School Plan 2015 – 2017

PART A: School Plan

IRRAWANG HIGH SCHOOL: 8562
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

Irrawang High School’s purpose is to support its students to build successful futures. In developing a positive learning culture to create successful and effective learners, individuals and citizens, it balances its focus on the social, personal and academic development of each student, including programs to overcome local aspects of disadvantage and expand students' opportunities. Its leadership and management are directed to achieving a supportive, respectful, caring culture and environment which is inclusive of all people within our community, and in which excellence is valued and rewarded. It aims to assist students to develop as responsible learners, leaders and citizens whose impact on and contributions to their global community are positive; who are able to become productive and contributory participants in their community and the world.

### SCHOOL CONTEXT

Irrawang High School is situated in the lower-Hunter region in Raymond Terrace. It is a comprehensive, co-educational school of around seven hundred and twenty students. We are one of two high schools in the town, and mainly draw our students from Irrawang and Grahamstown Public in Raymond Terrace, and both Medowie and Wirreanda Public in Medowie. A significant proportion (just over 10%) of our students is from an ATSI background, and a few students have Asian, New Zealand or Pacific Island backgrounds. Their homes range from semi-rural to suburban, and include a significant area of commission housing. Our students are drawn from a variety of socio-economic backgrounds, a small majority being considered disadvantaged, including having limited educational levels. The unemployment level in the Hunter region is higher than the national average, particularly for younger adults. Many parents and caregivers travel to Newcastle and the coalfields and vineyards for work. A major employment centre near Raymond Terrace is the RAAF Base at Williamtown. The school runs many programs to assist and support students and families, and is well known for its welfare and support offerings. We also cater strongly for creative and performing arts students, with a varied and successful range of activities and programs. The school runs special gifted and talented students’ (GATS) classes and activities, and support programs which result in a higher than expected proportion of its HSC students going on to university courses. It also offers several vocational and training courses (VET) in its senior curriculum. Three special education support classes cater for students with special needs. Specialist language and agriculture facilities have been developed in the school in recent years. The school is staffed by dedicated and hard-working teachers who show practical concern for their students across the range of school programs and activities. It has developed an effective partnership with Newcastle University which assist the development of both staff and students.

### SCHOOL PLANNING PROCESS

This plan was developed through a program of:

- Staff workshops, including whole-staff, executive and small-group activities.
- Parent surveys and discussion groups, including the school’s P&C Association.
- Student group discussions and surveys organised through year groups and tutorial group activities.
- Discussions with the ATSI community, including parents, elders, students and the local AECG.
- Surveys in the general school community, run on the school’s web site and through family emails.
SCHOOL STRATEGIC DIRECTIONS 2015 to 2017

**STRATEGIC DIRECTION 1**

**Student Outcomes:**
Developing positive learning elements for successful 21st century learners and citizens

**PURPOSE:**
Students need to be equipped for membership and success in a rapidly-changing world which is increasingly a truly global community. Aspects of economic, social and educational disadvantage in a significant section of the community can be overcome through educational success and mastering the essential elements of learning to increase their expectations and opportunities. Students will gain the skills, knowledge and attributes which will enable success in their work, relationships and community membership as responsible citizens. This will be achieved through the development of quality curriculum and assessment, including VET courses, and the application of effective teaching and learning and assessment practices that build educational aspirations and responsibility among our students.

**STRATEGIC DIRECTION 2**

**Teacher Quality:**
Fostering a professional learning community in which all members strive towards the development of excellent teaching and leading elements

**PURPOSE:**
To improve student outcomes, and for the school community to further improve, staff need to continually grow and develop. By supporting the further development of professional attitudes and learning among staff with innovative and instructional leadership and development, including working with our partner primary schools, the school will be better able to assist the development of its students. Staff and students will work together, informed by best practice research and experience in education, to become highly effective leaders and learners. Processes to support continuing reflective learning and data-driven planning will support continuing improvements in elements of teaching within the school, ensuring world-class teaching. Staff will be supported to maintain currency with the Institute of Teachers standards, and with Vocational Education and Training requirements.

