School plan 2015 – 2017

Shoalhaven High School 8561
## School vision statement

To provide quality education for all students in a caring and supportive environment, that engages students and motivates them to achieve their best in all aspects of school life and beyond.

## School context

Shoalhaven High School is a comprehensive public high school located in Nowra on the South Coast of New South Wales. It belongs to the Shoalhaven River Learning Community of Schools that actively work together to improve student learning outcomes.

The school has 765 students including a support unit catering for IM, IO and ED students. Twenty percent of students identify as Aboriginal, and a substantial proportion are from low socio economic backgrounds. The students are supported by 95 teaching and non-teaching staff.

The school's motto “Aiming Higher” epitomises the opportunities given to all students to reach their full potential. All activities undertaken by our school are underpinned by our core values of Respect, Responsibility, Participation and Safety.

## School planning process

Shoalhaven High School engages in an extensive self-evaluation and planning process each year. This includes:

- A situational analysis of our school – review of current school data.
- Surveying and interviewing students, staff, parent/carers and community partners.
- Self-evaluation in student attendance and student learning and support practices.
- Whole school planning and development weekend to develop the new school plan.
Shoalhaven High School Plan 2015 – 2017

**Purpose:**
To improve the reading, writing and numeracy outcomes for all students and to build their academic confidence and support their fluency and high order thinking in all subjects and beyond the classroom.

**Purpose:**
To positively promote SHS in the community and improve the school’s image by having students who are respectful, responsible and participate in a variety of school life and community activities.

To develop in students an approach that builds the capabilities of all students so they take responsibility for their own learning development and career pathway goals.

**Purpose:**
To establish positive, enduring connections between the school and the community, through the use of media, the creation of a school public relations committee, and increased promotion of school/community events.

To create effective opportunities to support students as they progress into Stage 6 and post school training/education.
Strategic Direction 1: Teaching, Learning and Engagement

**Purpose**

To produce classroom programs that explicitly teach students to be literate, numerate, creative and productive users of technology in the 21st Century

To improve the reading, writing and numeracy outcomes for all students to build their academic confidence, support their fluency and high order thinking in all subjects and beyond the classroom

**People**

**Students:**
- Students are explicitly taught literacy and numeracy skills and are guided towards independent application of these skills.
- Students self-evaluate their learning and in collaboration with staff address their learning needs following effective feedback from their teachers.

**Staff:**
- LANCOM consists of a member from each KLA and assists staff with literacy/numercy pedagogy.
- LANCOM representatives lead their KLA in the implementation of appropriate pedagogy that engages and extends students.
- Staff are trained in and make effective use of the literacy/numeracy continuum.
- Staff to have Professional Development Plans that meets their professional needs and students learning outcomes.
- Classroom teachers plan and deliver student centred lessons that engages students and meets their learning needs.
- AEOs, Norta Norta and AIME tutors work collaboratively with staff, students and the community in the engagement of students at school and in post-school transition to further education and employment.

**Parents/Carers:**
- Parents to receive information about student work requirements and to monitor and report to teachers about student engagement at home.

**Processes**

- All staff to engage in professional learning and be familiar with or have completed the following:
  - Australian Professional Standards for Teachers.
  - Accelerated Literacy, Writing in the Middle Years and ALARM.
  - The Literacy/Numeracy continuum.
  - Smart and RAP data.
  - Professional Development Plan.
  - Staff to teach Accelerated Literacy, Writing in the Middle Years, ALARM and numeracy pedagogy.
  - Staff to deliver engaging and meaningful lessons by accessing resources from SMART, TaLe, KLA-based networks and professional dialogue.
  - Staff utilise pre and post testing methodology to monitor students' progress and skill development.
  - Parents monitor student completion of homework and assessment tasks.
  - Internal assessment available for parents to access on SHS website in addition to faculty reports published in school newsletter.
  - Work Smart co-ordinator to work with Stage 5 & 6 disengaged students on alternative pathways.
  - Operation of homework centres at SHS and Jerringa.
  - AIME tutors to deliver programs that support indigenous students and promotes pre-school education and training beyond school.

