

School plan 2018-2020

Irrawang High School 8562



School background 2018–2020

School vision statement

Irrawang High School's purpose is to support its students to build successful futures. In developing a positive learning culture to create successful and effective learners, individuals and citizens, it balances its focus on the social, personal and academic development of each student, including programs to overcome local aspects of disadvantage and expand students' opportunities. Its leadership and management are directed to achieving a supportive, respectful, caring culture and environment which is inclusive of all people within our community, and in which excellence is valued and rewarded. It aims to assist students to develop as responsible learners, leaders and citizens whose impact on and contributions to their global community are positive; who are able to become productive and contributory participants in their community and the world.

School context

Irrawang High School is situated in the lower–Hunter region in Raymond Terrace. It is a comprehensive, co–educational school of around seven hundred and twenty students. We are one of two high schools in the town, and mainly draw our students from Irrawang and Grahamstown Public in Raymond Terrace, and both Medowie and Wirreanda Public in Medowie. A significant proportion (just over 10%) of our students is from an ATSI background, and a few students have Asian, New Zealand or Pacific Island backgrounds. Their homes range from semi–rural to suburban, and include a significant area of commission housing. Our students are drawn from a variety of socio–economic backgrounds, a small majority (56%) being considered disadvantaged, including having limited educational levels. The unemployment level in the Hunter region is higher than the national average, particularly for younger adults. Many parents and caregivers travel to Newcastle and the coalfields and vineyards for work. A major employment centre near Raymond Terrace is the RAAF Base at Williamstown. The school runs many programs to assist and support students and families, and is well known for its welfare and support offerings. We also cater strongly for creative and performing arts students, with a varied and successful range of activities and programs. The school runs special gifted and talented students' (GATS) classes and activities, and support programs which result in a higher than expected proportion of its HSC students going on to university courses. It also offers several vocational and training courses (VET) in its senior curriculum. Three special education support classes cater for students with special needs. Specialist language and agriculture facilities have been developed in the school in recent years. The school is staffed by dedicated and hard–working teachers who show practical concern for their students across the range of school programs and activities. It has developed an effective partnership with Newcastle University which assists the development of both staff and students.

School planning process

This plan was developed through a program of:

- Staff workshops evaluating the previous plan and considering future directions
- Analysis of internal and external data to review progress and practices to date, and to determine areas needing further development

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student Outcomes: Developing positive learning elements for successful 21st century learners and citizens

Purpose:

Students need to be equipped for membership and success in a changing world which is increasingly a global community. Aspects of economic, social and educational disadvantage in a significant section of the community can be overcome through educational success and mastering the essential elements of learning to increase their expectations and opportunities. Students will gain the skills, knowledge and attributes which will enable success in their work, relationships and community membership as responsible citizens. This will be achieved through the development of quality curriculum and assessment, including VET courses, and the application of effective teaching and learning and assessment practices that build educational aspirations and responsibility among our students.

STRATEGIC DIRECTION 2

Teacher Quality: Fostering a professional learning community for the development of excellent teaching and leading elements

Purpose:

To improve student outcomes, and for the school community to further improve, staff need to continually grow and develop. By supporting the further development of professional attitudes and learning among staff with innovative and instructional leadership and development, including working with our partner primary schools, the school will be better able to assist the development of its students. Staff and students will work together, informed by best practice research and experience in education (in particular the Australian Professional Standards for Teachers), to become highly effective leaders and learners. Processes to support continuing reflective learning and data-driven planning will support continuing improvements in elements of teaching within the school, ensuring world-class teaching. Staff will be supported to maintain currency with the NESA, and with Vocational Education and Training requirements.

STRATEGIC DIRECTION 3

School Environment: Creating a supportive culture of high expectations among all members of the school for respectful, responsible participation in the school community

Purpose:

Students and staff work more effectively in a caring, supportive environment in which respect, responsibility and striving for personal best lead all members of the community to work together for the betterment of all. By valuing all members of the community, recognising and acknowledging achievement in the varied areas in which the school works, and working together to create better individuals and a better community, we will create a culture which will support student and staff learning and development. The school will employ strategies and practices which support the cognitive, emotional, social, physical and spiritual wellbeing of its students. Linking the school, including learning activities, within the wider community will enhance learning and foster the development of good community participation.

Strategic Direction 1: Student Outcomes: Developing positive learning elements for successful 21st century learners and citizens

Purpose

Students need to be equipped for membership and success in a changing world which is increasingly a global community. Aspects of economic, social and educational disadvantage in a significant section of the community can be overcome through educational success and mastering the essential elements of learning to increase their expectations and opportunities. Students will gain the skills, knowledge and attributes which will enable success in their work, relationships and community membership as responsible citizens. This will be achieved through the development of quality curriculum and assessment, including VET courses, and the application of effective teaching and learning and assessment practices that build educational aspirations and responsibility among our students.

