

School plan 2018-2020

Colyton High School 8443



School background 2018–2020

School vision statement

Our vision is to be recognised as an excellent school across the education, local and wider communities, successfully preparing our students for rewarding lives in an increasingly complex world, achieving improved performance for every student, every teacher, every leader, every year.

School context

Colyton High School is a proud, comprehensive 7–12 high school with a current enrolment of over 670 students including 9% Aboriginal and Torres Strait Islander, 22% EALD and 40% LBOTE students. Colyton High School is committed to providing comprehensive quality learning opportunities for all students providing an innovative and engaging curriculum within a developing Positive Behaviour for Learning (PBL) environment. Students are offered a diverse range of academic courses of study, supported through the delivery of school and TAFE delivered VET opportunities utilising outstanding trade training facilities. The school offers a wide range of extra curricula programs including sporting, creative and performing arts programs. The school embraces technology at all levels and students have good access to in-school technology in addition to a growing, 'Bring Your Own Device' environment. There is a strong emphasis on student leadership programs and effective student representation. The school runs a highly successful Personalised Student Assistance program to assist literacy and numeracy acquisition for Aboriginal and Torres Strait Islander students. Colyton High School is part of the Colyton Learning Community, producing successful middle school programs with partner primary schools. The school proactively builds and benefits from strong parent partnerships as well as community partnerships with local businesses, tertiary education institutions and non-government organisations.

School planning process

This three year plan clearly articulates the planned directions of the school with clear goals and objectives that meet current school needs and improvement goals across 2018–2020. In 2017, under the leadership of the Principal, the School Executive Team undertook a comprehensive process to review of current practice in order to identify the key components of this new three year plan. All levels of the school community were consulted, including students, parents, staff and community members. While most of this consultation was in the form of open discussion, a whole-school student Tell Them From Me survey provided detailed and comprehensive feedback to inform the planning process. A staff Tell Them From Me survey was also conducted, and staff meetings were held to establish a shared vision for the school and to inform the establishment of strategic directions. The P&C has regular and ongoing opportunities to contribute to the future school directions outlined in this plan and are active voices representing the parent community. Via social media, newsletters and take-home notes, the school community continues to be regularly informed and updated about the school planning process and progress. Students will continue to have opportunity to contribute to the ongoing unfolding of the School Plan through their various leadership forums including the SRC.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Connected, Successful and
Thriving Learners

Purpose:

Students who experience a sense of belonging to school and community and achieve academic and social success, will be better enabled and more motivated to take ongoing responsibility for their learning and wellbeing in a thriving capacity.

STRATEGIC DIRECTION 2

Great Teachers Leading
Inspired Learning

Purpose:

An embedded culture of collaborative professional learning, focused on developing teachers as experts in research based pedagogy and data analysis will effectively develop them as inspirational leaders of motivated learners.

STRATEGIC DIRECTION 3

Everyday Leaders

Purpose:

Connected, successful leaders develop a strong sense of ownership of their school, committing to a genuine partnership in improvement goals, extending their leadership influence into their community..

Strategic Direction 1: Connected, Successful and Thriving Learners

Purpose	People	Processes	Practices and Products
Students who experience a sense of belonging to school and community and achieve academic and social success, will be better enabled and more motivated to take ongoing responsibility for their learning and wellbeing in a thriving capacity.	Students Engaged in support and learning programs. Building capacity to develop trusting and positive relationships. Working in partnership across the school. Exploring aspirations and building capacity to develop quality exit plans.	STRONGER MINDS: Develop and implement the Stronger Minds Strategy based on research based and successful models including Choice Theory, Positive Education, Trauma Informed Schools. PBL: Embed a strengthened and dynamic PBL model across the school. T&L: Embedding of research based and successful T&L models including Curiosity and Powerful Learning (CPL), Reading To Learn, Differentiated Learning, Counting On into everyday classroom learning practice	Practices Aspirational and connected students are demonstrating responsibility for their own ongoing learning and wellbeing outcomes. Students and staff are working in a trusting partnership, establishing a culture of academic and social excellence. Students and staff are engaged and fully immersed in quality learning activities across the school and in all classrooms. Positive School (Positive Education) Practices are evident in the
Improvement Measures		Evaluation Plan	Products
Improved student achievement in internal and external assessments, including NAPLAN, HSC and VALID - Increased % of students in top two bands - Decreased % of students in bottom two bands	Leaders Leading the establishment of an environment of high expectations and towards excellence.	Staff, student and community surveys will be compared to baseline data to assess improvement e.g. Tell them From Me Survey, Assessing Wellbeing in Education (AWE) surveys SMART/SCOUT, attendance and post school destination data will be collected and compared over time. External test results eg NAPLAN, VALID, HSC will be reviewed to identify trends, strengths and weaknesses Sentral Wellbeing data eg referrals, suspensions, N Determination Warnings will be reviewed to identify trends, strengths and weaknesses.	A overtly positive, productive and nurturing learning environment based on high expectations of self and school. Explicit culture of acknowledgement and celebration of, success Connected, successful, aspirational students with quality exit plans and data that supports successful post school destination trends for students.. PBL practices that support the consistent understanding and application of high expectations and high relative achievement. Effectively developed and implemented personalised learning plans for students. Improved attendance across all years and groups . Data that supports increased retention to Year 12
Improved student wellbeing data - Tell Them From Me - AWE - Sentral - Attendance	Staff Contributing to a nurturing, positive and supportive environment for students acknowledging and celebrating student success. Effective implementation of T&L models including PBL, CPL, R2L, Differentiation, Choice Theory, Positive Education and Trauma Informed Schools. Establishing and working in partnership with high expectations.		
	Parents/Carers Engaging actively with the school and working in partnership in supporting their child.		
	Community Partners Engaging actively with the school and working in partnership in supporting students and teachers.		

