**CHATHAM HIGH SCHOOL 8414**

**2016**

**Our overall purpose is to provide**

**quality teaching and active learning in a caring environment,**

**driven by our commitment to**

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| **School context (2015)** Chatham High School is a large welcoming comprehensive school that services the town of Taree and adjacent rural and coastal areas. The enrolment for 2015 is 670 students. From 2015-2017, around 23% of students enrolled at Chatham High School will be of Aboriginal background; the school is committed to strengthening its connectedness with the local community. The school FOEI (family occupation and education index) for 2014 was 154. This places Chatham in the top 12% of schools in the state in terms of educational need. As a result, in 2015 the school’s budget based on the RAM (Resource Allocation Model) is $1,257,122, an increase from 2014 by $167,675. Over the past 5 years in external student performance, Year 9 students achieved above state average growth in the key area of literacy. This is a pattern that the school seeks to grow into numeracy outcomes and translate into increased success in the HSC. In 2015-2017, the school plans to strengthen the academic success of all Year 11 and Year 12 students as a pathway to further study and employment.  **Strengths** The school has an experienced and dedicated teaching, support, administrative and executive staff, noted for their caring attitude to all students, and their strong commitment to student learning success and wellbeing. All students access a broad academic and vocational curriculum, and participate in diverse cultural and sporting opportunities offered by the school to enhance student retention and attainment. The school’s sporting successes are underpinned by strong staff commitment to working with teams and individual students. Over the last five years the school has been recognised as a hub of professional innovation and practice. It was named a Centre for Excellence for quality teaching leading to improved student achievement in literacy and numeracy, particularly in low SES communities. The curriculum extension class (CHACE) is highly valued by parents, students and staff as a dynamic model for 21st century learners. Partnerships with the North Manning Learning Community, the University of Newcastle and Microsoft Corporation enable the school to strategically plan and implement innovative approaches to student learning, engage parents and build on community support for students. Student leadership is an active and valued aspect of school life and enhances the positive perception of the school in the community. A large Support Unit provides a comprehensive range of educational services for students with specific needs. In 2015, additional support is provided to the school through leadership opportunities for staff to work in executive positions in the areas of Aboriginal education, student services and curriculum innovation. All students in Years 11 and 12 are able to access a curriculum in partnership with Wingham High School and Taree High School, broadening the choices for students in all three schools. |  | **School planning process** In semester 2, 2014 the Chatham High School Community engaged in a consultative process to unfold our school vision for the next three years. Representative stakeholders participated in shaping the school’s strategic directions and improvement measures. This process included collecting feedback from parents and community members at events held at the school, input by the school’s P&C, parent surveys, staff surveys and student surveys. Specific consultation with the Taree Aboriginal Education Consultative Group inclusive of elders, parents and community members has assisted greatly in strategic planning for Aboriginal students.  Staff have worked in teams to evaluate school and student performance data, systems, processes and practices. The strategic areas covered by the teams were   * literacy * numeracy * Aboriginal education * quality teaching * 21st century learning * engagement, retention and attainment |

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| **Purpose**  We will deliver our overall purpose by designing and implementing learning experiences that   * are future-focused for literate, numerate, creative and critical life-long learners * create a culture of high expectations * recognise and celebrate student achievement * are explicitly taught |  | **Purpose**  We will deliver our overall purpose by ensuring learning success for students is founded on quality educational delivery and professional practices which are   * consistent * data driven and current * of a high standard * shared |  | **Purpose**  We will deliver our overall purpose by   * building and enhancing inclusive, collaborative links with the community * promoting a learning culture that promotes student wellbeing and is student oriented to build resilient, responsible, respectful and engaged learners. * building student capacity to plan their own learning and career goals, monitor their own success and develop skills to succeed at school and as active, informed citizens and future leaders |

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| Strategic Direction 1: STUDENT ACHIEVEMENT |

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| **Purpose:** In 2015, the school is delivering our overall purpose through the development and implementation of learning experiences that are future-focused and explicitly taught for literate, numerate, creative and critical life-long learners, through the creation of a culture of high expectations that recognises and celebrates student achievement.  **Key Improvement Measures:**   * 10% increase in Year 9 students showing growth and value added data above state average in literacy and numeracyas measured in NAPLAN * All KLA programs include consistent literacy and numeracy strategies as evidenced in PDP documentation * 100% of all classes indicate evidence of differentiated teaching and learning practices based on an expert interpretation of data sets to inform teaching practice as well as accommodations and adjustments for identified students. |

