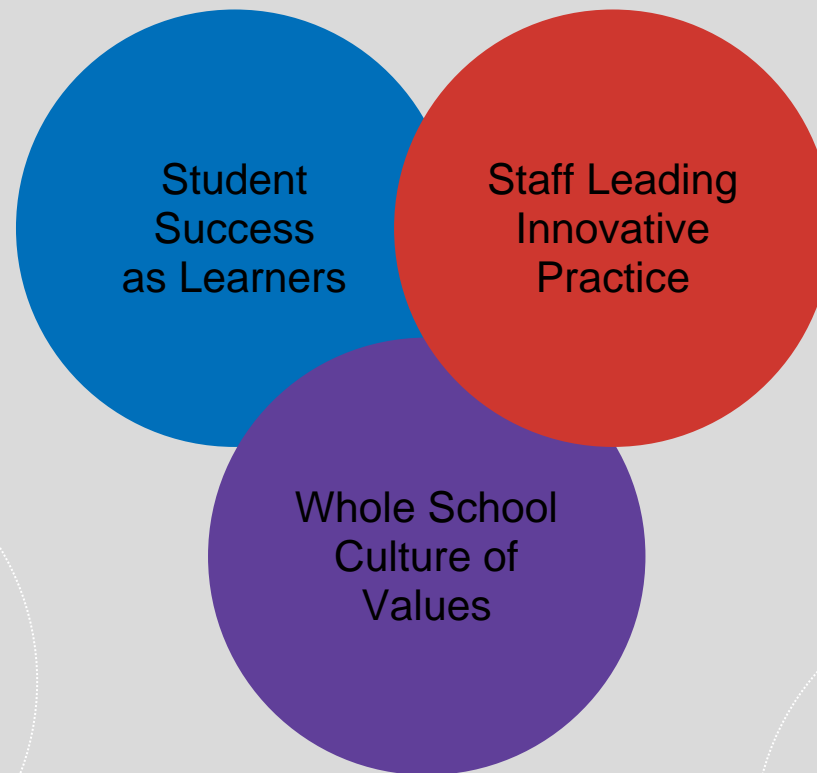


School plan 2015 – 2017

HUNTER RIVER HIGH SCHOOL 8219





School vision statement

Hunter River High School we are committed to providing a caring learning environment fostering academic excellence. Quality relationships are developed between staff, students and the community through our values of Harmony, Respect, Honesty and Success. Every student has the opportunity to become confident, creative and resilient life long learners.

School context

Hunter River High School is a comprehensive, co-educational secondary school situated on the land of the land of the Worimi people and is on the Hunter River at Heatherbrae, just south of Raymond Terrace. This name reflects the geographically widespread, diverse communities the school serves. Some of the townships that the school serves are 30km distant. Approximately 85% of students travel to and from school each day by bus.

Our school's two mottos, 'Essayez', meaning test yourself and 'Quality Relationships - Quality Learning' reflect our communities belief that quality educational outcomes will be achieved when all partners in the educational process work together in a supportive, harmonious environment. Through our high expectations and embedded Positive Behaviour for Learning values of Harmony, Respect, Honesty and Success, the school aims to create a learning environment to give each one of its students the opportunity to reach the highest possible outcomes in all aspects of his or her education and training: academic, vocational, personal, social, sporting and civic.

Hunter River High School has approximately 743 students, 15% of whom identify as Aboriginal. Sections of the school's communities include areas of significant socio-economic disadvantage. Consequently the school has been provided significant additional funding to address the socio-economic needs of the school and its communities (FOEI – 142) through the Resource Allocation Model (RAM); and the Focus on Reading, Lexia and QuickSmart programs are aimed at improving academic success for students.

Also, the school provides specialised support for students with a mild intellectual disability (IM), a Multi-categorical Class and a Tutorial Centre for students with behaviour difficulties.

To this end, the school offers a curriculum which includes strong academic programs, a wide range of Vocational Education and Training opportunities, and a significant number of welfare support programs. Our school is a Trade School in Metals & Engineering, and has successfully opened a federally funded Trade Training Centre with improved facilities in Metals, Construction and Technology.

School planning process

This plan was developed in consultation with:

- All members of the school community through staff workshop, whole staff, executive and small-group activities.
- Parent surveys and discussion groups, including members of the P&C Association.
- Student group discussions and surveys organised through the SRC and Junior AECG.
- The local AECG.



