School plan 2015 – 2017

Tweed River High School

A safe and orderly environment supporting cooperation and collaboration

A guaranteed and viable curriculum

Effective teaching in every classroom
SCHOOL VISION STATEMENT

To achieve accreditation at level 1 of the Marzano High Reliability Schools framework, within the 2017 school year.

**Purpose:** To provide an innovative, safe learning environment, which promotes excellence through opportunity, teamwork and respect.

**Core values:** teamwork, respect, excellence, opportunity and safety

**Vision:**
We are recognised within our community for excellence in education
Students are willingly engaged in a wide range of innovative learning programs
Students value learning and achieve their personal best.
Staff embrace innovative quality teaching methods.
Staff work cohesively in a highly professional manner to achieve the school purpose.
Strong relationships enhance our links to the community and provide a sense of belonging for students, staff and community members
Success is recognised and celebrated across our school community
Positive citizenship is developed and our students are widely recognised for their contribution to the community.

SCHOOL CONTEXT

Tweed River High School has a proud history of providing tailored pathways to meet the diverse needs of our students. In 2010 the school developed an Academic Talent Program, to meet the needs of a select number of students. The success of this program led to its extension, with the Accelerated Learning Class being introduced in 2013. Offering targeted programs for Highly Achieving Students remains a focus for the school community.

The school has also offered a range of alternate pathway programs for students whose needs have not been met through a traditional academic pathway. These have included a Jumpstart Program and a Stage 6 Work Ready pathway. These programs frequently combine schooling with a TAFE qualification, enabling students to leave school with a range of skills valued by employers.

In mid 2013, the school received funding under the National Partnerships initiative to improve literacy in the junior school. Sustaining the work undertaken during the 18 months of this program, to ensure ongoing support to improve the literacy skills of Year 7 and 8 students, is central to our purpose. Through this initiative and our collaboration with the Tweed 5 High Schools we have utilised the research of Robert Marzano to improve classroom pedagogy and school performance. His research underpins our improvement initiatives.

We pride ourselves on our inclusive education. Our inclusion of Aboriginal perspectives and culture across all teaching areas is central to our teaching, as is our support for Aboriginal students through our participation in a variety of programs, including AIME, Norta Norta tutoring and Wollumbin Dreaming.

The school has a long history of sporting achievement and our Sports Development Program is a keystone to nurturing individual and group sporting talent.

The successful school band and individual vocal and instrumental tuition provide a range of opportunities for students to develop their musical talent.

Student wellbeing underpins all programs within the school, supporting students to gain the most from the education and extra-curricular activities on offer.

SCHOOL PLANNING PROCESS

Throughout 2014 the executive gathered a range of data from students, parents and staff members about the strengths of the school and the areas for development.

Some of the materials and processes utilised to gather data to support the development of our strategic directions were:
- An evaluation of our progress against the 2013 school plan, information from the situational analysis conducted in 2013 and progress made against the targets identified through this process.
- Information from the “Tell them from me” surveys conducted in 2013 and 2014.
- Surveys of staff, P&C and SRC students regarding the strengths and weaknesses of the school.
- Surveys conducted and collated by the Marzano Institute Australia to gather baseline data regarding the indicators required to achieve accreditation at levels 1 and 2 of the High Reliability Schools framework.
- Evaluation of student performance data, including NAPLAN and HSC results.

Progress and data were regularly presented to staff for feedback and the school vision and values were updated to reflect consultation.

The development of Professional Learning Communities (PLC) underpins the new school plan. Staff have selected the PLC they will be involved in and then each PLC has used the 5P planning tool to develop a plan to achieve the goals of their strategic area.

All teaching and learning support staff have received professional development in the Art and Science of Teaching framework to support the achievement of strategic direction 2. A number of executive staff, our Senior Administrative Manager and two Parents and Citizens Association Representatives have also attended the High Reliability Schools summit in 2014 or 2015 to ensure that the school community develops an understanding of the framework and the way it which can be utilised to support school improvement.
This strategic direction is crucial to overall school improvement and underpins the other strategic directions. Without a clear process for ongoing collaboration and communication with staff, students and parents progress against goals may be limited.

The purpose of this direction is to ensure consistent understanding and the transparent application of all school processes and procedures and the distribution of resources to support student achievement. These processes and procedures ensure a safe and orderly environment.

