

School plan 2018-2020

South Grafton High School 8406



School background 2018–2020

School vision statement

South Grafton High School is proud of our traditions and community connections. We provide an inclusive, responsive and supportive environment that allows each individual to develop to their potential.

Students are nurtured, guided, inspired and challenged through fostering creativity, individuality and leadership, while striving for excellence in teaching and learning. Students are challenged and engaged through authentic learning opportunities with high expectations, promoting academic rigour and inspiring them to develop confidence and resilience to become independent life long learners.

South Grafton High School aims to support the wellbeing of all students, while consistently rewarding student effort through the celebration of achievements.

Our 5 key messages for our community for 2018 –2020 are that South Grafton High School promotes academic success and outstanding learning opportunities for all students and provides a safe, nurturing and inclusive learning environment across our community of schools. We are at the heart of our community, helping your child create their own future by nurturing their passions, skills and interests and providing outstanding and committed teachers inspiring success.

School context

South Grafton High School is a rural, comprehensive, co-educational high school where 22% 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 capabilities, whilst embedding our core Positive Behaviour for Learning (PBL) values of Stay Safe, Show Respect, Take Responsibility and Personal Best.

South Grafton High School is part of the South Grafton Learning Community which caters 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, local industries 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.

School planning process

The school planning process involved situational analysis with surveys conducted with students, staff and parents. The Department of Education's Communication and Engagement team was consulted regarding the future directions of SGHS 2018–2020. The team conducted parent, teacher, executive and CoS Principals focus groups across Clarence Valley primary and high school settings. In 2017, a gateway document was developed to 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 gateway document, along with recommendations and progress of the plan were reported monthly to the P and C and to staff through seminars in Twilight professional learning sessions in Terms 3 and 4 2017.

Preparation of the plan was developed via a school planning committee, with parent and staff representation, which met on a weekly basis throughout 2017. The committee also reviewed the Melbourne Declaration of Goals and recent DoE Policies (Every Student every School, Great Teaching Inspired Learning, Local Schools Local Decisions, Schools Excellence Framework Version 2, Literacy and Numeracy Strategy, Leadership Strategy, Supported Students, Successful Students, Rural and Remote Blueprint) to inform our purpose statements and subsequent processes, products and practices.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

High Performing Teachers,
Collaborative, Lifelong Learners

Purpose:

To provide opportunities for staff to develop the skills and knowledge required to use evidence-based, best practice pedagogical approaches in delivering quality teaching and learning across the school. Our teachers will be confident, collaborative educators who are able to expertly cater for the needs of all students.



STRATEGIC DIRECTION 2

Powerful Partnerships for
Learning

Purpose:

Building powerful partnerships for shared learning through professional learning communities within and across schools, parents and the wider community.



STRATEGIC DIRECTION 3

Organisational Effectiveness for
Learning

Purpose:

The effective and streamlined implementation of financial, information, organisational and management systems underpinning learning. Through capacity building and development of leadership skills at all levels, we will ensure that human, financial and physical resources are utilised in the most efficient manner to promote effective learning for students and staff.

Strategic Direction 1: High Performing Teachers, Collaborative, Lifelong Learners

Purpose

To provide opportunities for staff to develop the skills and knowledge required to use evidence-based, best practice pedagogical approaches in delivering quality teaching and learning across the school. Our teachers will be confident, collaborative educators who are able to expertly cater for the needs of all students.

Improvement Measures

Premiers Priorities – Increase the percentage of Year 9 students in the top 2 bands by 8% by 2020. (Reading 12% to 20%, Writing 4% to 12%, Spelling 9% to 17%, Grammar and Punctuation 3% to 11% and Numeracy 6% to 14%).

Tell Them From Me results; effective learning time matches or is greater than the government norm. In 2017 the norm was 6.3 and SGHS 6.2; Relevance in the classroom – will match or be greater than the norm. In 2017 norm 5.8 and SGHS 5.5; In the area of rigour – SGHS maintains or improves the mean. In 2017 the norm was 5.8 and SGHS was 5.9; Positive teacher/student relations – matches or is greater than the norm. In 2017 the norm was 5.6, SGHS was 5.5.

People

Leaders

Executive promote and encourage opportunities for staff to engage in using evidence based, best practice pedagogical approaches.

Staff

Staff willing and confident to reflect, improve, share and evaluate their practice.

Students

Students and community are willing and adaptive to support improvements in quality teaching and learning across the school.

Processes

To develop a whole school approach to two way feedback in the classroom to enable students to succeed and staff to reflect on teaching practice.

Draw on research to develop and implement integrated, whole school, professional learning in literacy and numeracy teaching practices.

