

School plan 2018-2020

Quirindi High School 8174



School background 2018–2020

School vision statement

We believe that well-informed, quality teaching practice underpins learning success and that all young people are capable of being successful learners in a differentiated, supportive environment. Quirindi High School actively enables student success through innovative curriculum delivery intended to build student skills, values and resilience for the future.

Teachers at our school agree that we are an 'Visible Learning' school and focus their teaching practice on current research and school-based evidence. We support diverse extra-curricular activities with the knowledge that we 'make a difference' for young people in our community.

Our school community provides the context for our approaches to student learning. Our community are valuable and are welcome in our school. We believe that strong links and communication with our community enhance opportunities for student success.

School context

Quirindi High School is rurally situated 70km south of Tamworth on the Liverpool Plains in North-West NSW. Our students enjoy significant links with the local businesses and council. Quirindi High School students have access to all community sporting facilities as part of their enrolment at the school. Students enjoy a high level of personalised pathway planning and bespoke pathways are something that Quirindi High School students have access to. Agriculture is a significant part of Quirindi High School life and students have access to a large range of facilities and experiences along with a 100 acre agricultural farm.

Quirindi High School is built on the traditional lands of the Kamilaroi people and is part of the Liverpool Plains Community of Schools and has a stable annual co-educational enrolment of students 7–12 with an ATSI student enrolment of 27%. In addition, our school has four support classes specifically for students with mild, moderate, multi-categorical and emotional disabilities.

Quirindi High School offers a broad curriculum 7–12, with a large number of senior courses available for study at Higher School Certificate level. Tertiary and Vocational pathways are equally emphasised, with high level academic subjects offered. Our school has a thriving School Based Apprentice and Trainee (SBAT) program, with students successfully obtaining dual accreditation at the completion of their secondary schooling.

Resource allocation to Quirindi High School includes additional equity loadings related to Aboriginal Students, Students with Disabilities and Socio-Economic status. A range of school initiatives are in place to optimise educational performance for all students. Quirindi High School has strong links with the Liverpool Plains Council and a strong partner school relationship which has allowed for an excellent transition program.

School planning process

Staff, students and our school community were consulted in the development of the School Plan 2018–2020.

This process included extensive data collection and analysis through;

- SMART data
- RAP
- Individual surveys
- Whole-school program evaluations
- Parent and community meetings and discussion, including AECG members and Aboriginal community.
- Parent, student and community surveys conducted by paper and online.
- Partner school meetings and consultation processes

The development of strategic directions was collaborative and evidence-based and built on a history of student focussed programs and evidence collection through the evaluation of previous programs.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Extending Community
Congruence Through Effective
Partnerships

Purpose:

Established and new community networks and relationships at Quirindi High School will be extended with the common goal of congruent understandings, expectations and support for the whole child.

STRATEGIC DIRECTION 2

Building Teacher and
Leadership Capacity to
Enhance Student Learning

Purpose:

Our school will enable consistent, quality learning opportunities for all children. This will be facilitated through collaborative teacher learning initiatives supporting innovative, evidence-based, effective change in teaching practice.

STRATEGIC DIRECTION 3

Enabling Future Focused
Learners with the skills to
succeed.

Purpose:

We will enable Future Focused Learners with the essential skills for future success. These skills reach beyond the learning of compulsory curriculum content and have a focus on differentiated learning structures and the skills of creativity and adaptability, critical thinking and problem solving, communication and collaboration.

Strategic Direction 1: Extending Community Congruence Through Effective Partnerships

Purpose

Established and new community networks and relationships at Quirindi High School will be extended with the common goal of congruent understandings, expectations and support for the whole child.

Improvement Measures

A measurable increase in the number of services available to support student achievement.–Farming For Kids Scholarships, additional Liverpool Plains Scholarships, Study Centre, Liverpool Plains Partnership.

An increase in the number of students accessing support services.

Post school destination data indicates increases in vocational and tertiary uptake.

