**Gilgandra High School (Updated)**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| **School vision statement:**  All students will have positive learning outcomes in an environment that values lifelong learning and creates opportunities for success. All students will access productive and fulfilling pathways to employment. All students will develop mental, emotional and physical resilience. |  | The school is situated approximately 65Kms from Dubbo. We have an enrolment in 2015 of 287 students. 199 in Years 7-10 and a senior school of approximately 72 students. There are 30.7 teaching staff, average years staff have been in the school is 11years but the averge in their current position is 9 years. This indicates a significant stability of teaching staff, however senior executive are more transient. There have been four Principals in the last 7 years. In 2014 29% of staff were temporary due to part-time leave being taken by long term staff members. 76% of staff have significantly more than 5 years teaching experience, the average being 17 years. 19% have between 2 and 5 years experience and 4% are new scheme. Our overall andance rate is 88% for 2014 which can be attribued to a small number of students who did not attend and were referred for HSLO action. A timetable decision about structure also contributed to the reduction in attendance rates of students on Friday.  The FOEI value of the school is 135 (300 being the highest) . 85% of our students are in the lowest two quartile brackets as 55% of the community in the 2011 census earn less than $41,000 per annum and 35% earn less than $21,000 per annum. This is compared to an Australian averge of 25%. . The communty reports their highest qualification as 27.8% have the equivalent of a Year 10 qualification and 21% have achieved their Year 12 or equivalent. 15% have achieved certificate level and only 5.9% have ahcived a Bachelor Degree level or above. 28.8% of the population is below the age of 19 years, 40.4% are of working age (19 – 54) and 30% are over the age of 55 years. However, in 2011 only 70% were in the workforce, with only 26.6% were employed in a full time capacity. 30% of the community had not worked in any capacity for the previous 12 months. |  | Significant consultation occurred in 2012 to review and renew the vision statement for the school. In 2014 all stakeholders were asked to review and assess if it needed change leading into the new planning processes. All sectors of the community confirmed this remained the vision for the school.  During 2014 an extensive program of data collection and collation was undergone, including all sectors of the school community.  Many of the collection tools were longitudinal to provide a comparison to 2010 to 2014 as an indication of trends and as the data was collated various strategies were tried to have all sectors engage in the data and develop ideas and consider implications for policy, practice and pedagogy from the data collected.  All staff were open to attend school Improvement committee meetings that were held each week to develop the plan. Improvements Is required as a limited number of staff attended.  Local AECG, P&C all had some input and at each parent gathering an opportunity was taken to gather input and suggestions.  The School Council are to be the final ratifying body for the plan.  Student focus groups were asked to engage with the data and suggest structures or processes as a continuation of the Student Voice project initiated in 2012. Further development is needed in this aspect but students report higher levels of engagement in the process of planning. |
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| **Purpose:**  Students learn to be literate, numerate, creative and active members of the school community. Classrooms are engaging places of learning where students engage with practices, including digital technologies, which deepen their thinking in an environment of high expectations. Programs are differentiated and incorporate explicit strategies which are accessible, engaging and challenging for all students. |  | **Purpose:**  Positive, respectful, collegial and supportive relationships underpin the ethos of the school community. Teachers work together to develop their capacity to design, assess and evaluate evidence of school improvement. Staff have access to high quality, evidence based professional learning. Teachers collaborate to develop their teaching practice and measure development using professional standards and the School Excellence Framework. |  | **Purpose:**  Staff are culturally aware and respectful of the needs and aspirations of all members of the school community. The values of the school, Safe, Respectful Achievers, provide a framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students and staff. All stakeholders value collaborative practices conducted in an environment which commits to a regular review of performance and practice, ensuring the commitment to whole school improvement is embedded. |

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| Strategic Direction 1: Student Learning and Engagement | | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |

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| **Why do we need this particular strategic direction and why is it important?**  Students learn to be literate, numerate, creative and active members of the school community. Classrooms are engaging places of learning where students engage with practices, including digital technologies, which deepen their thinking in an environment of high expectations. Programs are differentiated and incorporate explicit strategies which are accessible, engaging and challenging for all students. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Explicitly taught literacy and numeracy skills across the curriculum, evaluate and inform teaching and learning occurring in classrooms and across the whole school, engage in critical thinking and are self-reflective in their learning using effective learning habits and appropriate technology.  **Staff:** Work collaboratively and engage in professional learning which emphasise explicit strategies to assess current learning needs, use evidence based approaches to differentiate curriculum, to deepen student thinking, and student centred learning strategies and implement these into the classroom practice.  **Parents/Carers:** Through the provision and use of appropriate communication tools, parents are better informed, develop increased understanding of learning priorities relevant to the modern world and are able to contribute to the co-curricular life of the school in meaningful ways.  **Community Partners:** Develop new and enhance existing partnerships which provide real world learning opportunities for students through mutually beneficial initiatives; the variety of external partnerships will enable pathways and opportunities for students to aspire to success.  **Leaders:** A comprehensive understanding and provision of relevant professional learning are fundamental goals of the school's leadership team in order to provide for a challenging, supportive and successful learning environment for all students. | |  | **How do we do it and how will we know?**   * Students are taught how to provide explicit, informed, feedback at classroom and whole school level to inform teaching and learning. * Staff work collaboratively to examine student based data, both external (NAPLAN, VALID, HSC) and internal (literacy continuum mapping, student assessment, school reports to inform improvements in pedagogy and assessment strategies that will improve student outcomes. * The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. * Technology and physical infrastructure needs are planned and support student centred learning in the modern world through the redesign of leaning spaces to promote engagement. * School level professional learning targets differentiation of curriculum, evidence based teaching practices, student centred learning and assessment, classroom management. effective learning habits, critical thinking skills, and appropriate technology for learning. * Learning Support Team meets regularly, plans targeted interventions, communicates with teachers and supports professional learning of teachers regarding individual student learning needs, including life skills. * Projects are co-ordinated and supported to enhance engagement of students potentially at risk of leaving school early; improving student literacy and numeracy; and further developing transition links with partner primary schools.   **Evaluation Plan**  Regular tracking of data. Engagement measures reflect continual improvements. Data from SENTRAL reflects PBL, NVCI and LSTeam processes are being embedded across the whole school. Students demonstrate continual improvement on the continuums. Focus groups with representative samples of the school community. Follow up surveys to measure progress against baseline survey data. | |  | | **What is achieved and how do we measure?**  **Practices**: Processes for supporting the holistic child are refined, documented and embedded into classroom practice, teaching strategies and the processes for engaging community support.  **Practices**: Students are actively engaged in  a range of co-curricular activities which are strongly aligned with the school’s vision and values.  **Practices**: Teachers use data including  external and internal, quantitative and  qualitative, to inform teaching.  **Practices**: Teachers deliver explicit literacy and numeracy strategies, which target authentic texts and are mapped against the literacy and numeracy continuum.  **Practices**: Students engage in their learning  as citizens of the modern world with greater  confidence and independence using effective learning habits, thinking skills and appropriate technology to communicate in a purposeful and effective manner.  **Practices**: Students are involved in self-reflection and peer review of the quality of their work, lessons and learning.  **Products**: All teaching/learning programs and assessment tasks are clearly differentiated to meet the learning needs of all students.  **Products**: Evaluating and reporting student performance data underpins the whole-school assessment strategy.  **Products**: The school's physical environment is conducive to, and supportive of, student engagement. | |
| **Improvement Measures** |  |
| * Growth in NAPLAN data from year 7 to year 9 and HSC value-added data is above that of similar schools and shows continual improvement. * Growth in NAPLAN data and HSC value-added data for Aboriginal students is consistent with that of non-Aboriginal students. * Student attendance and retention is consistent with that of similar schools, shows continual improvement, and is consistent between Aboriginal and non-Aboriginal students. * Post-school destination surveys indicate over 90% of graduates, within three months of school graduation, are enrolled in further education or are employed. |  |
| Strategic Direction 2: School Learning and Leadership. | | | | | | | | | | | |