Evaluation Plan

Analysis / Evaluation of NAPLAN data. All staff trained and using SCOUT.

Instructional rounds conferencing for all staff by end of 2020. Whole staff evaluation of process.

Tell Them From Me survey results and two way feedback from students and community indicate improved teacher/student communication and engagement in the classroom.

Practices and Products

Practices

Increased focus on whole school literacy and numeracy strategies via instructional rounds.

Teacher professional learning around vocabulary, extended writing, inference and numeracy across all KLAs.

Products

Establishment of a CoS literacy and numeracy team.

Students are able to communicate effectively with teachers about what they learn and how.

Strategic Direction 2: Powerful Partnerships for Learning

Purpose

Building powerful partnerships for shared learning through professional learning communities within and across schools, parents and the wider community.

Improvement Measures

Annual focus groups with CoS staff and parents indicate an increased positive impression of the school and what is offers.

There is evidence of improved partnerships around the teaching of leadership, STEAM, literacy and numeracy via annual milestone evaluation.

Tell Them From Me survey results around student expectations for success match or are greater than the norm. In 2017 the norm was 7 and SGHS 6.3.

People Matters Survey, Key Drivers of Engagement; my organisation is making the necessary improvements to meet our future challenges improves from 53% agreement in 2017 to 70% agreement by 2020.

People

Community Partners

Staff, students, parents and partner primary staff have sound knowledge and can communicate key messages.

The community has an awareness of our school identity, strengths and continues to build a positive school culture.

The CoS develops sound teaching practices and partnerships around CoS community, leadership, STEAM, literacy and numeracy.

Processes

Through collaboration, shared knowledge and professional learning teams the school community will drive student improvement through the development of a growth mindset.

The school communications and PBL teams, alongside the wider community, will work with the school's communications and engagement team to develop the plan around enhancing student voice and community engagement.

Evaluation Plan

School communications plan is finalised, actioned and completed by end of 2020, with evaluative measures included.

Practices and Products

Practices

Build staff capacity through staff meetings and PL on an ongoing basis in order to communicate positively about the school.

Products

A strategic communications plan will be developed and implemented to build the profile of the school internally and externally.

Build cross school teams around leadership, STEAM, literacy and numeracy to drive CoS identified areas in building teacher capacity across our schools, developing a learning continuum.

Strategic Direction 3: Organisational Effectiveness for Learning

Purpose

The effective and streamlined implementation of financial, information, organisational and management systems underpinning learning. Through capacity building and development of leadership skills at all levels, we will ensure that human, financial and physical resources are utilised in the most efficient manner to promote effective learning for students and staff.

Improvement Measures

Staff are increasingly using the Parent Portal to publish homework and assessment. (27% of staff publishing homework/assessment in 2017 to increase to 100% by 2020).

A higher % of parents completing the Tell Them From Me survey (2% 2017. 2018 – 2020 5% increase each year) whilst maintaining or improving parent participation (12% as measure through parent teacher night attendance 2017) at school.

Measure the effectiveness of CoS programs, as measured by high impact reflection survey results, to improve cross school collaboration and continuity Stages 3 to 4.

People

Staff

Teaching and support staff have a sound knowledge of information, organisational and management systems within the school.

SASS staff have a sound knowledge of financial and customer service systems used within the school.

Parents/Carers

Parents are consistently using the Parent Portal and the Skoolbag app to access information about attendance, reporting, assessment and daily events.

Students

Students are consistently using the student portal and Skoolbag app.

Processes

Teaching staff to continue in the use of information, organisational and management systems and to engage in TPL that will build the capacity to enhance knowledge of systems.

Parents, carers and community members will have an improved awareness of the processes and procedures that operate in the school and the communication of events and variations are given in a timely manner. Parents and carers understand how to use the Parent Portal to access current and accurate information around marks, reporting and assessment.

Students understand how to use the Student Portal/Skoolbag to access current and accurate information around marks, reporting and assessment.

SASS staff to attend training days and PL to develop skills to deliver quality services to both staff and community members.

Evaluation Plan

Staff survey to show an increased awareness and understanding of school procedures.

Staff induction program evaluation.

Statistics to show an increased buy in by staff to publish to Parent Portal and corresponding parent usage.

TTFM survey results from parents and students indicating improved communication.

Improve carnival participation from 40% in 2017 to 80% in 2020.

Practices and Products

Practices

Provide more support for teachers to build capacity through professional learning and an increased awareness and understanding of school procedures.

Streamlining school processes to allow for more efficient practices between faculties, whole school and CoS.

Regular review of programming and work samples to meet NESA requirements.

Products

Majority of assessments published to the parent portal.

Main parent and student access to assessments is through the parent and student portal.