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| **People – Capacity Building** | **Processes** | **Products and Practices** |
| **Students** develop skills and habits to engage as effective 21st century learners, informed by ACARA and BOSTES performance benchmarks, literacy and numeracy continuums and other tools that measure student achievement and growth.  **Teachers**, administration officers, education officers, learning support officers, tutors, assistants and the liaison officer work to devise, deliver and support benchmarked, capability driven curriculum as the basis for student achievement.  **Teachers** will become familiar with, and expert in: the Quality Teaching Framework, the Australian Professional Standards for Teachers and the 8 Ways of Learning to devise and implement high quality programs for learning and assessment.  **Teachers** use data from the Literacy and Numeracy continua to determine the specific learning needs of students and assist them to reflect on their current practices.  **Literacy teacher**, SLSO and Librarian will be responsible for coordination and implementation of reading programs.  **Head Teachers** are responsible for ensuring professional learning and monitoring of teachers in the implementation of universal and team projects and strategies in curriculum, assessment and student performance.  **Parents and carers** will be asked to monitor and encourage their students’ progress and achievement through open communication between home and school.  **Community**: Strengthen partnerships with partner primary schools through participation in Literacy and Numeracy Week activities and the collection of Literacy and Numeracy Continua data for incoming Year 7 students.  **Team** members are representative of faculties and the interests and expertise of individual teachers. Head Teachers will lead a team and represent the team at executive meetings for the purpose of feedback and monitoring progress by the executive team. | **Universal systems and strategies:**  **2015-2016:** Programming 7–12; inclusive of well structured, high quality and consistent school platforms for learning: programs that are constructed from NSW BOSTES syllabuses, measure student learning, are capability driven, include scope and sequence, lesson sequences, assessment and reporting, measurement of progress and effective feedback.  **2015-2017:** Strategies and initiatives devised by Teams in response to CHS Plan strategic directions are embedded in teaching and learning programs.  **Team**  **2015-2016:** Teams will participate in collegial discussions and apply constructive feedback from colleagues to address identified student learning needs and improve professional knowledge and practice. Teams are committed to the school’s strategic directions and practices to achieve educational priorities.  **Targeted Programs and Initiatives:**  **2015-2016:** Apply knowledge and understanding of effective teaching strategies and use data to support and monitor students’ specific literacy and numeracy achievement.  **2015 – 2017:**  Chatham Curriculum extension program using innovative teaching and evidence based practices to support 21st Century learners and develop a culture of high expectations.  **Evaluation Plan:** Team members, faculties, school executive, parents and students devise and participate in surveys that measure effectiveness of processes that are both quantitative and qualitative.  Data sets used to devise programs are continuously updated, monitored, reviewed and evaluated as they map learning achievement for individual students and cohorts. | **Practice:** Teachers become familiar with and engage in the use of data from a range of sources as the basis for designing and implementing innovative programs, as evidenced in faculty folders.  **Practice:** Teachers are trained and supported in developing curriculum programs and teaching practices that explicitly deliver Team strategies devised to engage 21st Century learners and improve educational outcomes in literacy, numeracy and Aboriginal education.  **Product:** Each subject taught has high quality program and assessment documentation in place that is aligned with BOSTES requirements and engages students for improved learning and achievement. Programs held in faculty folders.  **Product / Practice:** The products and processes of each team and targeted program are supported by, and embedded in, teaching practice across the school and in faculty and subject based curricula and teaching programs. Evidence of team business recorded in OneNote team meetings minutes.  **Product:** All students participate in the promotion and celebration of literacy and numeracy by engaging in the wide range of activities held throughout the week.  **Product:** Students move at least one cluster on the literacy continuum in reading fluency and accuracy, and sustained reading of longer and more complex texts as evidenced by plotting student progress on the continuum and student and teacher feedback.  **Product:** An increase in the percentage of Year 9 students achieving beyond expected stage growth as measured in NAPLAN reading and HSC data.  **Product:** Chatham Curriculum Extension classes (CHACE) in Years 7 and 8. Year 7 focus on ICT and Year 8 focus is a cross-curriculum task. |

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| Strategic Direction 2: Professional Practice |