The Professional Learning Communities central to the achievement of strategic area 1 are:

- Facilities and resourcing, School promotion and communication, Positive behaviour, Systems and Wellbeing

The purpose of this direction is to ensure that all teaching staff have a clear understanding of how instruction should be addressed within Tweed River High School and that support is provided to teachers to continually improve their pedagogy using the Art and Science of Teaching Instructional framework. A range of data regarding student achievement is used to provide feedback to teachers, which supports their professional development and ongoing improvement.

Teachers have the opportunity to observe and discuss effective teaching.

The Professional Learning Communities central to the achievement of strategic area 2 are:

- The Art and Science of Teaching – model routines, High Performance and Support and transition

The purpose of this strategic area is to ensure that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers for program delivery and that, in addition to traditional content, the curriculum also addresses skills that help students learn.

The Professional Learning Community implementing strategic area 3 is Assessment and Curriculum Mapping.
## Strategic direction 1: A safe and orderly environment that supports cooperation and collaboration

### PURPOSE

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

This strategic direction underpins school success. The focus is to ensure consistency of purpose through the collaborative development of school policies and the consistent application of policies and procedures across the school. It is the first level in achieving High Reliability School (HRS) status, as it develops Professional Learning Communities (PLCs); collaborative structures to bring about specific school improvement.

### IMPROVEMENT MEASURE/S

By 2017 the school will be accredited by the Marzano Institute Australia as a level 1 High Reliability School

All school community members can identify and articulate positive behavioural expectations.

Financial resources are redistributed to improve school facilities, communication protocols and operational systems that support student wellbeing and celebrate success.

100% of new staff and students are introduced to the school’s behavioural expectations and operating procedures.

### PEOPLE

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

**Students:**

All students will be positive participants in school life, will have a clear understanding of school expectations and will seek and receive recognition for their contribution to personal and school growth.

Students are supported to develop the knowledge and skills required to positively contribute to PLCs.

**Staff:**

Staff and P&C members are knowledgeable in relation to the HRS framework and are skilled in applying their knowledge to improve school operations.

**Parents and Community partners:**

Participate in and support collaboration. To support a collaborative relationship between school and home and the school and other community organisations which support the development of students.

**Leaders:**

Provide training in the High Reliability Schools framework and workshop the factors required to achieve level 1 of the HRS framework.

### PROCESSES

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

**Students:**

All students, beginning with the Student Representative Council (SRC) will be informed about the role of PLCs and be invited to join a PLC during 2015.

**Staff:**

All staff participate in a PLC; setting goals and milestones for their group plan.

**Leaders:**

Professional Learning Communities (PLCs) are central to the implementation of this direction. They will include school staff in their initial stages, with students and parents joining in the second half of 2015.

Executive staff provide training for staff in the HRS framework and the role of PLCs. They will train representatives from the P&C in the High Reliability Schools framework and regularly communicate progress at P&C meetings.

**Evaluation plan:**

Each PLC has identified their own implementation and evaluation plan. These include the collection of a range of data, collected from sources including students, staff and parents.

### PRODUCT AND PRACTICES

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

**Products and Practices:**

The development and implementation of Professional Learning Communities, to facilitate improvement in the following areas:

**Facilities and Resourcing:**

Implement systems to ensure equitable access to technology for students. Implement steps to reduce waste and redistribute funds towards improving facilities.

**School promotion and communication:**

Implement new 21st century communication measures and improve existing communication strategies.

**Positive Behaviour:**

Clearly identify and articulate positive behavioural expectations and procedures and ensure their consistent communication across the school.

Implement an orientation / induction for new staff and students regarding these expectations.

**Systems (policies and procedures)**

Implement processes for the development, communication, consistent implementation and evaluation of policies.

**Wellbeing**

Support the wellbeing of the school community through innovative motivational and support programs.

Refined processes implemented to acknowledge success and achievement across the school.
Strategic direction 2: Effective teaching in every classroom

PURPOSE
Why do we need this particular strategic direction and why is it important?
To build and maintain consistency of practice across the school through the use of the Art and Science of Teaching (ASOT) instructional framework. This model supports our focus on culturally appropriate pedagogy and the belief that all students can achieve.