**Evaluation Plan**

- Improved attendance and student attainment, reduction in discipline.

**Products and Practices**

- At least 80% of students in Yr 9 achieve the minimum standard in reading, writing and numeracy based on NAPLAN testing.
- Positive growth (5%) in the number of students attaining Band 5 and 6 results in the HSC.
- 80% of students demonstrate growth in school based assessments at the completion of the year in all KLA.
- All students to achieve an attendance rate of no less than 85%.
- Increase the number of Aboriginal and Torres Strait Islander students completing the HSC to over 50% of those who were enrolled in Year 10.
- At least 85% of students completing the HSC go on to tertiary studies or gain employment.
- All staff to have Professional Development Plans in place, clearly linked to Australian Teaching Standards and the School Plan, appropriate to their stage in teaching.
- Staff to regularly engage in professional learning activities that support the attainment of the milestones stated in the school plan.
- Improved communication with parents to ensure that relevant information regarding the school, student attendance and performance occurs regularly.

**Improvement Measures**

Increase in students attendance rates
- Positive growth in student attainment in school assessment, NAPLAN and HSC.
- Increase in the number of Aboriginal and Torres Strait Islander students attaining the HSC.
- All staff to have a professional development plan linked to the Australian Standards in Teaching.
- All staff are trained to support students in all stages with their literacy and numeracy needs.
- All staff deliver lessons that support and engage students in the classroom.
- Open lines of communication with parent/carers regarding the school, student attendance and performance.

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# Strategic Direction 2: School Culture

## Purpose

To positively promote SHS in the community and improve the school's image by having students who are respectful, responsible and participate in a variety of school life and community activities.

To develop in students an approach that builds the capabilities of all students so they take responsibility for their own learning development and career pathway goals.

## People

### Students:
- Consistent message at whole school assemblies, Year meetings, daily notices from all staff and peers
- Wear school uniform and talk positively about their experience
- Lead assemblies and practice 4 core values in the community. Articles written by students and placed in local paper

### Staff:
- Participating in community events and representing SHS at events such as Anzac Day ceremonies, Relay for Life and Nowra Show
- Discussions at staff meetings, with students in roll call and lessons

### Parents/Carers:
- Inform parents through the newsletter, website and interviews
- Invite parents to be involved in community events

### Community Partners:
- Prepared to host students from SHS for work experience. Participate in student activities organised by the school
- Invite members of the community to be mentors to students.
- Build relationships with local community organisations with reciprocal visits

### Leaders:
- Lead and support staff in discussions to ensure a consistent message of the 4 core values
- Organise and develop succession plans

## Processes

- Create or modify discipline systems eg. Flowcharts that ensure consistency across the school
- Regular uniform checks with those being out of uniform receiving phone calls home to discuss expectations with parent/caregivers
- Reward students for achieving school expectations and taking responsibility for their own learning
- Students involved in decision making process and developing strategies to promote improved school culture
- Involve students in school crews/teams to develop leadership skills eg sound & lighting, hall, photography, Landcare
- Whole school assemblies led by student leaders at beginning and end of each Term. Year assemblies are to be held fortnightly
- Provide communication systems to inform parents and the community of the happenings at SHS, including mobile apps. Facebook, email through Struktjha.

## Products and Practices

- Respectful, responsible, participating and safe students will result in a decline in negative incidents across all years and an increase in engagement. Improved morale and reduction in absenteeism
- Increased enrolments. Improved student and staff morale which would result in students and staff taking on additional responsibilities. Respectful school community – to themselves and others.
- Review of Positive Behaviour for Success model within the school eg. consequences flowchart
- Form a school committee to investigate feasibility options and implementation of school promotion
- Establish relationships with parents/carers to develop a genuine school and community partners that supports students learning outcomes
- Students develop capacities that allow them to take responsibility for their own learning and career pathways

## Improvement Measures

- Reduction in incident reports
- Reduced absenteeism
- Increased enrolments
- Increased volunteering by both staff and students in programs for students
- New flowchart of consequences for PBS
- Increased school promotion – develop Facebook page and App
- Increased mentoring of students with community members
- Strategies developed to improve students’ capacity to take responsibility and career paths.

