School plan 2015 – 2017

Crookwell High School 8452

Values & Culture

Quality Teaching

Professional Excellence
School background 2015 - 2017

School vision statement

At Crookwell High School, we believe that by working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of confident, creative, innovative critical thinkers and problem solvers. We aim to develop engaged learners, leaders and responsible and productive citizens. Our legacy will be building the capacity of our community for a better future.

School context

Crookwell High School (260 students) is a co-educational, comprehensive high school located in the Southern Tablelands. A diverse curriculum offers students a wide range of experiences in classrooms and in the surrounding community. Proximity to Goulburn allows our students to participate in a range of TVET courses to complement their school based curriculum. Courses of study are available in the senior school through Distance Education, ensuring that the widest curriculum offering is available to students. There is a strong focus on initiatives to improve whole school literacy, numeracy and the use of technology within the learning environment. Teams have been established to analyse available data and establish school priorities and strategies in these areas. The school maintains a strong rural identity within an active and supportive community and has a strong tradition of student participation and success.

School planning process

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was reviewed by the executive team, at a staff meeting and at a meeting of parents and community members. Discussion at these meetings resulted in the sharing of ideas and the identification of priority areas for the 2015 – 2017 plan. This process included a review of the strengths, opportunities and areas for development across the school. As a result, three key strategic directions were identified as a basis for a shared commitment to future development across the school. These are:

- Continue to develop whole school practices which enable all students to be highly engaged in the broad educational opportunities available
- Deliver quality teaching and learning programs to equip students with the necessary skills and knowledge to be successful 21st century learners, leaders and citizens
- Staff leading innovative practice, learning about what works and networking with others.

The Crookwell High School Plan 2015 – 2017 is consistent with our CoS strategic directions and sets clear improvement measures. It forms the basis for the school’s improvement and development efforts for the next three years, together with other partner schools, and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Continue to develop whole school practices which enable all students to be highly engaged in the broad educational opportunities available.

VALUES & CULTURE
Purpose:
To ensure that students have the knowledge, skills, values, capacity and motivation for success as citizens within our school community and the wider community. Student learning is supported by a high standard of educational delivery and consistent, high quality professional practices.

STRATEGIC DIRECTION 2
Deliver quality teaching and learning programs to equip students with the necessary skills and knowledge to be successful 21st century learners.

QUALITY TEACHING
Purpose:
To ensure the development of high quality curriculum & assessment to efficiently equip students with the necessary skills so that they are involved in planning and monitoring their own learning development and career pathway goals. Student learning is supported by technology and high expectations of excellence.

STRATEGIC DIRECTION 3
Staff leading innovative practice, learning about what works and networking with others.

PROFESSIONAL EXCELLENCE
Purpose:
To develop a school culture in which staff members take responsibility for their own ongoing professional learning, strive for innovation and improvement, and who make strong connections within and beyond the school.

Our three strategic directions are underpinned by the Public Schools NSW – School Excellence Framework.

Learning – a strategic and planned approach to support cognitive, emotional, social, physical and spiritual wellbeing of all our students.

Teaching – teachers committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

Leading – the school plan is at the core of continuous improvement efforts, with the school’s vision and strategic directions its main activity.
Strategic Direction 1: Continue to develop whole school practices which enable all students to be highly engaged in the broad educational opportunities available.