Improvement Measures

- NAPLAN results show increasing proportion of students above minimum standards; increasing proportion of students with above-average growth in Year 9.
- In HSC results, more courses improve their Z Scores and Average Growth performance.
- Faculty programs incorporate school-wide literacy strategies 7–10
- Faculty programs indicate further incorporation of 21st Century skills.
- TTFM surveys indicate higher levels of engagement and valuing of schooling outcomes among students in Years 7 to 11.
- Student, parent and community surveys

People

Leaders

- Allocate staff, resources and support to specific programs, including the provision of appropriate opportunities for training and development.
- Include the local Aboriginal community in planning and evaluation, and in school activities and events
- Monitor conduct and development of programs and practices.
- Organise and publicise data-based evaluations.
- Provide recognition of student and staff achievements

Staff

- Program ATSI, literacy and numeracy initiatives into class units and assessment tasks.
- Incorporate 21st Century skills into faculty programs and class lessons
- Work with parents and carers to improve students' numeracy and literacy skills
- Work with parents and community to implement ATSI PLPs, and participate positively in ATSI activities across the school

Students

- Cooperate with literacy and numeracy initiatives in class and withdrawal situations
- Apply positive behaviours to learning to enhance own and class learning

Parents/Carers

Processes

1. Project/Independent-Based Learning.
2. Aboriginal Education.
3. Literacy and Numeracy enhancement program – LASTS select students for and conduct LEXIA Reading program

Numeracy Withdrawal and Extension programs – support teacher employed to organise and conduct withdrawal program; Maths staff organise and conduct enhancement program with small groups.
4. Incorporation of "21st Century Learning Skills" across KLA:
 - Critical Thinking
 - Creative Thinking
 - Collaborating
 - Communicating

Evaluation Plan

Progress in these areas will be evaluated by:

- Student results – faculty assessments; program assessments; NAPLAN results; HSC results. (including for specific groups – eg. Numeracy Withdrawal students; Middle-school students)
- Faculty programs and lesson plans.
- Student, staff and parent evaluations, including TTFM, and feedback from ATSI parents and community
- Millennium data on attendance, participation
- Analysis of ATSI achievements in Year

Practices and Products

Practices

- Professional development of staff in project-based and 21st century learning.
- Incorporation of project-based learning into faculty programs and class lessons
- Strengthen Aboriginal Education Team to assist with attendance, retention and achievements of ATSI students and further expansion of Aboriginal culture throughout the school; PLPs integrated in all settings; high expectations to meet DoE benchmarks
- Literacy – LEXIA; LASTS; Fast 5s; Spelling; literacy feed-forward in all assessment tasks; Literacy and numeracy intervention programs utilising LST support; literacy and numeracy plans incorporated into all curriculums and assessments

Implementation of digital Learning Management Software – CANVAS

- Professional development of staff in 21st century learning skills and their application in classrooms.
- Resources allocated to support 21st century learning environments.
- Incorporation of 21st century learning skills into faculty programs, class lessons and assessments

Products

- A strategic Professional Learning Plan is in place for all staff
- Learning environments are future-focused and use Project-Based Learning strategies

Strategic Direction 1: Student Outcomes: Developing positive learning elements for successful 21st century learners and citizens

Improvement Measures

indicate high levels of satisfaction with students' and school' progress and development

- Attendance and retention rates of ATSI students are improved

- ATSI achievements in Year 9 NAPLAN equal or exceed those of non-ATSI students

People

- Support students' homework organisation and efforts
- Assist with the development of ATSI PLPs, and the setting, working towards and recognition of students' goals

Community Partners

- Local ATSI groups and parents participate in school planning and activities
- Local community supports the cross-school PBL focus

Processes

9 NAPLAN and HSC results

Practices and Products

ATSI students' attendance, retention and achievements are all improved

Literacy and numeracy skills and understandings of both staff and students are increased

Strategic Direction 2: Teacher Quality: Fostering a professional learning community for the development of excellent teaching and leading elements

Purpose

To improve student outcomes, and for the school community to further improve, staff need to continually grow and develop. By supporting the further development of professional attitudes and learning among staff with innovative and instructional leadership and development, including working with our partner primary schools, the school will be better able to assist the development of its students. Staff and students will work together, informed by best practice research and experience in education (in particular the Australian Professional Standards for Teachers), to become highly effective leaders and learners. Processes to support continuing reflective learning and data-driven planning will support continuing improvements in elements of teaching within the school, ensuring world-class teaching. Staff will be supported to maintain currency with the NESAs, and with Vocational Education and Training requirements.

Improvement Measures

- All beginning teachers achieve proficiency in the Australian Teaching Standards
- All staff participate in xx hours of professional development, equally divided between in-school and externally.