PEOPLE
How do we develop capabilities of our people to bring about transformation?
Students:
Students will understand the ASOT instructional framework. They will recognise and understand learning goals and develop the skills to track their achievement of learning goals.

Staff:
Whole school professional development on the ASOT framework

Parents:
Communicate the instructional framework to parents through the P&C and utilising the newsletter and school website.

Community partners:
Engage in communication regarding the instructional model with partner primary schools and through our transition to High School structures

LEADERS:
Enhance knowledge and understanding of the model and develop structures through professional development plans and the Performance Development Framework monitoring processes to support its implementation.

PROCESSES
How do we do it and how will we know?
Students:
Consult with the SRC following staff consultation to develop a shared understanding of best practice for classroom routines.

Staff:
Consult with staff to develop a shared understanding of best practice for classroom routines.

Faculties set targets regarding the implementation of the ASOT model in their teaching programs, beyond ASOT Design Questions 1 and 6.

Leaders:
Regularly gather qualitative and quantitative data regarding implementation and use it to provide feedback to staff for use in setting improvement goals.

Evaluation plan:
Monitor the achievement of milestones, using data from quick surveys and observations

PRODUCT AND PRACTICES
What is achieved and how do we know?
Products and Practices:
Three PLCs will be implemented to support the achievement of this strategic direction:

The Art and Science Of Teaching (ASOT) framework
Develop and implement consistent classroom routines across the school, including common entry and exit procedures.

Faculties implement the ASOT instructional framework, a teaching model focussed on high quality achievement for all students.

A system/matrix is developed to track student achievement of learning goals within and between units of work.

High Performance
Develop structures to acknowledge and celebrate the performance of staff, building a culture of high achievement.

Staff develop a clear understanding of what high performance looks like across all teaching areas.

Assessment schedules are coordinated across subject areas to support high performance.

Support and transition
Student transition to high school is enhanced through team teaching with year 6 teachers in partner primary schools.

Individual transition programs are implemented for students requiring additional support.

IMPROVEMENT MEASURE/S
School developed surveys show increased student satisfaction with the fair and equitable distribution of assessment tasks
Decreased learning and behavioural referrals for year 7 students.
All teachers are provided with job-embedded professional development related to their instructional growth goals.
All year 7 Indigenous students have PLPS prepared prior to commencing school.
Year 7 teachers receive a comprehensive transition package to support the individual learning and transition needs of incoming students prior to the commencement of year 7.
# Strategic direction 3: A guaranteed and viable curriculum

## PURPOSE

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

To ensure that students have a clear understanding of what they will be assessed on throughout the year. The content required for success in internal and external assessments is explicitly taught to all classes.

## PEOPLE

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

**Students:**
Students will understanding which key content is required for success in internal and external assessments.

**Staff:**
Staff from every Key Learning Area receive training in the evaluation of the RAP package data and how to utilise this in order to improve teaching programs. This expertise is then shared within the faculty.

**Parents:**
Provide information about student data and non-negotiable learning goals in parent conferences.

**Leaders:**
Work with teachers to facilitate data analysis and ensure that all teaching programs reflect the needs identified by the data.

## PROCESSES

How do we do it and how will we know?

**Students:**
RAP data analysis will be communicated to students who will work with teachers to track their progress against the non-negotiable learning goals.

**Staff:**
Training in the effective analysis of data to inform teaching.

**Leaders:**
Will ensure adequate resourcing for teachers to undertake training in data analysis and develop strategies to ensure the effective teaching of the non-negotiable learning goals.

**Evaluation plan:**
Ongoing and detailed analysis of HSC data.

## PRODUCT AND PRACTICES

What is achieved and how do we know?

**Products and Practices:**

All KLAs analyse their RAP data and utilise the information to identify the key skills and knowledge required for HSC success.

Ensure that these identified learning goals are embedded in all Stage 6 teaching programs and that Stage 5 programs ensure that the prerequisite knowledge for Stage 6 success are embedded.

Student progress against identified learning goals will be monitored and targeted support developed for students who are experiencing difficulty achieving these goals.

Cross faculty data will be collated to determine whole school focus areas.

**IMPROVEMENT MEASURE/S**

HSC results reflect achievement of identified, subject specific, improvement goals.