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<th>Purpose</th>
<th>People (Who will do it?)</th>
<th>Processes (What will we do?)</th>
<th>Products and Practices (How will we know?)</th>
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<tbody>
<tr>
<td>To ensure that students have the knowledge, skills, values, capacity and motivation for success as citizens within our school community and the wider community. Student learning is supported by a high standard of educational delivery and consistent, high quality professional practices.</td>
<td><strong>Students:</strong> Can expect the learning experiences in their classroom to allow them to increase their expectations, capacity and achievement. <strong>Staff:</strong> Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity. <strong>Parents/Carers:</strong> Build awareness and understanding amongst parents focusing on intellectual quality. <strong>Community Partners:</strong> Collaborate with community members to ensure students and staff have greater access to all educational opportunities available. <strong>Leaders:</strong> Ensure staff are fully supported to develop, plan, design and program quality lessons that encompass deep thinking, innovation and creativity.</td>
<td>• Evaluation of curriculum offering across the schools to best meet the needs of all students • Programs are developed that support the curriculum patterns for all students, reflective of their ability. • Whole school programs support the welfare needs of all students • School activities and programs support the interests and capabilities of students. • School activities and programs connect students to the wider community, working in partnership with families and community members. • Clear expectations of student behaviour and consequences are consistently communicated by all staff. • Staff exhibit/model professional conduct at all times • Students are provided with opportunities and training to develop leadership skills.</td>
<td>• Product: Increased curriculum, and diverse &amp; broad learning, opportunities for students. • Product: Effective attendance monitoring protocols ensure that student attendance rates better the state average. • Product: An effective welfare program exists that both identifies students in need of support and offers them diverse and targeted assistance • Product: Students consistently demonstrate appropriate and respectful behaviours. • Product: Students actively engage in developing their leadership skills and take on leadership roles in a variety of contexts. • Practice: Students are engaged in learning and activities that connect them to the wider community. • Practice: Students in Years 8 – 12 have been supported to develop career pathway plans and have the capacity to transition from student to citizen.</td>
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**Improvement Measures**

High student engagement reflected in quantitative and qualitative data.

Parent, staff and student surveys indicate that whole school / community engagement is at the core of our practice.

School data indicates effective growth in student success.

**Evaluation Plan**

Regular reporting against milestones by the leadership group, feedback from project teams and surveys. Annual review of the quality and effectiveness of implementation.
**Strategic Direction 2: Deliver quality teaching and learning programs to equip students with the necessary skills and knowledge to be successful 21st century learners.**

**Purpose**
To ensure the development of high quality curriculum & assessment to efficiently equip students with the necessary skills so that they are involved in planning and monitoring their own learning development and career pathway goals. Student learning is supported by technology and high expectations of excellence.

Successful learners are involved in planning and monitoring their own learning development and career pathway goals.

**Improvement Measures**
- Positive growth in band 5 and 6 at HSC, improvement in value added for each student.
- Student improvement in average growth (NAPLAN) and value added data to within 1 mark of the state average.
- All staff engaged in data analysis to inform program evaluation and development.

**People (Who will do it?)**
- **Students:** Will acquire the skills needed to participate in 21st century life, master core subjects, think deeply & critically and make relevant connections. Students will self-reflect and self-regulate their learning in collaboration with staff, parents and community partners.
- **Students:** Engage, actively participate and take responsibility for their own learning through a variety of curricula and extracurricular programs.
- **Staff:** Participate in professional learning that will increase their skills in delivering the latest in quality teaching and learning programs.
- **Parents/Carers:** Participate in forums and meetings to actively engage with their students learning.
- **Parents/Carers:** Support, encourage and respect the learning goals of the school community.
- **Community Partners:** Work together to establish a continuum of learning, care and curriculum.
- **Leaders:** Support staff personalised professional development using a range of innovative strategies, including planned peer observation, document analysis and conferencing focussed on the implementation of national curriculum and national teaching standards.

**Processes (What will we do?)**
- Faculties share best practice models in programming, assessment, implementation of ALARM, resourcing and QT classroom practices.
- Staff engage in training for the Australian curriculum syllabus implementation and National Teaching Standards.
- Action teams promote improved practice and quality teaching.
- Individual professional learning plans explicitly target developing teacher capacity to cater for learner diversity and new technology.
- Regular review and analysis of SMART & RAP data identify targeted intervention and inform teaching/learning program development.
- Teacher professional learning focuses on the development of a variety of rich and diverse assessment tasks.
- Literacy & Numeracy teams identify clear objectives and strategies across curriculum areas to achieve improved learning outcomes for students.
- Professional learning opportunities target teachers of stage 6.
- Increased opportunities for students in stage 6 to attend study days and HSC workshops.
- The L & S Team monitors student progress and allocates resources to support students.