STRATEGIC DIRECTION 1

Student
Success as
Learners

Purpose:

To provide opportunities for students to be creative, innovative, collaborative and resourceful in pursuit of academic excellence.

STRATEGIC DIRECTION 2

Staff Leading
Innovative
Practice

Purpose:

To develop a school culture where by staff members engage in ongoing professional learning, plan for and implement effective teaching and learning and lead innovative practice to maximise student outcomes.

STRATEGIC DIRECTION 3

Whole School
Culture of
Values

Purpose:

To develop a positive school culture that creates and maintains a supportive learning environment. To engage with parents, carers and the community to foster quality relationships for quality learning.

Strategic Direction 1: Student Success as Learners

Purpose

To provide opportunities for students to be creative, innovative, collaborative and resourceful in pursuit of academic excellence.

Improvement Measures

- ❖ HSC data – Eliminate the gap between school and state and state value added in the 2015 HSC for ATSI & Non-ATSI students
- ❖ NAPLAN data – The percentage of Year 9 students at or above minimum national benchmarks should approximate:
Reading from 75% to 82%, Writing from 57% to 63%, Numeracy from 90% to 95%
ATSI students: Reading from 29% to 32%, Writing from 43% to 47%, Numeracy from 57% to 63%

People

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

Students: Students will develop skills in effective study & task completion whilst using technology innovatively. Aboriginal students will continue to engage with the Cultural Room staff and programs

Staff: Staff provide quality feedback to inform student learning, access learning support for students where required, engage with PLP's, use FoR strategies & use innovative pedagogy & technology in their teaching

Parents/Carers: Parents are aware of school strategies & priorities and have an understanding and commitment to help their child be a successful student

Community Partners: External expertise Sought to develop the "Learning To Learn" Program

Leaders: Leaders model best practice & assist staff in understanding the importance of whole school strategies to ensure student outcomes are improved.

Processes

How do we do it and how will we know?

- Immerse students in FoR including super six strategies, WALT, WILF, quality feedback & ALARM writing.
- Quicksmart, Lexia, Yr 9 NAPLAN Preparation, MilbaDjunga (Aboriginal Cultural financial literacy program), Norta Norta NAPLAN tutoring, Senior Norta Norta tutoring & Aboriginal Language class
- The Learning Centre (TLC) & Community Tutoring(CT)
- Staff write and utilise Personalised Learning Plans (PLPs) for all ATSI students
- Effective use of technology to engage students (ipad bank for each faculty)
- Develop and deliver a "Learning To Learn" Program
- Co-ordination of engagement Programs across the school.

Evaluation Plan

- SMART data
- Survey student & parent/carer
- Millennium data – Nawards, Academic Referrals
- TLC & CT participation rates
- TTFM Survey – student, parent/carer, staff

Products and Practices

What is achieved and how do we measure?

- ❖ HSC data – Eliminate the gap between school and state and state value added in the 2015 HSC for ATSI & Non-ATSI students
- ❖ NAPLAN data – The percentage of Year 9 students at or above minimum national benchmarks should approximate:
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Products:

- An increase for ATSI & Non-ATSI students:
- Engagement in learning activities
 - Attainment in school based and external assessments.
 - Increase in student entry to employment, Tafe & University.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

- Embed Focus on Reading strategies in teacher and student practice
- Embed ALARM program into Stage 6 followed by Stage 5 to improve the quality of responses
- Innovative use of technology to engage students
- Embed Numeracy by necessity across all KLA's and years.
- All students will participate in "Learning to Learn" Program.
- Aboriginal language (Gathang) classes
- CAT co-ordinator to assist student pathways.

Strategic Direction 2: Staff Leading Innovative Practice

Purpose

To develop a school culture where by staff members engage in ongoing professional learning, plan for and implement effective teaching and learning and lead innovative practice to maximise student outcomes.

Improvement Measures

- ❖ An increase of parent and student feedback showing the success of teaching and learning programs
- ❖ Staff "Know They Impact" to maximize the impact on learning

People

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

Students: Learn to question their own learning and are actively involved in knowing about their learning – assessment ready.

Staff: Staff give and receive quality feedback to inform student & staff learning. Staff PL provide in line with PDF & School priorities. Provide PL in regard to accreditation at proficient, HA &/or Lead. (GTIL reform)

Parents/Carers: Parents share in the enthusiasm & engagement for effective pedagogy to improve student outcomes

Community Partners: Partnership with Nctle University to develop QT Ronds with Masters of Education students

Leaders: All executive to develop a deeper understanding of accreditation, The Australian Standards, QT & visible Learning to lead change within their Faculty

Processes

How do we do it and how will we know?

