School plan 2015 – 2017

GRiffith high school 8118

strategic direction 1
Opportunities: Student Learning and Engagement

strategic direction 2
Teacher Quality, Learning and Development

strategic direction 3
Well-being, Culture And Values
School vision statement

Griffith High School is a great place to learn. We are a proudly comprehensive multicultural public high school which actively promotes quality relationships with our community.

The school is respected, trusted and valued for its caring culture and its consistently high expectations of its students and staff. Griffith High School is a proud partner in the Griffith Community of Schools so providing a wide range of offerings for the public education students of Griffith.

Students and staff are passionate about teaching and learning and show pride and professionalism at all times. Innovative practice thrives and is celebrated. Each day is filled with purpose and optimism.

The school’s culture is characterised by a strong and positive spirit and the determination to live our values of respect, responsibility, right choice, resilience and the pursuit of excellence in every endeavour.

Our students are well equipped for positive citizenship and achievement in academic, cultural, community service and sporting endeavours.

Our vision: Excellence – in all that we do.

Opportunity – for quality learning:
- for quality leadership;
- to be heard;
- to access the best;
- to benefit from supportive partnerships;
- to be challenged;
- to be valued and respected

Care – for students and staff, for self, for others, our school and the environment

School context

Griffith High School is a comprehensive high school in the MIA in rural NSW. The school has a diverse cultural enrolment of 500 students [student enrolment is increasing slowly], approximately 15% Aboriginal Torres Strait Islander students, and 30% Pacific Islander students. In total we have 28 cultures attending our school.

Griffith High School takes pride in delivering an excellent education in a warm, well-resourced environment. The school has a strong commitment to literacy and numeracy and teachers are committed to helping all students reach their full potential.

Griffith High School has been educating students in Griffith for 85 years. The school works in close partnership with its community. The school is committed to maximising results in Literacy and Numeracy and Higher School Certificate examinations for all students. Students are offered a broad curriculum choice. The school is also proud of the many opportunities it provides for young people. A strong student welfare focus is being reinvigorated through a committed Learning Support Team, a committed and dedicated staff who continues to offer quality educational experiences to all students. A highly effective Transition Program assists Year 6 students in their progression to high school.

The school staff is a well- balanced group made up of long serving staff and new scheme teachers. The school has an established an active peer mentoring program, a sustainable professional development model and an established mentoring support program for NST.

School planning process

Our previous school plan was a very extensive document that had in excess of 20 school targets within 7 key priority areas. There was clearly a need for the development of a school strategic plan that allowed our school community especially our staff to focus on strategic directions that were developed and understood by all. There was a need to develop and focus the school on clarity of direction, purpose and what the future areas of focus for the school should be.

The process used both a series of formal and informal means of ensuring students, staff and parents had an input into what was developed. The process used:-
- formal methods that included workshops as part of whole school staff meetings and professional learning events which included staff development days,
- more formal based discussions at P & C meetings, discussions with student groups, questionnaires and also student representative council (SRC) meetings,
- One of the most effective means of ensuring there was collective ownership of our school plan and what it contained was through informal conversations. The benefit of these ‘conversations’ allowed staff and others to give opinions in an honest, direct way without feeling threatened. This process in itself has helped create and strengthen school cohesion amongst everyone.
- Staff planning workshops,
- Staff focus groups,
- Parent meetings – information nights, performance nights, excursions, parent teacher nights
- Learning Partner schools – regular meetings
- Community partners feedback eg work placement, work, and partnership brokers,
- Local Council – youth development forums,
- School evaluations and school data.
- AEO & Aboriginal parents/carers and community stakeholders.
Purpose:
Our purpose is to develop engaged, independent, reflective learners who can demonstrate personal responsibility, resilience and adaptability with their learning. Striving to achieve at all times a culture of excellence and the development of a relevant, engaging curriculum for 21st century learners.

STRATEGIC DIRECTION 1
Opportunities: Student Learning and Engagement

Purpose:
Our purpose is to create a professional environment that is linked with the Australian Professional Standards, where teachers engage professionally and collaboratively to deliver 21st century learning with expertise to all students. Teachers are committed to the development of their pedagogy, modelling reflective self-learning to ensure high standards in all aspects of their professional lives.

STRATEGIC DIRECTION 2
Teacher Quality, Learning and Development

Purpose:
Our purpose is to create a values rich environment which is caring and safe for staff and students catering for individual differences and the development of cooperative, responsible and respected citizens who are self-confident and tolerant of others ideas and cultures as members of a diverse community.