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| **Purpose** |  | | **People** |  | | **Processes** | |  | | **Products and Practices** | | |
| **Why do we need this particular strategic direction and why is it important?**  Positive, respectful, collegial and supportive relationships underpin the ethos of the school community. Teachers work together to develop their capacity to design, assess and evaluate evidence of school improvement. Staff have access to high quality, evidence based professional learning. Teachers collaborate to develop their teaching practice and measure development using professional standards and the School Excellence Framework. |  | | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Students on the SRC and Junior AECG will participate in programs relating to developing leadership, mentoring and coaching capabilities***.***  **Staff:** Develop professional learning plans  aligned to the Professional Standards for  Teachers, engage in relevant professional  learning, participate in meaningful classroom collaboration with peers within faculties and across the school and access mentoring opportunities.  **Parents/Carers:** Improved communication to parents via a range of media to enhance the understanding of and contribution to leadership and learning opportunities in meaningful ways as well as engage in the evaluation of school practices.  **Community Partners:** Existing partnerships  are strengthened and new partnerships  developed which facilitate better  connections to enhance and develop the real-world learning and leadership capabilities of students, executive and staff  **Leaders:** Through targeted professional  learning programs, current and aspiring  leaders will refine their skills in leadership, knowledge and practices to support themselves and others to investigate and implement research based, effective improvement practices. |  | | **How do we do it and how will we know?**   * Develop student leadership through a range of strategies to increase student input into classroom learning activities. * Teachers are supported to set goals and plan professional learning within the Performance & Development Framework. * Teachers work collaboratively to focus on quality teaching through mentoring, coaching, modelling, classroom observation and feedback with peers. * Projects and programs are supported to enhance engagement of students in school and community leadership and service. * All staff have identified role statements and receive regular, informed feedback on documentation and practise by supervisors or peers. Head Teachers can effectively assess the improvements being made in the faculty through data analysis. * Staff access and effectively use a variety of internal and external networks and collegial structures to enhance student leaning outcomes. * Staff members have purposeful leadership roles based on professional expertise which are clearly defined. * The school is actively engaged with the local AECG, supports the implementation of a junior AECG and fosters a positive relationship with the SRC. * Staff collaborate within the school and across relevant networks and are supported to engage in training relevant to using new school systems.   **Evaluation Plan**  Faculty Head Teachers can effectively monitor and evaluate improvements in learning within their KLA. Student surveys report increased opportunities to provide informed feedback on learning. Student data from Tell Them From Me indicates progression each year in engagement and inclusion. Documentation and observations indicate growing use of formative feedback to improve learning. Numbers seeking accreditation increases.  Staff regularly review student based data, reflect on practice and amend practices as required. External collaboration increases to build consistency of judgement. | |  | | **What is achieved and how do we measure?**  **Practices**: Teachers draw on and implement evidence-based research to  improve their performance and development.  **Practices**: A culture of collaborative  professional learning is established that is  valued and builds capacity in models of practice which reflect visible teaching and learning strategies.  **Practices**: Feedback to staff reflect an in-depth understanding by all executive of the Australian Teaching Standards, the Classroom Practice Continuum and relevant standards/continuum frameworks.  **Practices**: All SAS Staff are professionally  confident and able to adapt to new systems  including SAP Finance, SALM, and Sentral.  **Products**: School has embedded  and explicit systems for collaboration, classroom observation, the modelling of  effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.  **Products**: All teachers have individual  Teacher Performance & Development  Plans, which are aligned to the Professional Standards for Teachers, designed collaboratively and supported by the appropriate executive member.  **Products**: The school has an evidenced  assessment record of performance aligned  with the School Excellence Framework. | | |
| **Improvement Measures** |  | |
| * Staff and students report continued improvements to the quantity and quality of feedback designed to improve performance. * Teachers have individual professional development plans aligned with the Professional Standards for Teachers and consistent with the Performance and Development Framework. * All Head Teachers meet deadlines in regards to checking programs, administrative and compliance matters, and providing feedback to staff. |  | |