- Provide Professional learning to all staff in the form of: lesson study, additional Lesson Study & external PL
- Develop shared understanding and implementation of FoR strategies including Super 6, WALT, WILF, Assessment for & of learning & Feedback (Visible Learning)
- Allocated Staff to provide support & development in: Quality Teaching/Feedback, Numeracy, FoR, Beginning Teacher Support/Mentor
- Professional learning to develop a deeper understanding of the 8 Ways and Stronger Smarter.
- Thinking & Learning Conference (HBL)
- DP T&L to co-ordinate/lead professional learning school wide.

Evaluation Plan

- TTFM Data
- Lesson Study Data/evaluations
- Quality of School Life Survey
- Lesson Study evaluations
- TPL feedback
- 3 Minute Walkthrough observations
- Guskey – assessment of Professional Learning

Products and Practices

What is achieved and how do we measure?

- ❖ An increase of parent and student feedback showing the success of teaching and learning programs
- ❖ Staff "Know They Impact" to maximize the impact on learning

Products:

- 100% of staff participate within & across faculty in Lesson Study to improve the quality of teaching & learning
- Differentiated teaching and learning to meet the needs of all students
- All teachers & Executive staff to be registered with BOSTES & are working toward accreditation, maintaining accreditation or aspiring to higher levels of accreditation

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

- Lesson Study- incorporating QT &/or FoR &/or Numeracy (Observation with quality feedback) Quality teaching rounds
- Addition of DP Teaching & Learning
- Quality assessment & Feedback
- Instructional coaching & learning focussed leadership
- 8 Ways of learning incorporated into T&L programs
- 100% of staff engage in a continuous cycle of planned/targeted professional learning that is relevant & underpinned by QT & Visible Learning.
- Induction program for all beginning & newly appointed teachers

Strategic Direction 3: Whole School Culture of Values

Purpose

To develop a positive school culture that creates and maintains a supportive learning environment. To engage with parents, carers and the community to foster quality relationships for quality learning.

Improvement Measures

- ❖ An increase in positive culture that reflects the school values
- ❖ PBL actively supported by 100% of staff

People

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

Students: Students learn the expected behaviours & demonstrate these in all settings. Student leaders develop leadership skills to develop the SRC & Junior AECG & to ensure both groups are active participants within the school.

Staff: Staff consistently reinforce PBL in all settings, provide a safe & friendly environment whilst reinforcing school targets and values.

Parents/Carers: Parents are well informed and aware of strategies and support school behaviour & learning expectations at home.

Community Partners: Community partnerships strengthened through clear communication opportunities & PBL in the Raymond Terrace community.

Leaders: Actively support and lead PBL and other whole school processes.

Processes

How do we do it and how will we know?

- PBL lessons explicitly taught & all staff engage with the language
- Regular Facebook posts, up to date website (including Calendar), text messaging, School eNews to distribute newsletter (CLO)
- Consistent practice across the school in learning & behaviour expectations
- SRC & Junior AECG meet regular & communicate the student voice to the school leadership team
- Review & improve school resources indoor & outdoors
- PBL Community Committee
- Attendance Officer
- Whole school community events - Ed. Week, NAIDOC, Sorry Day, Harmony Day, etc
- Student training program for Peer Mentoring/Mediation

Evaluation Plan

- Millennium data drives PBL priorities
- Parent/community surveys – Quality of school life
- Reward systems
- School life survey
- Attendance data
- PBL Community surveys

Products and Practices

What is achieved and how do we measure?

- ❖ An increase in positive culture that reflects the school values in learning & behaviour
- ❖ PBL actively supported by 100% of staff

Products:

- Increased involvement of ATSI & Non-ATSI parents and community in Parent/Teacher Interviews, P&C meetings, Information sessions, Sorry Day, NAIDOC Week, Open Days, Working Bees, Carnivals, etc
- Increase in students actively involved in the SRC & Junior AECG
- Improved teaching & learning environment
- Improved attendance across all years (ATSI & Non-ATSI students)
- Improved outcomes for all at risk students.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

- Positive Behaviour for Learning & Flipping The Coin
- PBL - Community of RT
- Multi-faceted communication strategy
- School Attendance Team
- Active SRC & Junior AECG
- Peer Mentoring/Mediation Program
- Boys & Girls Advisor roles
- School Improvement Team – classroom & playground improvements