Attendance data is at state average

Increased positive promotion of our school, evident in an increase in the number of positive contacts in comparison with previous years

People

Students

Will be provided equitable access to learning through recognition of socio–economic and wellbeing aspects which may impede learning. Aboriginal students will be culturally recognised and their learning needs and successes

Staff

Will identify and develop their understandings of our community context and effective community–based strategies to support improved learning.

Parents/Carers

Will continue to be respectfully consulted regarding strategies to improve learning outcomes and future directions for their child.

Community Partners

A range of community partners including local employers, Health and Non–government wellbeing service providers will provide specific opportunities and services for students and learning for staff. A Head Teacher Wellbeing will be employed by the school to enable improved

Leaders

Will ensure a school focus on the whole child, including providing reasonable adjustment and learning for staff to ensure an improved and comprehensive equity focus.

Processes

Community agencies and local employers and organisations will be engaged in a collective impact strategy to improve services for the ‘whole child’ at a local level.

A Head Teacher Wellbeing will be employed to work within our school.

Our partnership of schools will be a focal point at student, teacher and community levels to ensure high quality service and equitable outcomes for all students.

Our P&C will provide joint school forums for parents on topical areas such as cyber–safety, bullying, mental health and effectively parenting adolescents.

Clontarf will implement high quality cultural and support activities for young men.

A Community Liaison Officers will be employed to focus on school promotions.

Evaluation Plan

Milestones for implementation, as well as the School Excellence Framework element of Learning will be used. Additionally, attendance data, post school destinations and service access will be evaluated.

Practices and Products

Practices

All identified student wellbeing issues have an action plan.

Increased links with student general health testing results indicate improved access to learning..

Post school data shows an increase in vocational and tertiary engagement.

School achievements are celebrated by our community.

Consistent processes for access to support structures for students are in place across the areas of health and well–being.

Adjustments will be evident in teaching programs, differentiation and negotiated services and pathways for students.

A coordinated promotions approach.

Products

Increased community engagement in school processes to support increased opportunities for children.

Wellbeing structures and improve student access to support will be clearly defined. Learning adjustments and disabilities, Low SES issues and good physical and mental health will be explicitly supported .

Effective and collaborative links between partnership of schools and wider community– marketing, promotion, joint school approaches– we will celebrate our successes.

Strategic Direction 2: Building Teacher and Leadership Capacity to Enhance Student Learning

Purpose

Our school will enable consistent, quality learning opportunities for all children. This will be facilitated through collaborative teacher learning initiatives supporting innovative, evidence-based, effective change in teaching practice.

Improvement Measures

Internal measurement and validation of teaching and learning against *School Excellence Framework*, teaching and leadership elements.

100% of staff demonstrate a self-reflective understanding of their own professional development directions.

All teachers at Quirindi High School will evidence negotiated current school directions in 'Visible Learning' strategies in their classroom practice via their *Performance and Development Framework* goals and through regular evidence collected during Instructional Rounds and Peer Observation

Evidence of an increase in teachers applying for accreditation at higher levels.

People

Students

Structured improvements in teacher pedagogical practice will facilitate growth in student capacity to engage as Future Focused Learners both at and beyond school as confident and creative individuals (Melbourne Declaration).

Staff

As a school, we recognise that our teaching staff and school leaders have a variety of strengths, developmental needs and capacities. This will be supported by school-based planning and professional learning to ensure transformation of practice. A New and Beginning Teacher Program will be implemented to ensure all new staff have a deep knowledge of the school, its processes and expectations in relation to student learning. (Great Teaching, Inspired Learning. AITSL Teacher Standards.)

Parents/Carers

Parents have been consulted in our school evaluation and planning processes. Extensive communication will ensure their maximum understanding and support of our teacher capacity building direction.

Community Partners

Impact coaches will be employed within the school to work with all staff on Visible Learning and to work across our partnership of schools in relation to teaching and learning.

Processes

Impact coaches will be engaged to work within the school to work with staff on the Visible Learning approach and classroom strategies.

The development and implementation of a partnership of schools transition strategy to provide improved transition, a consulted learning continuum focused on building future focused learning and technology skills for all students Years 3–8. Partnership of school opportunities for increased inter-school promotion initiatives, such as Performing Arts, Community Participation strategies, media opportunities, music and a travelling Year Advisor.