**Products and Practices (How will we know?)**
- Product: Australian Curriculum is implemented effectively in all relevant curriculum areas.
- Product: School priorities are underpinned by the work of action teams.
- Product: Sustained positive growth in band 5 and 6 at HSC, improvement in value added for each student.
- Product: Increased attainment of students in external assessment.
- Practice: Delivery of high quality teaching and learning practices demonstrated and supported across the school through teaching & learning programs, assessment and improved learning outcomes.
- Practice: School professional learning explicitly targets developing teacher capacity to cater for all students, including those with a disability and moving able students ‘from the middle to the top’.
- Practice: Literacy / numeracy outcomes are embedded in teaching/learning programs.
- Practice: Teaching / learning programs show evidence of deep thinking, innovation and creativity.
- Practice: High quality, differentiated teaching/learning programs are informed by data analysis.
### Purpose

To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school.

### People (Who will do it?)

<table>
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<tr>
<th>Category</th>
<th>Description</th>
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<tr>
<td><strong>Students:</strong></td>
<td>Engage and actively participate by learning through a variety of curricula and extracurricular programs.</td>
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<td><strong>Staff:</strong></td>
<td>Develop leadership capabilities through participation in project teams, professional support and mentoring.</td>
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<td><strong>Parents/Carers:</strong></td>
<td>New and innovative programs will continue to build involvement and expectations of parents.</td>
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<td><strong>Community Partners:</strong></td>
<td>Engage other research practices and experts to support implementation and evaluation of pedagogical practice.</td>
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<td><strong>Leaders:</strong></td>
<td>Provide coordinated support and leadership to staff with the implementation of national teaching standards, the School Excellence Framework and the NSW Capabilities Framework.</td>
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### Processes (What will we do?)

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<td>Staff develop a deeper, shared understanding of quality teaching practices using embedded QTP processes to reflect on practice, share feedback with colleagues and inform PLPs and TARS process.</td>
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<td>Staff engage in personalised professional development by developing a Professional Learning Plan (PLP), engaging in the school’s Great Teaching Inspired Learning mentoring initiative.</td>
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<td>Staff regularly self-appraise and engage in a continuing dialogue with supervisor or mentor.</td>
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<td>Staff engage in peer observation and mentoring and develop an understanding of how to reflect on practice and integrate this into PLPs.</td>
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<td>Staff develop and maintain professional practice, recognise and share outstanding practice with colleagues.</td>
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<td>Staff continually acknowledge successful practice, promote school achievement and improve communication of student success with parents.</td>
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### Products and Practices (How will we know?)

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<td>Product: A school culture which is professionally supportive, proactive and strengthens teacher capacity to improve learning outcomes.</td>
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<td>Product: Enhanced classroom pedagogy to meet student’s needs.</td>
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<td>Product: Opportunities exist for teachers to lead professional learning activities and implementation of innovative practice.</td>
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<td>Practice: Teachers will be collaboratively participating in whole school data analysis to effectively inform their teaching programs.</td>
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<td>Practice: Staff work collaboratively to share best practice, design and implement teaching and learning experiences and assessment that encompasses the quality teaching framework.</td>
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<td>Practice: Staff engage in continuous cycle of professional improvement and networking across faculties, schools and beyond the CoS.</td>
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### Improvement Measures

Classroom observations indicate the presence of Quality Teaching practices, as identified and informed by research.

Quality communities of practice are established across networks.

Teacher collaboration leads to improved student outcomes.

### Evaluation Plan

Regular reporting against milestones by the leadership group, feedback from project teams and surveys. Annual review of the quality and effectiveness of implementation.