STRATEGIC DIRECTION 3
Well-being, Culture And Values
## Strategic Direction 1: Opportunities: Student Learning and Engagement

### Purpose

Our purpose is to develop engaged, independent, reflective learners who can demonstrate personal responsibility, resilience and adaptability with their learning. Striving to achieve at all times a culture of excellence and the development of a relevant, engaging curriculum for 21st century learners.

<table>
<thead>
<tr>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>ICT embedded across all KLA’s</td>
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<td>All students’ literacy and numeracy skills are improved.</td>
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<tr>
<td>Students value their learning</td>
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</tbody>
</table>

### People

**Students:**
- Actively engage in their own learning based on high expectations.
- Become confident, risk-taking learners who demonstrate higher order thinking skills through work samples and projects and attainment of outcomes.
- Demonstrate an increased range of literacy (writing and reading) and numeracy (number strand) strategies in all KLA’s across the literacy and numeracy continuum.

**Staff:**
- Take responsibility for accessing school communication tools to ensure they are informed about aspects of school organisation.
- Collaborate and team teach at a whole school level.
- Differentiate the curriculum by accessing data, assessing for, as and of learning, providing relevant feedback and making program and lesson adjustments.
- Develop knowledge and understanding of the Australian Curriculum with a focus on 21st Century skills and cross curriculum areas as shown in TARS, the use of cross curricular projects and student work samples.
- Improve development of knowledge and understanding of effective integration of literacy & numeracy strategies into teaching as indicated by programming, classroom practice, and student work samples.

**Parents:**
- Recognise their child’s strengths, achievements and needs. Support, are aware of and are involved in their children’s learning.

### Processes

**Students:**
- Enhance opportunities for students at risk of not completing their schooling through the use of transition programs.
- Devise and implement a range of staff and student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance.
- Identify Aboriginal students and formulate partnership with family and Aboriginal community Aboriginal/Indigenous ideals.
- Learning support team develop ILP’s for all Aboriginal students.

**Staff:**
- Coordinate effective TLP’s at significant transition points by developing student programs and course patterns that are appropriate for all students.
- Programming to provide challenging, rich learning environments for all students.
- Teach programs are developed and include the explicit use of the quality teaching framework and integrate ICT.

**Parents:**
- Support formal communication that is professional and informative.
- Clearly identified areas for improvement developed and implemented as part of an annual HSC review and evaluation.

### Products and Practices

**Students:**
- Are engaged in their learning based on their own personal high expectations.
- Students attendance at school improves.

**Staff:**
- Teaching programs are developed and include the explicit use of the quality teaching framework and integrate ICT.
- Staff use school wide processes and organisational practices that are understood and followed by all staff.
- Implement a range of support structures to assist all newly appointed teachers at GHS.
- Professional development of support structures and roles and responsibilities statement from executive staff.

**Parents:**
- Can access the school website or Facebook and participate in school based opportunities to collaborate and be actively involved in their student’s education.
- Parents of our Aboriginal students to be actively involved in their student’s educational progress.
- Parent satisfaction surveys are valid, analysed and responded to.
## Strategic Direction 2: Teacher Quality, Learning and Development

