

# School plan 2018-2020

Colo High School 8526



# School background 2018–2020

## School vision statement

Colo High School Learning Community comprises students, staff, parents and community members, working together in a collaborative environment, ensuring educational opportunities and outcomes for all students.

## School context

Colo High School is a proud, comprehensive high school. It has an outstanding record of achievement in academic, sporting and cultural pursuits. The school community is situated in the semi-rural Hawkesbury area and was established in 1978 primarily through the initiatives of the community.

This cooperation with the school community is symbolised in the Colo emblem, which is representative of the bonding of community, staff and students. The School Plan reflects Colo High School's willingness to embrace the future in developing a cooperative culture with its school community, as well as a culture of excellence and lifelong learning within a happy and safe place environment. As a school community we believe in:

- Respecting ourselves and others  
Showing responsibility
- Valuing education and lifelong learning
- Valuing a safe and secure environment

## School planning process

The school has engaged in an extensive consultative process to identify the three key strategic directions and key improvement measures. Staff, students and parents were widely consulted over a period of time, commencing in Term 3, 2017.

The process included staff, parent and student surveys, and ongoing consultation with staff and students through questionnaires and written and verbal feedback. Many of the key future directions were a direct result of the significant positive change which occurred through the progression of the 2015–2017 School Plan and the changes implemented by the Innovations team via extensive consultation with staff.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 EFFECTIVE LEARNING

### **Purpose:**


To ensure student success and achievement through explicit programs to improve Literacy, Numeracy and Critical Thinking, embracing high expectations and fostering independent learning. Development of STEM based learning opportunities and improving the integration of future focused learning into teaching and learning to meet the needs of all staff and students now and into the future.



## STRATEGIC DIRECTION 2 STAFF CAPACITY

### **Purpose:**

To provide meaningful professional development for every staff member in response to their individual PDP so that they better cater for student learning needs. Ensure all staff will complete mandatory training and registration requirements. Support all staff to develop their personal leadership capacity.



## STRATEGIC DIRECTION 3 WELBEING, CULTURE AND COMMUNITY

### **Purpose:**

To improve learning support for all students including those with identified needs and Aboriginal students. To enhance communication in and beyond our school community. To facilitate authentic educational experiences for our students, their families and our partner primary schools. Maintain consistent high expectations of standards across the school promoting a healthy, safe and positive learning environment.

# Strategic Direction 1: EFFECTIVE LEARNING

## Purpose

To ensure student success and achievement through explicit programs to improve Literacy, Numeracy and Critical Thinking, embracing high expectations and fostering independent learning. Development of STEM based learning opportunities and improving the integration of future focused learning into teaching and learning to meet the needs of all staff and students now and into the

## Improvement Measures

Increase the proportion of students in the top two NAPLAN bands by eight per cent (35.2% target – Premiers Priority)

Increase the number of classes engaged with Bring Your Own Device (BYOD) by 100% in 2018 and by 50% for the subsequent two years

By 2020, more than 50% of student elective courses in Stage 5 will be project based.

Between 2018 and 2020, increase the number of students attaining band 5 or 6 in the HSC by 20% each year

Halve the number of boys attaining E2 Mathematics ROSA grades by 2020.

Increase numbers of students transitioning to trade apprenticeships.

## People

### Students

Students will contribute to an engaging and high performing learning environment where striving to achieve their personal best is valued, encouraged and supported.

### Staff

Teachers will develop and deliver new learning experiences that

develop students' critical, creative thinking and STEM skills.

### Parents/Carers

Parents will have increased opportunities to contribute their professional expertise to work in partnership with the school to fulfill student needs. Parents will also be able to give feedback on the quality of teaching and learning at the school.

### Leaders

Leaders foster a commitment to growing a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success within a 21st century environment.

## Processes

Embed aspirational classes into Years 7 and 8, trial and roll out the Pinnacle Program to all students in Year 8.

Literacy and Numeracy initiatives fully implemented including, Accelerated Reading program in Stage 4, deep data analysis of NAPLAN and HSC which leads to explicit NAPLAN and HSC preparation for all relevant students.

Explicit support for students with aspirations to vocations that do not require HSC or ATAR.

Increase the use of technology in teaching and learning including current and emerging technologies, an increased number of future learning spaces and BYOD.

## Evaluation Plan

Our success in meeting school strategic directions will be measured by our school evaluation team, shared with our community and publicly reported in the school's Annual School Report

## Practices and Products

### Practices

Technology is effectively integrated into the teaching practices of all staff and the learning of every student.

### Products

The Pinnacle Program is implemented across all Stage 4.