**STRATEGIC DIRECTION 3**

**School Environment:**
Creating a supportive environment and culture in a community espousing high expectations for respectful, responsible and sharing participation by students, staff and parents

**PURPOSE:**
Students and staff work more effectively in a caring, supportive environment in which respect, responsibility and striving for personal best lead all members of the community to work together for the betterment of all. A culture of valuing all members, recognising and acknowledging achievement in the varied areas in which the school works, and working together to create better individuals and a better community, will create a culture which will support student and staff learning and development. The school will employ strategies and practices which support the cognitive, emotional, social, physical and spiritual wellbeing of its students. Linking the school, including learning activities, within the wider community will enhance learning and foster the development of good community participation.
**Strategic Direction 1: Student Outcomes:** Developing successful 21st century learners and citizens.  
**PURPOSE:** Why? To foster a quality learning culture which ensures that students are equipped to be effective members of the 21st century workforce and community, with the requisite skills, knowledge and attitudes to participate positively in the global world.

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<tr>
<th><strong>PEOPLE (Who?) and PROCESSES: (How?)</strong></th>
<th><strong>PRODUCT AND PRACTICES: What?</strong></th>
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**Learning Elements: Students** will develop: skills of literacy, numeracy and technology to perform as global citizens; personal characteristics of achievers (such as problem-solving, working with others; effective learning techniques; critical and creative thinking) to participate positively and effectively in their world; work with staff to set learning and career goals, and to work consistently towards these; skills and attitudes through participation in school community activities and programs. Working within the school’s PBL framework, they will develop habits and qualities of effective citizens as positive participants in their school and the wider community.

**Teaching Elements: Staff** will:
- Ensure that effective learning strategies are employed in their lessons and assessments– increasing elements of Intellectual Quality and Significance; that skills are specifically taught; that meaningful feedback is provided regularly in both informal and formal ways.
- Model the required learning and behavioural characteristics and demonstrate considerate and supportive behaviour towards all students; implement effective classroom management and teaching strategies which increase student engagement.
- Lead student planning/evaluations in tutorial groups.
- Analyse available data to inform planning for lessons and assessments and review and revise programs and processes to ensure effective learning and assessment for and of learning.
- Review and improve curriculum offerings at school, faculty and class levels.
- Implement and monitor RTO compliance requirements.

**Leading Elements: Leaders** will ensure that adequate resources are allocated for the achievement of best student outcomes; organise timetables and allowances, staffing and budget to maximise outcomes; encourage and support recognition of student achievements across the school; set high expectations of achievement among staff and students; assist the development of skills and processes for effective analysis and planning at school, faculty and classroom level.

**Parents** will assist their students’ development by supporting and reinforcing the school’s learning and other programs. They will assist students’ development of personal qualities by ensuring their attendance is regular and prompt, that they have the necessary equipment for learning, and that their work is completed at home.

**Community partners** will provide support for student programs. This will range from rewards for achievement and recognition ceremonies to participation in school activities, including volunteers supporting programs like Plan-It Youth.

**IMPROVEMENT MEASURES**
- The long-term average of the percentage of apparent retention to the HSC will improve by 5%.
- The percentage of students entering university will reflect state averages for comprehensive, non-selective schools.
- An increase in engagement and participation is reflected in a decline in behavioural referrals, especially in years 8 to 10.
- Average attendance rates will improve by 2% per year.
- The percentage of students enrolled in and completing VET or TVET, or other vocational courses in the senior school will increase.
- Attendance, retention and engagement in VET courses will increase.
- 40% of students will attain average scaled growth or above in Year 9 NAPLAN testing.
- All students graduating from Irrawang High School will be engaged in further learning, training or work within 12 months of leaving school.
### IMPROVEMENT MEASURES:

- All beginning teachers achieve Proficiency in the Australian Teaching Standards
- All teachers participate in a minimum of 25 hours of professional development each year. VET teachers complete the required hours of VET training each year.
- All teachers achieve and maintain accreditation with AITSL/BoSTES
- All VET teachers maintain industry currency.
- All teachers participate in Teaching Rounds
- All staff are trained in data analysis, and regularly collect, analyse and use available data from a variety of sources to inform planning in learning and teaching elements, and differentiation of their classroom practices
- All faculties have been trained in, and implement, Focus on Reading strategies

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### Strategic Direction 2: Teacher Quality – fostering a professional learning community.

