School plan 2015 – 2017

Temora High School

STRATEGIC DIRECTION 1
WELLBEING.

STRATEGIC DIRECTION 2
LEARNING & ENGAGEMENT

STRATEGIC DIRECTION 3
COMMUNITY & ENVIRONMENT
### Temora High School background 2015 - 2017

#### School vision statement

**Temora HS**
A dynamic school that provides opportunities for students to achieve personal excellence in academic, cultural, sporting and civic endeavours in an environment conducive to learning, teaching and friendship.

#### School context

**Temora High School (THS)** is a co-educational, high school providing a quality secondary education in a rural setting. Located in the NSW Riverina the school has a proud tradition of promoting positive values and developing confident, capable, community-minded students. The school provides a broad, well balanced education. The school provides education in a stimulating and caring environment. The school has modern facilities including modern science laboratories, TAS rooms & food technology kitchens, a Performing Arts Centre, well equipped & air conditioned learning spaces, with state-of-the-art resources. THS focuses on the development of the whole person through the curriculum, extracurricular activities and other experiences, ensuring that students become well equipped to take their place in life.

THS draws students from the surrounding districts and has an established and productive relationship with its two feeder primary schools.

THS staff is made up of highly experienced teachers, through to early career teachers, as well as SASS & SLSO.

**Goldenfields Learning Community – THS, TPS & TWPS**

United in opportunity, Innovation, Achievement and Community with enriching programs promoting quality learning in excellent facilities and environments.

**3 schools together:**

- Providing outstanding opportunities for students with programs that challenge, support and inspire in exceptional facilities.
- Intelligent use of technology and innovative strategies to motivate students for success.
- Achieving excellence in academic, sporting and cultural activities.
- Our qualified teachers are experts in their field, maintaining high standards and ongoing professional development, ensuring a strong learning community.

#### School planning process

**Whole School review of 2012-2014 plan & future directions.**

Executive meetings focus area, faculty discussions, staff meetings

Staff meetings: vision and forward planning meetings (bone diagram; Why change: and analysis of last 20 years and the future)

Student representative Council meeting discussion of what good practices they see & where they would like the school to go,

P&C meetings: discussion of strategic directions

Liaising with Goldenfields Learning Community: discussion with TPS & TWPS of strategic directions.

School Survey 2014 – staff, students and parents

Year 12 Exit surveys 2013 & 2014

THS Sentral wellbeing & attendance data
Purpose: Each person is important
To foster wellbeing through:
- positive & inclusive relationships.
- a caring and safe environment,
- nurturing a strong sense of belonging for all staff & students
in order to further develop resilient, responsible and respectful citizens

Purpose: Be the best you can be
To develop engaged, independent and reflective learners.
To enhance a culture of excellence and the development of a relevant and engaging curriculum, preparing students for lifelong learning.
To strengthen a culture of collaboration, professional growth and leadership that is aligned with professional standards and high expectations