People

Leaders

- Oversee development and implementation of staff PDPs and professional learning, especially with early-stage or new staff
- Provide resources and support for staff professional development within and outside of the school
- Assist the leadership development of staff across the school

Staff

- Participate in professional learning for NESAs accreditation, Great Teaching Inspired Learning and Quality Teaching, including 21st century learning
- Work with targeted PDPs to assist professional growth and development
- Participate in Quality Teaching Rounds
- Gather and analyse student feedback to assist continuing improvement in planning and teaching practices

Students

Provide feedback and evaluative information to staff and the school re programs and practices

Parents/Carers

Provide feedback and evaluative information to staff and the school re programs and practices

Processes

1. NESAs Accreditation – Professional Learning Program (including PDPs) linked to school plan and to staff accreditation in Professional Teaching Standards and VET competency requirements;
2. Great Teaching Inspired Learning
3. Quality Teaching
4. Professional Learning and Leadership

Evaluation Plan

Progress will be evaluated by:

- Numbers of staff participating in Quality Teaching Rounds, and feedback on the program from these staff.
- Register of staff training showing hours of accredited training and development both within and outside the school.
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Practices and Products

Practices

Professional Learning Plan developing staff within framework of school and faculty plans; systems developed to assist staff meet NESAs accreditation requirements

Support strategies for beginning teachers developed; staff induction plan for new staff finalised

Quality Teaching Rounds established to involve staff in developing a positive culture of sharing good practice

Development of programs to promote and inspire the development of leadership capacity, using both internal and external professional learning opportunities to improve student learning outcomes; on-going collaborative links within the LMG

Products

Innovative teaching practices incorporating a future-focused approach

Strategic Direction 3: School Environment: Creating a supportive culture of high expectations among all members of the school for respectful, responsible

participation in the school and community

Purpose

Students and staff work more effectively in a caring, supportive environment in which respect, responsibility and striving for personal best lead all members of the community to work together for the betterment of all. By valuing all members of the community, recognising and acknowledging achievement in the varied areas in which the school works, and working together to create better individuals and a better community, we will create a culture which will support student and staff learning and development. The school will employ strategies and practices which support the cognitive, emotional, social, physical and spiritual wellbeing of its students. Linking the school, including learning activities, within the wider community will enhance learning and foster the development of good community participation.

Improvement Measures

- Proportion of students necessitating behavioural intervention is further reduced
- Proportion of staff awarding commendations, and percentage of students receiving them, increase
- Suspensions and negative referrals of students in Millennium are reduced
- Reduction in proportion of students indicating moderate to high levels of anxiety in TTFM surveys
- Increasing proportion of students indicating engagement in TTFM surveys
- Incidences of bullying decline, as evidenced by Millennium reports and

People

Leaders

- Reflect PBL standards in their conduct and relations across the school and community
- Provide resources and support for PBL program, including training, publicity
- Monitor the use of the PBL approach across the school, including in management of students
- Provide support and resources to foster staff wellbeing
- Work with the local community in planning, implementing and evaluating school plans and programs

Staff

- Reflect PBL standards in their conduct and relations across the school and community
- Use PBL approach in managing student behaviour and learning
- Work with parents and carers to further develop students' levels of engagement and cooperation
- Make a positive contribution to the school and to staff wellbeing

Students

- Participate positively in PBL lessons and assemblies
- Practice PBL standards in the school and community
- Work and relate positively with the local community, especially when representing the school

Processes

1. Positive Behaviour for Learning (PBL)
2. Student wellbeing
3. Staff well-being
4. Community Partnerships

Evaluation Plan

- Millennium data on referrals, commendations, suspensions, etc collated and reported regularly by PBL team
- Student surveys eg. TTFM (including cohort comparisons) and Year 12 Exit Survey
- Community and parent feedback

Practices and Products

Practices

Maintenance of data-driven systems and practices;

Review of Welfare and Discipline Policy

Establishment of programs to embed resilience and social skills; strategies to support students in transition; access to support through LSTs.

Embed consistent PBL practices in classrooms; develop structures to review staff well-being; explore possible programs to enhance well-being

Maintain effective communication strategies between school and community; create opportunities for community involvement in professional learning and decision making; maintain partnerships and collaboration between school and AECG

Products

Decrease in students demonstrating uncooperative behaviours around the school.

Increased student and staff positivity and engagement

Increased involvement of parents and the community in school planning and programs

Strategic Direction 3: School Environment: Creating a supportive culture of high expectations among all members of the school for respectful, responsible participation in the school and community

Improvement Measures

TTFM responses

People

Parents/Carers

- All parents/cares work with staff to further improve students' levels of engagement and cooperation

Community Partners

- Local community continues to work with and support the school's PBL focus