

# School plan 2018-2020

Peel High School 8525



# School background 2018–2020

## 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 730 students. The school has a significant (38%) Aboriginal and Torres Strait Islander population. The school has 43 students in the support unit. The IO, IM and MC and ED students are in 5 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 2017 and strategic direction and data monitoring teams were established to continue to evaluate progress towards achieving the milestones.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Teaching and Learning

**Purpose:**

To implement innovative teaching and learning programs which will improve student and teacher engagement, leading to improved learning outcomes.



**STRATEGIC  
DIRECTION 2**  
Learning to Lead

**Purpose:**

A commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for leadership development within the school.



**STRATEGIC  
DIRECTION 3**  
Engagement and  
Communication

**Purpose:**

To develop strong connections with the community and develop communication strategies within the school to enable students to maximise opportunities through all stages of their schooling.

# Strategic Direction 1: Teaching and Learning

## Purpose

To implement innovative teaching and learning programs which will improve student and teacher engagement, leading to improved learning outcomes.

## Improvement Measures

- Using systems and school data, 80% of students tracked in the SOTF initiative will meet or exceed expected growth in literacy and numeracy.
- ALARM procedures and practices will be evident within teaching practices and programming within all Stage 5 and 6 classes.
- Staff involvement in teacher collaboration will show improvement in teacher satisfaction surveys and in the Domain of Teaching, the school will move from Delivering to Sustaining & Growing in the element of Effective Classroom Practice in the School Self-assessment Framework.

## People

### Leaders

School leaders in consultation develop policies and structures providing opportunities for the development of staff and students.

### Staff

By working in a collaborative environment staff engage in professional learning and teaching practice for the 21st century educator and learner.

## Processes

### ALARM

Professional learning, policies and procedures will be implemented to embed ALARM across the school.

### Schools of the Future (SOTF).

Develop and implement an innovative teaching and learning pedagogy that meets the needs of 21st century learners.

### Teacher Collaboration

Policies, structures and procedures will be developed and implemented to facilitate collaborative practice.

## Evaluation Plan

This plan will be monitored against the relevant milestones by the relevant strategic team.

Relevant testing and surveys of staff and students.

## Practices and Products

### Practices

Staff engage in ALARM professional learning (PL), they implement their PL in their classroom and monitor the impact on student learning.

Staff participate in research and PL around 21st Century learning styles and implement these within the SOTF model and whole school teaching and learning programs, assessing their impact on student learning and engagement.

Staff engage in collaborative teaching practice, valuing the impact this has on their teaching and creating dynamic environments in which students learn.

### Products

High levels of student engagement are observed through qualitative and quantitative objective data.

Collaborative teaching practice is evident in programming, assessment strategies and classroom pedagogy which supports and strengthens student centered learning and outcomes.

# Strategic Direction 2: Learning to Lead

## Purpose

A commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for leadership development within the school.

## Improvement Measures

Leadership capacity measured via increased levels of:

- Staff involved in Leadership Induction Program and Aspiring Leaders Program for succession planning and distributed leadership.
- Staff increased skill in and use of Learning Goals and Success Criteria will be evident through the Head Teacher Mentoring Program.
- Move from Delivering to Sustaining & Growing or beyond in the School Self-assessment Framework in the element of Leadership
- The number of applicants for Expression of Interest positions and participation in whole school/inter school committees over the next three years 2018–2020

## People

### Staff

Staff have the opportunity to engage in Professional Learning directly relating to the leadership strategic direction of the school.

Provide opportunities for external accreditation at Highly Accomplished and Lead levels through school based programs and mentoring.

School leaders and aspiring leaders work collaboratively in teams, model excellence and support the school's strategic directions.

### Leaders

The school will develop and implement high quality leadership development and mentor programs for executive staff and aspiring leaders to build leadership capacity and expertise to enhance the ongoing development of the school.

The school leadership team will identify expertise and opportunities within and outside the school to support the development of staff.

## Processes

Staff seek to enhance their knowledge and experience through leadership opportunities.

Leadership development and mentor programs will focus on building capacity of staff in leadership positions and teachers seeking leadership opportunities.

The implementation of mentoring and leadership strategies. Leadership building will be planned, implemented and evaluated .

## Evaluation Plan

This plan will be monitored against the milestones every term by the relevant strategic team.

Increased staff leadership capacity will be reflected in individual PDPs and then subsequently in Faculty Handbooks that are reviewed and evaluated by supervisors.

## Practices and Products

### Practices

Teachers undertake roles beyond their classroom, receiving support and guidance to build their capacity to contribute to broader school programs.

A culture is established within the school to support the development of aspiring leaders and develop a leadership succession plan at a faculty and senior executive level.

### Products

A systematic development of leadership frameworks is established within the school to give guidance to aspiring leaders.

Staff have opportunities to participate in leadership development activities and pursue development plans.

A school culture is fostered and created where aspiring leaders are identified and developed through being valued and supported.

# Strategic Direction 3: Engagement and Communication

## Purpose

To develop strong connections with the community and develop communication strategies within the school to enable students to maximise opportunities through all stages of their schooling.

## Improvement Measures

- Increased involvement within all forms of the media to positively promote the school.
- Move from Delivering to Sustaining & Growing in the School Self-assessment Framework in the elements of School Planning, Implementation and Reporting.
- The implementation of the MAP and Senior Mentor programs will improve attendance outcomes by 8%.
- Strengthened associations with Partner Primary School through our transition programs will see the school remain at Sustaining & Growing or move to Excelling on the School Self-assessment Framework.

## People

### Students

Volunteering & community-based programs, transition opportunities, post-school transition programs. Developing an understanding of and planning for individual learning pathways.

### Staff

Utilising expertise of staff to provide opportunities for transition purposes in the community (e.g. music programs, drama shows, nursing home & primary schools). Connecting to Country Professional Learning for staff.

### Parents/Carers

Feel welcomed and valued within the school community. They will be able to link with the school through extended technological services.

### Leaders

Teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

## Processes

Sharing of curriculum between primary and secondary teachers

Careers & post-school transition programs including work placement, University involvement, SBAT, Job Coach, VET coordinator, Careers Advisor

Cultural perspectives evidenced in teaching programs.

Transition Programs happening with key community organisations.

Use a wide variety of ICT to communicate effectively with parents, carers and other stakeholders.

## Evaluation Plan

Retention rates, successful students (in jobs, mentored to stay at school).

Attendance rates.

Parental and community involvement.

Post School Destination survey.

Enrolment data.

Student extra Curricula activities.

Community Surveys.

## Practices and Products

### Practices

Develop strong relationships between staff, students and the community, creating effective lines of professional communication which promote student and school recognition.

Refine transition to high school programs which successfully build positive relationships and cultures, strengthening partnerships within our community of schools.

Develop procedures to facilitate staff engagement in communicating with the broader school community, building effective relationships and lines of communication.

### Products

#### Product

Increased community awareness of the selective class process leading to higher numbers of students sitting the selective schools test.

Strong community understanding of and interest in 21st century teaching and learning practices which have been developed through the SOTF initiative.

Establishment of MAP program across the school leading to improved student attendance, particularly among disadvantaged students.

Increased levels of publicity of the school through the media to maintain and increase enrollment applications.