships.

Program evaluations include reference to the value of community participation in enhancing learning, self-efficacy, belonging and a positive school culture, and its potential to enhance future development.

Milestones to be set for each term and monitoring will measure these against progressive targets.

Evaluations and evidence collected to be used as the basis for annual self assessment measured alongside the School Excellence Framework.

Practices and Products

Practices

Connections provide innovative curriculum and curriculum enrichment opportunities, such that students see relevance in their learning and engage in contemporary learning experiences.

Students participate in learning experiences that enhance self-efficacy, belonging and a positive school culture through relationships with business, industry and tertiary institutions that broaden their sense of self and community connections.

Products

Students have experiences learning within and beyond the classroom.

Learning opportunities with community partners are being presented to students and staff.