Improved growth for students in all areas of literacy and numeracy shown in internal and external testing.

All students achieve results commensurate with their ability.

Disengaged boys transitioning from school based education to apprenticeship based learning and greater career opportunities.

# Strategic Direction 2: STAFF CAPACITY

## Purpose

To provide meaningful professional development for every staff member in response to their individual PDP so that they better cater for student learning needs. Ensure all staff will complete mandatory training and registration requirements. Support all staff to develop their personal leadership capacity.

## Improvement Measures

All staff will meet the requirements of their personal Performance & Development Plan each year.

All staff have clearly defined and explicit role statements.

All faculties work from and regularly evaluate teaching programs that meet the standard for registration

All staff utilise technology in their administration and classroom practice.

## People

### Staff

Teachers will enhance their knowledge and understanding of how young people engage with learning and implement consistent, clear and focused strategies in their classes to challenge and inspire.

### Staff

Teachers will develop capacity to utilise 21st century skills to improve school functionality and enhance student learning experiences

### Leaders

School Leaders will support staff to develop leadership capacity and sustainability in key roles across the school..

## Processes

All staff access a variety of professional learning opportunities, including mandatory training, to maintain accreditation, increase capacity to deliver quality teaching and develop their leadership capacity.

Staff increase their capacity with the effective use of technology and data in their teaching and administrative practice.

## Evaluation Plan

Our success in meeting school strategic directions will be measured by our school evaluation team and monitored through the achievement of milestones using a number of measures including surveys and analysis of student data. It will be shared with our community and publicly reported in the school's Annual School Report.

## Practices and Products

### Practices

All staff PDP's are up to date, clear processes are created and followed to ensure school registration and mandatory training is up to date.

Staff effectively use technology and data in their teaching and administrative practices.

### Products

Teachers will demonstrate explicit teaching of student outcomes and will have the language to express their methodology to others.

Explicit teaching and learning programs and assessments which demonstrate differentiation for all students, and modifications and adjustments for students with specific learning needs.

All courses delivered are founded in teaching programs that fully comply with all NESA registration requirements. All teaching programs are regularly evaluated and revised.

# Strategic Direction 3: WELBEING, CULTURE AND COMMUNITY

## Purpose

To improve learning support for all students including those with identified needs and Aboriginal students. To enhance communication in and beyond our school community. To facilitate authentic educational experiences for our students, their families and our partner primary schools. Maintain consistent high expectations of standards across the school promoting a healthy, safe and positive learning environment.

## Improvement Measures

50% decrease in non-attendance rates of students with anxiety issues.

SLSO's access and support 50% more students over the life of the plan.

All staff and parents utilise Parent and portal by 2020

Decreased numbers of negative incidents recorded on Sentral by 5% t each year from 2018-2020

100% increase in the numbers of positive incidents recorded on Sentral each year from 2018 to 2020.

In each year of the school plan, the year 9 NAPLAN and HSC results of Aboriginal students will match or exceed those of the rest of that school cohort.

## People

### Students

Students will develop skills to enable them to manage and take responsibility for their own learning and behaviour.

### Parents/Carers

Parents will develop knowledge and understanding of how they can work with the school to support their children to manage their learning at school and at home through open communication channels.

### Parents/Carers

Parents will develop a better understanding of the systems and processes in the school that support and engage students

### Staff

Staff will communicate more effectively with all stakeholders within the education process.

### Leaders

School leaders will initiate and build on opportunities that engage parents and the community and facilitate the implementation of policies and processes that support the building of engaging, safe, supportive and effective learning environments.

## Processes

Development of a new learning centre, The Hub, to effectively support students with learning and welfare needs

Expanding the use of Social Media and other technologies to improve communication with the broader community

Increasing and expanding the work of the Colo Learning Community in providing authentic learning opportunities and communication between the schools.

Development/refinement, implementation and review of policies and processes that support the school's high expectations of students and staff.

Implement programs to support the improved learning outcomes for Aboriginal students.

## Evaluation Plan

Our success in meeting school strategic directions will be measured by our school evaluation team, monitored through the achievement of milestones using a number of measures including surveys and analysis of student data. I will be shared with our community and publicly reported in the school's Annual School Report.

## Practices and Products

### Practices

Active and authentic engagement with the local AECG to ensure improved outcomes for Aboriginal students.

### Products

Effective Learning Centre that caters for the needs of all students

Fully functioning and utilised Parent and student portals

Clear guidelines and policies for student expectations across the range of school activities and consequences of noncompliance.

Strong Colo Learning Community with effective communication and coordination with learning partners (feeder primary schools)