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| **Purpose**: In 2015, we will deliver our overall purpose by ensuring learning success for students is founded on quality educational delivery and professional practices which are consistent, current, of a high standard and shared.  **Key Improvement Measures:**   * The school is recognised for its innovative approaches to professional learning for all staff, including achieving higher accreditation levels. * 100% of staff engages in Team business to actively develop and implement school wide processes, products and practices. * All staff to develop Professional Development Plans (PDPs) with informed and negotiated professional learning goals that reflect the school’s three strategic directions. |

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| |  |  |  | | --- | --- | --- | | **People – Capacity Building** | **Processes** | **Products and Practices** | | **Students** engage and actively participate in their learning in order to achieve learning success and master core subjects.  **Teachers** engage in sustained professional learning opportunities through active participation at whole school, faculty and team levels. Faculties (vertical) and teams (horizontal) form a professional warp and weft of professional interaction and collaboration.  **All Staff** are provided with opportunities to articulate their goals and aspirations and are able to access timely professional learning that supports their needs and builds their skills and professionalism.  **Teachers** participate in current, evidence-based professional learning to enhance pedagogical practices and increase their capabilities to meet the identified learning needs of students in their classes.  **Teachers** will undertake professional learning to ensure they have the capacity to design and implement innovation and improvement in curriculum, using the Australian Professional Standards for Teachers as the major tool for reflection and planning.  **Teachers** build an understanding of the key processes, products and practices arising from the school wide *Focus on Reading* initiative, and are able to implement them in their teaching practice.  **Teachers** participate in lesson observations that build their capabilities to model best practice in teaching and learning and learn from colleagues through a process of sharing, modelling, collaboration, reflection and quality feedback.  **Executive staff and aspiring leaders** will be provided opportunities to develop their expertise and encouraged to participate in expressions of interest for leadership roles.  **Community Partners** will continue to be valued stakeholders with the school in sustaining and expanding professional learning opportunities for all staff, such as the AECG, University of Newcastle and the ACMF.  **Parents and carers** parents and carers will be asked to provide feedback about teacher professional practice and student progress to inform the school’s planning for professional learning.  **Leaders** review, monitor and evaluate universal and targeted processes to ensure the growth of a positive culture of professional practice in the school.  **Leadership**: Head Teacher Curriculum Innovation to develop the professional learning programs focused on capacity building and expertise in the use of data to measure and inform student achievement, the Literacy and Numeracy continua, Quality Teaching, the Australian Professional Standards for Teachers, the 8 Ways of Learning and assist in the coordination of targeted Literacy and Numeracy processes. | **Universal systems and strategies:**  Professional learning and leadership at Chatham High School is based on the Australian Professional Standards for Teachers framework. Chatham High School teams continue as cross-faculty professional learning groups with responsibility for school wide products and practices which support each of the three strategic directions in the school plan.  **Team**  **2015-2016:** Teams will participate in collegial discussions and apply constructive feedback from colleagues to address identified student learning needs and improve professional knowledge and practice. Teams are committed to the school’s strategic directions and practices to achieve educational priorities.  **Targeted Programs and Initiatives:**  **2015-2016:** Staff will engage in evidence-based training to improve their professional knowledge and practices to provide a process for explicit and systematic teaching.  Support and build teachers’ capacity to understand and incorporate effective teaching strategies that meet the specific learning needs of students.  Structured programs that provide aspiring leaders with the opportunity for leader learning, formal mentoring support and team work.  **Evaluation Plan:** Peer evaluation and assessment-Team members construct staff surveys to review effectiveness of lesson observation and feedback processes. | **Practice:** Effective teaching strategies for 21st Century learning success evidenced in teaching programs and recorded as a resource in the staff handbook.  **Product:** All teachers have an individual Performance Development Plan with learning goals aligned to the school plan and the Australian Professional Standards for Teachers, and is inclusive of planned and negotiated collegial lesson observation program.  **Practice:** All staff embrace a culture of reflection and engage in collaborative professional learning to build their capability to deliver quality teaching and learning.  **Product:** *Super 6* and other *Focus on Reading* strategies embedded in teaching and learning programs in all subjects in all faculties.  **Practice:** All staff understand and implement the pedagogy for the explicit teaching of comprehension to improve literacy outcomes, as evidenced in programs and registers.  **Practice:** Students articulate a range of strategies they have used to access increasingly complex texts from Yr 7 to 12  **Product:** A consistent judgement and accreditation review team who provide mentoring support, build teacher capacity and create a culture of ongoing professional development. | |
| Strategic Direction 3: Building the Future |