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| Strategic Direction 3: Community, Culture and Values | | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  Staff are culturally aware and respectful of the needs and aspirations of all members of the school community. The values of the school, Safe, Respectful Achievers, provide a framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students and staff. All stakeholders value collaborative practices conducted in an environment which commits to a regular review of performance and practice, ensuring the commitment to whole school improvement is embedded. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Students are empowered to provide feedback and input through active participation in major decision making bodies within the school. They are also empowered to provide information to community groups about the learning in the school.  **Staff:** All Staff are enabled to effectively use assessment data to analyse student learning trends. Participate in appropriate cultural  awareness training and explicitly plan to  strengthen identity, pride and resilience of  Aboriginal students. Engage in relevant,  purposeful and planned approaches to  support individual health and wellbeing.  Explicitly reinforce school values in daily interactions with students and the school community.  **Parents/Carers:** Opportunities are developed to present data to the community groups and seek feedback to inform practice. Through the provision and use of appropriate communication technology, parents are better able to be engaged in, and contribute to, school life and improvement.  **Community Partners:** Existing partnerships, including interagency and community groups (Gov and Non-Gov) are strengthened and new partnerships developed and are used to seek and provide feedback on the school and facilitate student involvement in events and service opportunities in the local community.  **Leaders:** Cultural awareness, community and academic partnerships, improved communication practice and the importance of service is promoted by the school's leadership team. |  | **How do we do it and how will we know?**   * Develop strong teams that use a range of processes to include student, staff and community voice in decision making processes. * Staff members are engaged in record keeping processes which monitor the school's progress against the School Excellence Framework * Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness. * Plan and implement cultural awareness training for staff involving members of the local Aboriginal community. All Aboriginal and Out of Home Care students have individual Learning Plans. Senior students have career plans. * Projects are supported to enhance engagement opportunities between the school and the broader community, communicated inward, outward and upward. * Projects are co-ordinated to enhance the involvement of students in community service within and beyond the school. * Leaders ensure systems and practices are embedded that will effectively enable ongoing, effective, staff, community and student input. * Within the context of a new school well-being policy, the welfare team will examine and evaluate our current school values platform, its implementation across the school and support systems for assisting individual health and well-being.   **Evaluation Plan**  Document analysis and focus group discussions with representative samples of the school community indicate continual improvement measured against baseline data. | |  | **What is achieved and how do we measure?**  **Practices:** Systems are embedded to allow for informed data based planning processes and analysis.  **Practices**: Parents, caregivers, students and staff both engage with and contribute to the planned, relevant and purposeful improvement of the school’s academic, social, sporting, health and wellbeing outcomes.  **Practices**: A culturally aware staff actively strengthen the identity, pride and resilience within our Aboriginal students, developing enhanced partnerships with our local Aboriginal community and other cultures.  **Practices**: Students are actively involved in events, service and work-related opportunities within the local community.  **Practices**: School SRA signage is clearly displayed and SRA values are clearly articulated by all members of the school community and are able to be applied to specific school contexts.  **Products**: Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements.  **Products**: There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement and Increased use of formative feedback and reflective practices by staff.  **Products**: A revised school well-being policy clearly articulates school values and supports individual health and well-being.  **Products**: The school's ICT infrastructure supports enhanced communication with parents and community, including positive use of appropriate social media. |
| **Improvement Measures** |  |
| * Teaching staff have completed appropriate cultural awareness training (including 8 Ways) involving members of the local Aboriginal community. Junior AECG and Ab Ed Team is established and operational. * Revised school website and effective electronic communications platform is established and operational. * Public performances and exhibitions are conducted involving successful collaboration between students, staff and community members. * Active participation by students on major committees within the school to inform decisions occurs on a regular basis. |  |