Evaluation Plan

Evaluation strategies will include DoE measurement tools (*School Excellence Framework*) classroom observations—learning walks, instructional rounds, staff surveys, formal and informal parent feedback, school leadership surveys, staff professional development plans and student classroom evidence.

Practices and Products

Practices

A common 'language' of teaching and learning will be understood across the whole school. This will result in a consistent approach to learning for students 7–10 and be based on a systems leadership approach to Australian Curriculum, *Local Schools, Local Decisions and Great Teaching, Inspired Learning*

Great Teaching, Inspired Learning and policy and procedure related to *Australian Professional Teacher Standards* will be effectively implemented, resulting in an improved collective capacity to plan for and evidence proficient, highly-accomplished and lead level professional practice.

Products

Teaching and Learning – measurable joint school teaching and learning improvement through the implementation of evidence-based strategies of Hattie, Marzano, Dweck and Wiliam in a 'Visible Learning' approach to pedagogy.

A further focus on 21st Century learners through the promotion of a K–10 continuum and a Middle School initiative will result in leadership capacity building across schools.

Strategic Direction 3: Enabling Future Focused Learners with the skills to succeed.

Purpose

We will enable Future Focused Learners with the essential skills for future success. These skills reach beyond the learning of compulsory curriculum content and have a focus on differentiated learning structures and the skills of creativity and adaptability, critical thinking and problem solving, communication and collaboration.

Improvement Measures

Instructional Practices Inventories will evidence increased higher order, high yield teaching and learning practice that is sustained over time.

Measurement of improved senior student performance in Bands 5 and 6 will include external testing improvement, post school destination and VET data.

Internal measurement and validation of teaching and learning against School Excellence Framework, learning elements will indicate improvement from over time.

Students in Year 9, including Low SES and Aboriginal students will evidence an effect size of 0.4 or greater through internal measurement.

People

Students

Effective Australian Curriculum delivery will be underpinned by a focus on the development of values, well-being and emotional intelligence. Curriculum requirements will be explicitly accessed through the use of future focused learning strategies.

Staff

Will hone their capacity to teach students the skills required to approach learning from a future focused perspective. They will embed the 'Visible Learning' pedagogy into every lesson. Staff will be focused on the development of skills within the student population. The content of the syllabus documents will be used as the conduit for these skills.

Parents/Carers

Parents will be constantly updated through our social media and newsletters in relation to the focus on Future Focused Learners. Parents will be introduced to the language of learning and encouraged to speak this language with their children.

Leaders

Leadership capacity of all staff will be built through this strategic direction. Our school executive team is committed to the development of a future focused learning approach for our school.

Processes

Explicit teacher learning in developing student learning/thinking skills in the areas of metacognition, vocabulary literacy, numeracy, technology, divergent thinking, innovation, creativity and problem-solving

Explicit student development of 21st Century understandings, including evidence of learning in the skills listed above.

Development of Visible Learning approaches to classroom practice and student learning.

Increased contact with KLA networks and PL to ensure teacher expertise. PL will be in line with individual PDPs and the common school goal relating to Visible Learning.

The development of an improved, whole school strategy for the junior and senior school, including benchmarking and rubric development around best practice. A common approach to assessments will be developed.

Evaluation Plan

Milestones will set explicit timeframes for teacher development and evidence collection based on whole school and faculty improvement approaches.

Practices and Products

Practices

Students will evidence a range of understandings of 21st learning skills across KLAs

Teachers at Quirindi High School will evidence current school strategic directions in 'Visible Learning' strategies in their classroom practice in all classrooms, measured through Instructional Practice Inventories and instructional rounds.

Products

Young people who are equipped to contribute to 21st century society through sound thinking skills and curriculum learning and are 'achieving at least a year's worth of learning from every year's teaching.' (SEF, Hattie)

Teachers will evidence differentiated planning, delivery, evaluation and feedback practice reflecting 21st century approaches to learning.