**PURPOSE:** Why? To foster excellent teaching elements by ensuring that staff are continually developed for teaching disadvantaged students using 21st century strategies, using world-wide research on best-practice teaching to ensure consistently high standards of educational practices

### PEOPLE and PROCESSES: How?

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<th>Teaching Elements: Staff will:</th>
<th><strong>PRODUCTS:</strong> See Improvement Measures below</th>
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| • Engage in continual and collaborative professional reflection and development through the school’s Professional Development Plan (PDP) processes. | **PRACTICES:**
| • Continue their professional learning through school, faculty and individual teacher development, and through their membership of professional associations and communities. | • Effective Classroom Practice - Professional development program (incorporated in PDP processes) which addresses staff needs and quality teaching practices, through Efficiency Review processes aligned to Aust. Teaching Standards, and incorporating self, peer and supervisor observations and evaluations and mentoring and collegial processes, including Teaching Rounds, Lesson Study
| • Participate actively in their annual PDP Review process, including observations, evaluations and future planning. | • Recognition of staff achievements and contributions
| • Engage in Focus on Reading training, and apply this and the Super Six Strategies for comprehension in their classes. | • Continuing development of staff facility with educational technologies, especially those for use in assisting learning in the classroom.
| • Participate actively in professional development in 21st century teaching and learning strategies, including effective classroom management strategies. | • Regular term VET Team meetings (4 staff delivering 2015); VET training and development, including succession planning to ensure continuity of course offerings
| • Plan for connectedness - employ strategies which link learning and assessment to the wider world | • Staff training in and application of data analysis practices (eg. RAP; SMART; school assessments) to support and inform planning at school, faculty and class level
| • Apply assessment-for-learning strategies for students and classes, analysing external and internal assessment data to inform planning for improved student outcomes | • Collaboration with University of Newcastle and with associated primary schools
| • Be increasingly aware of, and incorporate into units and lessons, aspects of ATSI heritage and culture. | • Teacher professional learning linked to the Implementation of Middle School Initiative, and to Literacy (Focus on Reading and Super Six strategies) and Numeracy strategies (including Counting On and Newman’s Error Analysis)
| • Use analysis of available data to inform planning | • Catering for student needs and differences, including GATS; Life Skills
| • Maintain qualifications for Institute of Teachers requirements; maintain qualifications and requirements for teaching VET courses |

**Leading Elements: Leaders will:**

- Facilitate the development of collegial/collaborative practices within the school and faculties
- Encourage and foster the participation of students and members of the community in school evaluations and planning
- Conduct observations and evaluations with staff regularly, and provide meaningful, timely feedback to staff
- Provide opportunities for relevant professional learning through allocated times
- Provide adequate resources/funds for teacher training and development, including maintenance of VET qualifications
- Support VET teachers in delivery of quality teaching and VET curriculum through supporting training, networking, industry currency and professional learning opportunities

**Students will:**

- Provide meaningful feedback to staff regarding teacher effectiveness
- Cooperate with staff, parents and community as learning participants in the school community

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### PRODUCT AND PRACTICES: What?

**PRODUCTS:**

- See Improvement Measures below

**PRACTICES:**

- Effective Classroom Practice - Professional development program (incorporated in PDP processes) which addresses staff needs and quality teaching practices, through Efficiency Review processes aligned to Aust. Teaching Standards, and incorporating self, peer and supervisor observations and evaluations and mentoring and collegial processes, including Teaching Rounds, Lesson Study
- Recognition of staff achievements and contributions
- Continuing development of staff facility with educational technologies, especially those for use in assisting learning in the classroom.
- Regular term VET Team meetings (4 staff delivering 2015); VET training and development, including succession planning to ensure continuity of course offerings
- Staff training in and application of data analysis practices (eg. RAP; SMART; school assessments) to support and inform planning at school, faculty and class level
- Collaboration with University of Newcastle and with associated primary schools
- Teacher professional learning linked to the Implementation of Middle School Initiative, and to Literacy (Focus on Reading and Super Six strategies) and Numeracy strategies (including Counting On and Newman’s Error Analysis)
- Catering for student needs and differences, including GATS; Life Skills
**Strategic Direction 3: School Environment**—creating a supportive culture

**PURPOSE:** Why? To create a caring, supportive environment in which respect, responsibility and striving for personal best lead all members of the community to work together to achieve excellent standards in learning and teaching elements for the betterment of all.