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<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
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<td>Our purpose is to create a professional environment that is linked with the Australian Professional Standards, where teachers engage professionally and collaboratively to deliver 21st century learning with expertise to all students. Teachers are committed to the development of their pedagogy, modelling reflective self-learning to ensure high standards in all aspects of their professional lives.</td>
<td><strong>Students:</strong> Actively engage in their own learning based on high expectations. Work independently and collaboratively to explore learning and communicate ideas. To experiences in their classroom teaching and learning to allow them to increase their expectations, capacity and achievement. Leading learning within their peer group as student role models. <strong>Staff:</strong> Collaborate and team teach at a whole school level. Actively engage with other members of their profession. Engage in professional learning that supports our purpose to be implemented in the classroom. Develop ILPs for all Aboriginal students. Differentiate the curriculum by accessing data, assessing for, as and of learning, providing relevant feedback and making program and lesson adjustments. Develop knowledge and understanding of the Australian Curriculum with a focus on 21st Century skills and cross curriculum areas as shown in TARS, the use of cross curricular projects and student work samples.</td>
<td><strong>Students:</strong> Use a variety of strategies to explicitly reflect on their learning and achievements. <strong>Staff:</strong> Use allocated resources to work collaboratively to create new teaching programs in alignment with the National Curriculum. Establish a roles and responsibilities structure for executive staff that focuses on leading learning at a faculty and whole school level. Develop support structures to assist all newly appointed teachers to GHS. Create structures to support effective implementation of National Teaching and Leadership Standards. Coordinate effective programs at significant transition points by developing student programs and course patterns that are appropriate for all students. Review of HSC procedures that identify areas of focus to ensure a culture of continuous improvement in HSC results. Development of staff capacity with differentiation of the curriculum, project based learning, 21st century learning and the Australian curriculum. Priority literacy strategies identified by staff and embedded into effective teaching practice, Years 7 to 10 and HSC preparation. Numeracy approaches to learning and identified priority areas embedded.</td>
<td><strong>Students:</strong> Develop the ability to challenge themselves, to exceed expectations, to understand and use feedback to further their learning. <strong>Staff:</strong> Teachers demonstrate positive behaviour management based upon relationships with students, staff and the community. HSC results in all subjects show improvement. Clearly identified areas for improvement developed and implemented as part of an annual HSC review and evaluation. Use National Teaching and Leadership Standards to support the development of improved teaching and leadership capacity. Staff to demonstrate professional behaviour – punctuality, regular attendance, organised and prepared, empathetic towards student’s needs and staff issues and effective management of classrooms, playground and other student activities. Development of a common language / model for explicit teaching i.e. lesson intentions, success criteria and feedback. Individualised professional learning plans for staff and the Performance and Development Cycle satisfactorily completed annually. Exemplary literacy and numeracy programs are in place for Years 7 – 10 to ensure all students reach stage benchmarks. <strong>Parents:</strong> Increased parent and community involvement.</td>
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**Improvement Measures**

- Improved HSC results
- Consistent high standards of teaching.
- All teachers develop the capacity to manage student behaviours impacting on student engagement & learning.
## Strategic Direction 3: Well-being, Culture and Values

### Purpose

Our purpose is to create a values rich environment which is caring and safe for staff and students catering for individual differences and the development of cooperative, responsible and respected citizens who are self-confident and tolerant of others ideas and cultures as members of a diverse community.

### People

**Students:**
- Show empathy with others and to value diversity.
- Understand the core values of being safe, respectful and responsible learners.
- Have high expectations of themselves.
- Use social conscience in decision making.

**Staff:**
- Demonstrate a consistent approach to reinforcing values.
- Show a common understanding of appropriate student behaviours.
- Have high expectations of student work and behaviours.
- Investigate and promote the link between positive expectations and student success.

**Parents:**
- Support and reinforce the values promoted both in school and outside of school.

### Processes

**Students:**
- Participate in community volunteering program.
- Participate in school and community events that reinforce our shared values and citizenship.
- Have a voice in the ongoing development of the Positive Behaviour for Students [PBS] expectations.
- Students rewarded for their efforts at all levels e.g. Well Done Club, letters.
- Multicultural Day celebrated by all stakeholders of the school community.
- NAIDOC Day celebrated by all stakeholders of the school community.

**Staff:**
- Actively engage in the teaching and promotion of values in all settings.
- Continue to develop resources and strategies the staff can se to implement and reinforce positive behaviour, wellbeing and values in all school settings.
- Staff to model acceptable behaviour at all times.

**Parents:**
- Are regularly invited to share in celebrated successes.
- Aboriginal parents and community members share events e.g. NAIDOC Day, Multicultural Day and other cultural programs.

### Products and Practices

**Students:**
- Students are rewarded for their efforts. As a result, increased community support for our school and improved student wellbeing.
- Welfare Team and staff promote resilient, high performing and personal best for students.
- Aboriginal students have ILP’s and achieve personal best.
- Multi-faceted communication and promotion strategy for the school community.
- Students demonstrate the values of being safe, respectful and responsible citizens and learners across school and the wider community.
- Behaviour and academic outcomes improve.

**Staff:**
- Staff role model expected behaviours.
- All staff consistently communicate high expectations regarding student work and behaviours.
- All staff use skills, language and strategies to reinforce the core values in all school settings.
- All staff participate in future decision making that is informed through data analysis.
- Participate in the promotion of student and school successes across all areas.

### Improvement Measures

- Wearing school uniform improves.
- Non-attendance of junior students < 5%
- Non-attendance of senior students < 9%
- Parents are actively involved in student’s education.