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| **Purpose**: In 2015, we will deliver our overall purpose by building and enhancing inclusive, collaborative links with the community, by promoting a learning culture that is student oriented to build resilient, responsible, respectful and engaged learners, resulting in active and informed citizens and future leaders, and by building student capacity to plan their own learning and career goals, monitor their own success and develop skills to succeed at school and beyond.  **Key Improvement Measures:**   * School based data indicates improvements in student attendance, a decline in student behaviour incidents as recorded on the student management database. * There is an increase in the number and quality of programs and initiatives that are jointly planned, implemented and reviewed with community input. * Positive Behaviour for Learning (PBL) data indicates improvement in the implementation of PBL systems across the school and in classrooms. * Staff, students and community report increasing levels of satisfaction with school culture and practices. |

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| **People – Capacity Building** | **Processes** | **Products and Practices** |
| **Students** feel safe, supported and included in the school and increase their capability to be respectful, safe and engaged learners, able to take responsibility as co-creators and evaluators of their own learning.  **Students** successfully access targeted wellbeing programs and initiatives through self-referral or placement by the Learning Support Team.  **Students** develop personal, leadership and team work skills and capabilities through participation in structured programs and initiatives including SRC, sport, Ag show team and cultural opportunities.  **Students** successfully transition into Year 7, improve their attendance and engagement at school and actively participate in effective transition from high school to further training and job pathways.  **Teachers** establish and maintain learning environments that are high quality, characterised by consistent practices in meeting student learning and wellbeing needs.  **Parents and carers** are increasingly made aware of successful school programs and initiatives through a range of media that enhances communication and collaboration between home and school communication.  **Executive staff and aspiring leaders** will cultivate leadership opportunities for all staff and students to link with the community with the purpose of supporting student learning and wellbeing.  **Community** partnerships will be expanded and networking opportunities created to enhance the planning, implementation and evaluation of programs and initiatives that support all our students, groups of students and identified individuals. Examples include AECG networking, North Manning Learning Community (COS) and Hunter New England Health as learning partners.  **Teams** enhance connections between school and the community by sharing community knowledge and gaining a greater awareness of the strengths and challenges of the local community. | **Universal systems and strategies:**  A broad range of targeted wellbeing and social skills programs that cater for identified students and groups of students.  Promote a learning culture that engages students and builds their capacity to succeed at school and beyond.  **Team projects and strategies:**  **2015-2016:**  Initiatives to effectively engage and strengthen links with members of the local community such as parents, families, local media and business.  Staff and students follow universal procedures and processes derived from the PBL model.  **Targeted Programs and Initiatives:**  **2015-2017:**  Targeted programs to support Aboriginal students’ learning, cultural and leadership needs.  Targeted programs to support students and allow them to develop independent learning skills, reflect on their learning and make school to work and real world connections.  **Evaluation Plan:**  Data collected from each program is examined and benchmarked. Parent and community surveys, PBL data and wellbeing data audited. | **Product:** A broad range of targeted wellbeing and social skills programs that cater for identified students and groups of students are planned and implemented through the Learning Support Team and School Support Officer.  **Product:** Students actively participate in planned and guided peer interaction and tutoring program that benefits both tutors and tutees. It is conducive to developing self-esteem, an understanding of fairness and sharing as well as the acquisition of role-taking, communication and interpersonal skills.  **Practice:** Students participate in leadership programs and opportunities including SRC, individual and team sports competitions, science and engineering challenges, sport coaching with partner schools, public speaking and debating, eisteddfod competitions, music and drama performances.  **Practice:** Enhanced communication between parents, carers and the community to strengthen collaborative home / school relationships and improve the overall profile of the school within the wider community. Stronger personal communication skills to allow staff to deal more readily with challenging people and communicate more effectively with the students, the community and the SMS generation.  **Practice:** All staff consistently implement the universal systems of explicitly taught positive behaviour from PBL that promote learning and wellbeing.  **Product:** Independent Learning Centre for Stage 6 student support and the explicit teaching of study skills to increase the submission of Stage 6 assessment tasks, attendance at exams and attainment of students in external examinations and assessments.  **Product:** Students, staff and community members participate in Authentic Assessment interviews during which Year 7 CHACE students and Year 10 students reflect on the learning process and make school to work connections more obvious. |