Purpose: Strong relationships & culture
To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.
Through reflective practices and whole school planning as well as effective and meaningful partnerships, stakeholders are empowered to contribute positively to the THS community and support student learning.
Position our school to be an excellent learning environment.
Strategic Direction 1: Wellbeing.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td>To foster wellbeing through:</td>
<td>Students: care for self, and contribute to the wellbeing of others and the wider community.</td>
<td>- To provide opportunities for all students to build resilience, empathy, respect while maximising their potential.</td>
<td>❖ Student survey indicates 20% increase in student’s responding that they feel safe and belong at school.</td>
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<td>- positive &amp; inclusive relationships.</td>
<td>Student leadership &amp; broader participation developed through variety of opportunities and efficient school structures.</td>
<td>- Strong linkages developed with Primary schools in order to build a detailed understanding of transitioning student’s academic and social needs.</td>
<td>❖ Executive staff report more staff, more happy, more often</td>
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<td>- nurturing a strong sense of belonging for all staff &amp; students</td>
<td>Staff: Staff has growth mindset that all students and staff are a part of in our school community and are actively involved in well-being activities.</td>
<td>- Innovative professional development and wellbeing opportunities to foster a deeper sense of belonging, resilience and wellbeing.</td>
<td>❖ Increased attendance rate to 91%</td>
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<td>in order to further develop resilient, responsible and respectful citizens</td>
<td>Staff participate in Mentoring, Tell them from Me Surveys, Peer coaching, and PL to develop resilience &amp; skills to manage &amp; communicate student wellbeing &amp; discipline matters effectively.</td>
<td>Evaluation Plan</td>
<td>Products:</td>
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<td>Parents/Careers: Aware of school wellbeing processes and support the school in supporting their child/ren.</td>
<td>Yearly surveys – school survey, Tell them from Me provide data on school environment, participation &amp; wellbeing.</td>
<td>❖ Broader participation of students in all school programs, activities &amp; initiatives.</td>
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<td>Improvement Measures</td>
<td>Parents develop further skills in supporting effective student learning and wellbeing through exposure &amp; better understanding of a range of school programs &amp; activities.</td>
<td>Evaluation of no’s of students involved in THS programs, activities and initiatives.</td>
<td>❖ Classrooms are safe, respectful and focused on learning, catering for student’s individual needs and abilities.</td>
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<td>❖ 20% increase in student’s responding that they feel safe and belong at school</td>
<td>Community Partners: Aware of school wellbeing processes.</td>
<td>Executive meeting discussion, analysis &amp; conversations.</td>
<td>Practices:</td>
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<td>❖ Executive staff report more staff, more happy, more often</td>
<td>Leaders: lead an inclusive wellbeing framework to support staff and students to improve their wellbeing.</td>
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<td>❖ Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good settings for student learning.</td>
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<td>❖ Increased attendance rate to 91%</td>
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<td>❖ Staff feel they have a sense of belonging and ownership to the school and its core values</td>
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**Improvement Measures**

- 20% increase in student’s responding that they feel safe and belong at school
- Executive staff report more staff, more happy, more often
- Increased attendance rate to 91%

**Evaluation Plan**

Yearly surveys – school survey, Tell them from Me provide data on school environment, participation & wellbeing.

Evaluation of no’s of students involved in THS programs, activities and initiatives.

Executive meeting discussion, analysis & conversations.
### Strategic Direction 2: Learning & Engagement

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

To develop engaged, independent and reflective learners.

To enhance a culture of excellence and the development of a relevant and engaging curriculum, preparing students for lifelong learning.

To strengthen a culture of collaboration, professional growth and leadership that is aligned with professional standards and high expectations.

#### Improvement Measures

- **Students:** Increase of 5% of students achieving in the top 2 bands in external exams incl Naplan, ESSA, HSC etc.
- **Student behaviour referrals and suspensions reduced by 25%**
- **Staff:** increase in staff involvement in collaboration, mentoring and professional learning opportunities.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** develop growth mindset that they can improve through effort, feedback and application to work.

Analyze their overall learning and progress and performance, to make informed judgements about their successes and future learning.

**Staff:** Strengthen growth mindset that they can improve and utilise skills of colleagues.

Grow staff in their confidence and understanding of the expected standard of reading & writing to provide stimulating, challenging reading & writing experiences for all 7-10 students.

Will engage in professional learning and be accountable for including strategies in teaching programs that build the capacity of students in their classroom in the areas of literacy and numeracy, HSC courses and differentiating for students.

**Parents/Carers:** will gain awareness of and be encouraged to support learning programs within the school which will allow students to be engaged, independent and reflective learners.

**Community Partners:** sharing sessions about school and community processes and expectations.

**Leaders:** Align professional learning and resources to school plan and professional learning goals of staff.

Utilise Performance & development framework to coach, evaluate and build capacity in staff to lead initiatives for improvements in this strategic direction.

#### Processes

**How do we do it and how will we know?**

**Students:** engage in classroom activities, set & monitor personal learning goals and utilise constructive feedback to achieve excellence and open new doors.

**Staff:** engages in meaningful professional learning opportunities through PLPs, collaboration, mentoring & partnerships across groups & schools to develop skills of best practice to support learning across all stages.

**Staff** will ensure recognition is given to improvement in the quality of student work, rather than just the completion of set tasks.

