

# School plan 2018-2020

Camden Haven High School 8280



# School background 2018–2020

## School vision statement

***We are an innovative learning community delivering excellence. We will;***

***Provide a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.***

***Equip our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum.***

***Strive to have our parents, teachers and community members actively involved with our student's learning. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.***

## School context

Camden Haven High School is a diverse, inclusive, flexible and safe learning environment. The school caters for students from Years 7–12 with both face to face and distance learning. 752 students attend onsite, with 432 fulltime and 540 single course students who study by distance.

Engagement in learning is ensured through the provision of rich learning experiences which are relevant and significant and planned around the capabilities of individual students and encompass universal, targeted and intensive student needs. School values are embedded in all programs, practices and relationships.

A broad academic curriculum, strong vocational program, highly experienced teaching staff, a variety of curriculum options in all stages, high quality creative and performing arts, a wide range of opportunities in cultural, debating and public speaking, leadership and sport. This is further supported by effective student wellbeing programs, personalized learning plans, transition programs, broad individualized career choice and a wide range of co-curricular programs. Parent and community support for the school is strong and the school has been recognized for its achievements, its work in quality teaching and leadership.

All students are encouraged to participate actively to enhance their learning and to develop strong connections to peers, teachers and the school. Student opportunities are further enhanced by our strong partnerships with families, the wider community, our local community of schools and all schools with distance learners across the state.

We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

## School planning process

This plan was developed through ongoing consultation and collaboration with teaching and non-teaching staff; students, including School Leaders, SRC; parents and the wider community through P&C, AECG and information evenings and seminars.

The planning team have used The School Excellence Framework, Great Teaching, Inspired Learning, Every Student Every School, The Melbourne Declaration, Australian Professional Standards for Teachers, Rural and Remote Education, OCHRE, Performance and Development Framework in the development of this plan.

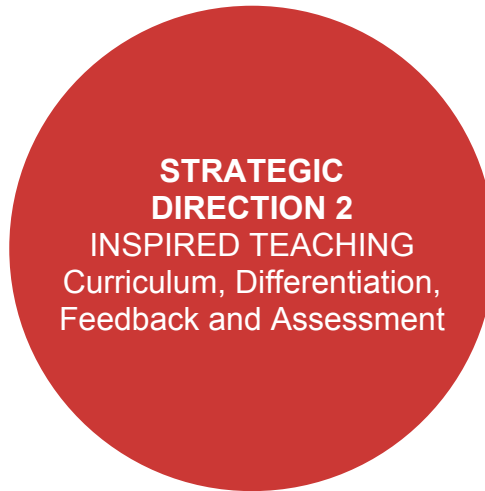
Additionally information from the school databases, surveys of parents students and staff and SCOUT data. Surveys conducted by the Positive Behaviour for Learning (PBL), Assessment and Reporting and the Literacy and Numeracy teams, were analysed and pivotal to informing this plan.

This analysis has resulted in the following strategic directions:

- **Great Learning** – connecting, succeeding, thriving and learning through improving Engagement, Literacy and Numeracy
- **Inspired Teaching** – focussing on effective differentiation in teaching content, processes environment and assessment.
- **Effective Communication and Connections** that promote school achievements and strengthen parent, staff and community engagement.

Milestones will be established and the implementation of the school plan will be enacted by the school teams. The plan will be monitored by the school executive.

# School strategic directions 2018–2020



**Purpose:**

*To build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student. All students are known, valued and cared for, becoming increasingly motivated learners with personal resources for future success and wellbeing.*

**Purpose:**

*To enhance the capacity of all staff to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.*

**Purpose:**

*Strive to have our parents, teachers and community members actively involved with our student's learning. Students will benefit from the school's planned and proactive engagement with parents and the broader community. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.*

# Strategic Direction 1: GREAT LEARNING Connect, Succeed, Thrive, Learn

## Purpose

*To build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student. All students are known, valued and cared for, becoming increasingly motivated learners with personal resources for future success and wellbeing.*

## Improvement Measures

- 10% increase in student engagement and wellbeing in “Tell Them From Me” student survey data

All students meet or exceed state average growth in Literacy and Numeracy between Year 7 results, 2018 and Year 9 results

- School self evaluation against School Excellence Framework validates a growth from sustaining and growing to excelling in the areas of Learning Elements (Learning Culture and Wellbeing)

## People

### People

#### Students

Students make good choices, demonstrate social confidence, meet challenges and are resilient and self-responsible.

Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school.

#### Staff

Expectations of behaviour are explicitly and consistently taught to students and relate to a variety of setting both within and outside the classroom.

Staff understand the behaviours, attitudes and expectations that enhance student wellbeing and lead to improved student outcomes.

#### Parents / Carers

Parents are informed of and involved with resilience training and PBL expectations with their children.

#### Leaders

Lead and implement behaviour management and wellbeing initiatives (PBL) to assist colleagues in broadening their range of strategies.

The school provides / facilitates professional learning that build's teacher's understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

## Processes

### Wellbeing and PBL

A whole school consistent approach to student wellbeing and behaviour expectations ensuring optimum conditions for learning.

#### Recognising Achievement

A revised whole school merit system to recognise and reward students.

#### Learning Progressions (Literacy / Numeracy)

Teachers increase knowledge and implementation of learning progressions that will meet the demands of the HSC and NAPLAN minimum standards.

#### Learning and Development

A whole school approach to research based professional learning focused on student engagement.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

### Evaluation Plan

Processes will be evaluated each five weeks with evidence of impact captured in the milestone improvement plan.

Annual milestone achievements will be reported through the Annual Report.

## Practices and Products

### Practices

#### Wellbeing and PBL

Teachers model and explicitly communicate positive, respectful relationships towards students and staff, as evidenced in focus groups, TTFM surveys and classroom observations.

Students display and articulate respectful relationships towards staff and students as evidence in Millennium data.

#### Recognising Achievement

All staff participate in school cup nominations and meet expected ceiling of 5 step up cards per week, per class.

**Learning Progressions (Literacy / Numeracy)** Continuous evidence seeking formative assessment in action through classroom observations, assessment and program reviews.

#### Learning And Development

Teachers incorporate evidence based approaches and assessment processes to identify, monitor and review individual student wellbeing needs as evidenced by LST records, TTFM data and teaching programs.

### Products

#### Wellbeing

A positive school wide culture of connectivity and evidenced in Tell Them From Me survey, student focus groups and millennium data.

# Strategic Direction 1: GREAT LEARNING Connect, Succeed, Thrive, Learn

## People

Teacher attainment of their professional goals in their PDP's and their maintenance of accreditation are supported by the school.

## Practices and Products

### Recognising Achievement

A 25% increase in students rewarded in our merit system

### Learning Progressions (Literacy / Numeracy)

A consistent, whole school approach to writing and numeracy which uses effective based teaching methods (PEEL) optimising learning progress for all students.

Evidence through supervision protocols, teaching programs, scope and sequences of syllabus and assessment schedules.

### Learning and Development

Whole school professional learning is strategic, aligned to DoE priorities and APST evidenced in PDP's, accreditation and staff reflections.

# Strategic Direction 2: INSPIRED TEACHING Curriculum, Differentiation, Feedback and Assessment

## Purpose

*To enhance the capacity of all staff to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.*

## Improvement Measures

Teaching programs are dynamic showing evidence of differentiation informed by feedback of teaching practices through lesson observations, consistent assessment and tracking of student progress

- The school is able to evidence growth from sustaining and growing to excelling in the Teaching Domain element of Effective Classroom Practice and in the Learning element of Assessment.

## People

### People

#### Students

Students know when and why assessment is undertaken and will complete these assessments.

#### Staff

Use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students

Teachers engage in 8 Ways and Connecting To Country professional learning.

#### Parents/ Carers

Parents are informed and involved in learning plans with their children.

Curriculum provision meets community needs and expectations and provides equitable academic opportunity with access to a rigorous and meaningful curriculum on an accredited pathway.

#### Leaders

Foster communication and meaningful feedback to the school community about student learning needs.

All school staff are supported to develop skills for the successful operation of administrative systems.

## Processes

### Curriculum

All KLA's meet NESA requirements, inclusive of HSC monitoring. Teachers understand and implement professional standards and curriculum requirements.

Systematic annual staff performance and development reviews are conducted.

### Differentiation

School protocols, practices and programs further developed and implemented to support teachers in providing differentiated learning for all students.

The school encourages students to recognise and respect cultural identity and diversity.