Strategic Direction 2: Great Teachers Leading Inspired Learning

Purpose	People	Processes	Practices and Products
An embedded culture of collaborative professional learning, focused on developing teachers as experts in research based pedagogy and data analysis will effectively develop them as inspirational leaders of motivated learners.	Leaders Developing the technology vision and strategic plan for implementation. Facilitate quality PL programs for staff Ensure good access to quality and accessible technology resources for T&L Staff Actively engage in PL re: technology and applications in the classroom. Embed T&L of ICT skills in programs and lesson plans. Share knowledge and skills in a learning community environment Students Actively engage in T&L of ICT Share knowledge and skills in a learning community environment Parents/Carers Support student access to technology in T&L as much as possible Monitor access to technology and use of technology at home, encouraging applications for T&L.	Embedding researched based T&L models (eg Curiosity and Powerful Learning – CPL, Reading To Learn – R2L, Differentiated Learning, Assessment for T&L) into everyday classroom practice. Embedding researched based behaviour and wellbeing models into T&L practice eg Choice Theory, ENVOY, Positive Education and Trauma Informed Schools (Berry Street Education Model) Embedding 21st Century T&L practices and technology in everyday classroom practice. Evaluation Plan Staff, student and community surveys will be compared to baseline data to assess improvement e.g. Tell them From Me Survey, Assessing Wellbeing in Education (AWE) surveys SMART/SCOUT, attendance and post school destination data will be collected and compared over time. External test results eg NAPLAN, VALID, HSC will be reviewed to identify trends, strengths and weaknesses Sentral Wellbeing data eg referrals, suspensions, N Determination Warnings will be reviewed to identify trends, strengths and weaknesses.	Practices High levels of active engagement in strategic and purposeful teacher PL and PDP processes, aligned to the School Plan. Professional reflection at individual and group levels is embedded into the teaching and professional development culture. Professional learning community and professional sharing of best practice are embedded into the PL structures. Mentoring and classroom-based peer learning practices are embedded into the PL practices. Staff confidently implement Literacy and Numeracy strategies across all KLAS (i.e. Curiosity and Powerful Learning and Reading To Learn) and quality assessment for learning strategies. Staff build and foster positive and trusting relationships with students conducive to quality classroom practice. Products High quality PDP's and evidence to support teachers are meeting Australian professional standards at a high level. Excellent teaching and learning programs across all KLA's and high quality lesson plans for all lessons.
Improvement Measures			
Improved student achievement in internal and external assessments, including NAPLAN, HSC and VALID - o Increased % of students in top two bands - o Decreased % of students in bottom two bands Improved student wellbeing data • Tell Them From Me • AWE • Sentral • Attendance			

Strategic Direction 3: Everyday Leaders

Purpose	People	Processes	Practices and Products
Connected, successful leaders develop a strong sense of ownership of their school, committing to a genuine partnership in improvement goals, extending their leadership influence into their community..	Leaders Develop the vision, plan and access resources. Facilitate engagement of stakeholders across the whole community.	Developing a clearly articulated and collaboratively developed school ethos statement across the whole school community	Practices Overt culture of student and community leadership evident in the daily functioning of the school. Significant student and community led school improvement initiatives in key policy areas of the school.
Improvement Measures Improved student wellbeing data • Tell Them From Me • AWE • Sentral • Attendance	Students Engage in discussion forums and provide feed back to inform planning processes. Engage in leadership development opportunities. Lead development of the strategy at student level and engage in a meaningful way with school executive in decision making forums.	Embedding structures and processes for identifying and developing student leaders; Building genuine empowerment of students through established and new forums for discussion and decision making.	Students representing CHS in strong partnerships with community groups and local businesses.
	Staff Reflect on attitudes and behaviours towards student leadership and empowerment. Build positive relationships with students and facilitate the creation of genuine leadership / partnership opportunities for students	Evaluation Plan Staff, student and community surveys will be compared to baseline data to assess improvement e.g. Tell them From Me Survey, Assessing Wellbeing in Education (AWE) surveys SMART/SCOUT, attendance and post school destination data will be collected and compared over time. External test results eg NAPLAN, VALID, HSC will be reviewed to identify trends, strengths and weaknesses Sentral Wellbeing data eg referrals, suspensions, N Determination Warnings will be reviewed to identify trends, strengths and weaknesses.	Student leadership groups strongly linked with school executive / senior executive leadership group. Genuine empowerment of students through established and new forums for discussion and decision making. Embedded structures and processes for identifying and developing student leaders
	Parents/Carers Contribute to discussions about school leadership and provide feedback to inform planning processes. Support the collaboratively agreed upon school ethos and policies in regards to everyday leadership. Support their child's development of leadership aspirations.		Products School Leadership Policy Document developed and being implemented. Summary document identifies authentic leadership opportunities and structures at CHS.
	Community Partners Contribute to discussions about school leadership and provide feedback to inform planning processes.. Contribute to opportunities for students to develop and practice leadership		Leadership Development Strategy with leadership development programs being implemented. Deep pool of quality skilled and confident student leaders to draw on. CLC Leadership Programs implemented, connecting Colyton High School with partner CLC schools.