## Evaluation Plan:

- Flow charts are modified and distributed to all teachers
- Greater parent/carer participation in school and community events
### Strategic Direction 3: School and Community Partnerships

#### Purpose
To establish positive, enduring connections between the school and the community, through the use of media, the creation of a school public relations committee, and increased promotion of school/community events.

To create effective opportunities to support students as they progress into Stage 6 and post school training/education.

#### Improvement Measures
| Improve communication processes to enhance school/community connections |
| Increase community involvement in significant school events such as assemblies and P&C |
| Improve completion rates for ILPs and PLPs for students |
| Positive communication between teachers and families that promote positive behaviour in the student body |

#### People

**Students:**
- Students will engage in meaningful learning pathways, attend school regularly, help build school pride, continue to be encouraged to aim for better educational and personal outcomes, which will translate into positive community images.

**Staff:**
- The 6-7 Transition Co-ordinator and school executive will liaise with feeder schools, in building a positive perspective of our school.
- A PR Committee, including the AEOs will create greater contact with parents/carers/community, to encourage connection with the school and build the image of a professional, enthusiastic staff with positive expectations for students.
- Careers Adviser/WorkSmart Co-ordinator to assist with alternative learning pathways for the HSC.

**Parents/Carers:**
- Support their child’s attainment of positive school experiences via community courses such as the Smith Family’s computer course and bodies such as the P&C.

**Community Partners:**
- Community Partners will be encouraged to engage further with the school via established programs, and through connections with the PR Committee.

**Leaders:**
- Increase engagement with staff and students in the classroom and other environments to support programs for staff and students.

#### Processes
- A new school uniform will create a more visually attractive perception of the school within the community.
- Rewards to encourage positive behaviour at school. PBS will remain at the forefront of encouraging staff and community participation in the strategy.
- Whole-school assemblies that recognise and promote achievement and success.
- Staff to foster the use of letters of congratulations to help bolster positive contacts with families.
- Staff to promptly contact families when attendance concerns arise.
- Increased provision of workplace activities via Work Experience and WorkSmart programs.
- Invitations to parents/carers via a variety of media to be involved in school planning, P&C.
- Revitalise the school website and look at the viability of a Facebook page and school App to connect with families & promote the school.
- AEOs to continue to foster connections and communication with the Aboriginal community.
- SHS to hold more frequent informal Partners’ Morning Teas, to celebrate connections between the community and the school.

**Evaluation plan:**
- Use Survey Monkey to invite community partners and parents/carers, students and staff to evaluate processes at the school and their effectiveness each year of the school plan.

#### Products and Practices
- Use of the school's data base to distribute and publicise events and successes in the school population and to measure impacts of interventions on students – reduction of negative incidents, increased awards/merits, completion of PLPS/ILPS for students.
- Revamped website to enhance connectedness with community and families, promote the school. Use of Facebook to create discreet promotion of the school.
- Use of key personnel – AEOs, senior executive, IT staff, PR staff committee and SASS staff supporting development of website, Facebook and App for school communication.
- Staff participating in the PR committee, and liaising with other staff, to ensure high level communication regarding promotion and management of the school.
- School website to be updated and maintained by IT staff and key staff, to ensure relevance and engagement with the community.
- Maintaining 6-7 Transition Co-ordinator, media officer, Work Smart Co-ordinator positions, to encourage the school’s links to the community.
- Use panel of experienced staff to interview students for 10 into 11 decision time.