The school has processes in place for teacher's performance and development.

**Feedback & Assessment** Development and implementation of formative and summative assessment strategies are consistent and routine

The school analyses internal and external data to monitor, track and report on student and school performance.

### Evaluation Plan

Processes will be evaluated each five weeks with evidence of impact captured in the milestone improvement plan.

Annual milestone achievements will be reported through the Annual Report.

## Practices and Products

### Practices

#### Curriculum

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and revise teaching and learning programs.

#### Differentiation

Teachers differentiate curriculum delivery to meet the needs of all students at different levels of achievement including adjustments to support learning or increase challenge, visible in planned term classroom observations and teaching programs, monitoring and feedback.

#### Feedback and Assessment

Meaningful, timely, consistent feedback ensures students have a clear understanding of how to improve.

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning as evidenced in scope and sequences, assessment schedules and professional learning records.

### Products

#### Curriculum

Teachers sharing their teaching expertise to improve student outcomes. PLP whole school processes, systems, practices and documentation developed and regularly

# Strategic Direction 2: INSPIRED TEACHING Curriculum, Differentiation, Feedback and Assessment

## Practices and Products

reviewed as evidenced in LAST, staff and executive meeting minutes along with AECG feedback.

## Differentiation

Teaching and learning programs are dynamic, showing evidence of differentiation informed by feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

## Feedback & Assessment

Consistent, school wide practices for assessment are used to monitor, plan and report on student learning as evidenced in scope and sequences, assessment schedules and professional learning records.

All students engage in quality assessment that meet personal and cultural needs and attain expected educational outcomes. Page

# Strategic Direction 3: EFFECTIVE CONNECTIONS Promote the school, Engage, Build Leadership

## Purpose

*Strive to have our parents, teachers and community members actively involved with our student's learning. Students will benefit from the school's planned and proactive engagement with parents and the broader community. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.*

## Improvement Measures

- Increased enrolment of feeder school students attending Camden Haven High School

• All programs support equitable and ongoing opportunities for participation by all students in engaging in and developing collaborative relationships with community and parents/carers

- All Stage 6 students attain the schools expectations for success e.g. a credential, transition to work/further education

## People

### People

#### Students

Students actively participate in the development of their own learning goals and use success criteria to monitor their own progress

#### Teachers

All staff promote student and school achievements.

#### Leaders

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

School and other facilities are used creatively to meet a broad range of student learning interests and needs.

#### Parents / Carers

Parents are updated on the progress of their children and opportunities are provided to develop an understanding of what is being learned and how they may support that learning.

## Processes

### Parent / Staff / Community Engagement

Positive partnerships with parents and carers developed through regular meetings focused on personalised student learning.

### Promoting School Achievements

Develop an action plan which targets a wide range of curricula and extra curricula academic, sporting, cultural and agriculture activities and the strategies to promote these within the local and wider community.

### Student Leadership

Mentoring and peer tutoring along with the provision of a range of extra-curricular offerings for student development.

### Transition

Stage 6 students utilise 'Learning Edge' to support their HSC and post school goals.

## Evaluation Plan

Processes will be evaluated each five weeks with evidence of impact captured in the milestone improvement plan.

Annual milestone achievements will be reported through the Annual Report.

## Practices and Products

### Practices

#### Parent / Staff / Community Engagement

Teachers regularly communicate with families about student learning, achievement and progress as evidenced by PLP meeting minutes and parental feedback.

#### Promoting School Achievements

Students engage and participate in curricula and extra-curricula activities which are recognised and actively promoted within the local and wider community.

#### Student Leadership

All students have the opportunity to engage in a wide range of activities to enhance personal learning and leadership skills.

#### Transition

The school has an effective plan for student transitions in place. All stage 6 students attain expectations for success via credentials, transition to work or other educational settings.

### Products

#### Parent / Staff / Community Engagement

All teachers participate in professional and community networks and forums (including in-school teams) to broaden knowledge and improve practice.



# Strategic Direction 3: EFFECTIVE CONNECTIONS Promote the school, Engage, Build Leadership

## Practices and Products

### Promoting School Achievements

Increased parent and community engagement in student learning through social media posts/ school website and local media outlets.

### Student Leadership

All students apply for student leadership opportunities.

### Transition

All students attain the schools expectations for success

e.g. a credential, transition to work / further education.