### PEOPLE and PROCESSES: How?

**Learning Elements: Students** will:
- Participate in PBL and anti-bullying learning activities during tutor groups.
- Follow the expectations of the school in their daily conduct and relations.
- Practice the beliefs of respect, responsibility and personal best in their work and relationships around the school.

**Teaching Elements: Staff** will:
- Practice the beliefs of respect, responsibility and personal best in their work and relationships around the school, creating Quality Learning Environments in their classes.
- Reinforce PBL expectations and values in their dealings with students and fellow staff members.
- Maintain familiarity with and practise of the school’s policies and practises, especially those regarding anti-bullying.
- Consult student information (PLPs; medical and wellbeing data; measures of achievement; etc) to inform planning for differentiation of their lessons and units.
- Assist students, through their leadership of Tutorial Groups, to set goals and evaluate their progress in academic, social and behavioural areas.
- Support students through Pathway Planning and mentoring, including curriculum guidance and support.

**Leading Elements: Leaders** will:
- Practice the beliefs of respect, responsibility and personal best in their work and relationships around the school.
- Set and model high expectations of positive relationships and practices across the school.
- Acknowledge and encourage achievements of staff and students, creating a culture of recognition and support.
- Provide resources and support for supernumerary positions: AEW; CEO; Mentoring; Tutoring; TSO; Clinic Nurse; SLSO and SASS staff.
- Ensure that the necessary resources for PBL (both financial and staffing) are available within the school.
- Foster the development of distributed leadership across the school to ensure that all staff have opportunities for leadership learning, and to take advantage of the skills and qualities of staff available across the school.
- Increase the participation of students and members of the community in school evaluation and planning processes.
- Ensure systems, structures and processes support ongoing school improvement and the professional effectiveness of all school members.

### PRODUCT AND PRACTICES: What?

**PRODUCTS:** See Improvement Measures below

**PRACTICES:**
- Continued implementation and embedding of PBL practices and attitudes among staff and students, including education in anti-bullying and anti-racism strategies, with a focus on cyber-harassment to identify, act on and prevent harassment in the community.
- Parent and community volunteer assistance strategies (eg. Plan-it Youth).
- Student Leadership development through SRC and provision of other leadership opportunities, including Peer Mediation and Peer Support programs.
- Employment of the AEW to oversee ATSI programs, including ATSI Personalised Learning Plans (PLPs) developed with parent/community participation for all ATSI students; ATSI activities incorporated into school calendar – including NAIDOC, Reconciliation, AECG items; Norta Norta and Stronger-Smarter programs to support staff and students.
- Senior Mentoring strategies in place for all students Years 10 to 12, incorporating goal setting, study planning, HSC and future pathways.
- Differentiated wellbeing programs support student needs – including school nurse; SLSO allocations; ATSI support elements; anti-bullying and anti-racism processes.
- Close relations developed with local industry to support student learning and experience, especially in VET courses.
- Audit/Review of Transition Program, including looking at curriculum, pedagogy and student management.
- Employment of the CEO for community engagement and participation, including maintenance and development of school’s web site, including faculty sections.
- Recognition ceremonies for excellence (Attendance; conduct; effort; achievements).

### IMPROVEMENT MEASURES:

- Improved engagement is evidenced by: Suspension rates are reduced by 5%; Referral rates are reduced by 5%; N-Award Warnings are reduced by 5%; Average attendance rates improve by 2% for all years.
- All teachers use the school’s commendation processes to acknowledge positive behaviours and learning practices.
- Student and community participation and feedback are included in all evaluation of and planning for learning, teaching and leadership.
- All ATSI PLPs are easily available in a common site, and are considered by teachers to differentiate class planning.
- Attendance and retention of ATSI students are improved by 3%.
- Student and community surveys and feedback indicate a trend of increasing satisfaction with the school.