**Staff** commit to identifying, understanding and implementing the most effective teaching methods utilising feedback and performance data.

#### Evaluation Plan

- Review external test data: NAPLAN, HSC, ESSA using a variety of means including RAP, SMART etc.
- Teacher's comments focus on student development using literacy continuum language.
- Yearly review of Sentral data for wellbeing and attendance.
- Yearly review of staff attendance data of SDD, Educational Leadership sessions, student meetings, mentoring partnerships and PL opportunities, as well as achievement of PLP goals.
- Staff, student and parent feedback utilised with regular Welfare group and executive meetings.

#### Products and Practices

**What is achieved and how do we measure?**

- Student increase of 5% in the top 2 bands in external exams. i.e. Years 7 & 9 Naplan Reading & Writing.
- Student behaviour referrals and suspensions reduced by 25%
- Staff: increase in staff involvement in collaboration, mentoring and professional learning opportunities.

**Products:**

- Programs and lessons incorporate differentiated strategies to meet syllabus outcomes.
- Comparisons of means in HSC courses with major literacy tasks being tested.
- Literacy & numeracy strategies are embedded across the curriculum, to support & improve student learning.
- Use the literacy continuum to measure THS against these standards.

**Practices:**

- Empowered students to be highly engaged, self-reflective learners who are focused on achieving their optimum learning goals.
- High quality teaching & learning practices demonstrated including differentiation and high order, timely feedback focused on improving student learning.
- Staff work together to improve teaching & learning across classes, year groups and schools, through mentoring, feedback & sharing.
- Staff practise personal leadership and developing leadership capacity of others.
### Strategic Direction 3: Community & Environment

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<td><strong>Students:</strong> To provide a framework that will support students in providing progressive feedback on school programs and future planning. An increase in student awareness of partners and how they can assist them in future endeavours. An increase in pride and care of school environment and resources. <strong>Parents/Carers:</strong> To create &amp; further develop appropriate communication &amp; contact specifically designed to enhance cooperation with our parents whilst providing improved opportunity for parents/carers to give progressive feedback about the school plan, involvement in school activities and improvement of resources. <strong>Leaders:</strong> strengthening of leadership in developing partnerships in addition to understanding ways to improve school facilities.</td>
<td>- Further our programs to enhance parent / caregiver and local community engagement. - School leadership team communicates clearly about school policies and practices, being responsive to feedback. - School physical resources are well maintained and adaptable for student learning, as well as looking for future opportunities to improve school facilities.</td>
<td>- Increase the percentage of parents and caregivers engaging purposefully in supporting their child’s education and in the life of the school. - Improved parent &amp; staff evaluations on school environment by 5%. - Expanded, strengthened and nurtured partnerships with the immediate &amp; wider educational, business and parent community.</td>
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<td>- Increase the percentage of parents and caregivers engaging purposefully in supporting their child’s education and in the life of the school. - Improved parent &amp; staff evaluations on school environment by 5%. - Expanded, strengthened and nurtured partnerships with the immediate &amp; wider educational, business and parent community.</td>
<td><strong>Parents/Carers:</strong> Continue to seek and build on strategic partnerships to foster key programs and to provide educational expertise and leadership in these partnerships as well as opportunities to work together to understand student options and future goals.</td>
<td><strong>Evaluation Plan</strong></td>
<td>* A relaxed and user-friendly educational and recreational environment * Technology resources are updated, flexible and accessible to staff and students.</td>
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<td>Yearly surveys – schools survey, Tell them from me. Parent feedback opportunities in meetings, focus groups and information evenings. Community partnerships monitored about active/ real connections “What does an improved relationship look like?”</td>
<td><strong>Products:</strong></td>
<td>* Parents / caregivers engage with and contribute to school life and to assist student learning, as well as in school improvement in ways that are appropriate to their capability and circumstance. * Collaboration with stakeholders to foster win-win partnerships to enhance student transitions, curriculum, learning, school to work plans, career &amp; study pathways and civic responsibilities. * Major decisions regarding the THS learning environment, technology infrastructure, assets etc. supports innovative 21st teaching &amp; learning practice &amp; has stakeholder input.</td>
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