School plan 2015 – 2017

HUNTER RIVER HIGH SCHOOL 8219

Student Success as Learners

Staff Leading Innovative Practice

Whole School Culture of Values
School vision statement

Hunter River High School is a comprehensive, co-educational secondary school situated on 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 context

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.
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 and NAPLAN data trends upward indicating improved performance in external assessment
- Millennium data indicates upward trends in submission rates (fewer N-Awards)
- Survey data indicates the number of students in pursuit of academic excellence has increased.

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

Students:
Build a learning culture within the school in which students have a clear understanding of how to improve their learning, thereby developing strong identities as learners.

Staff:
Initiate whole school positions through an EOI process to drive student success;
- Transition co-ordinator,
- 21st Century learning co-ordinator,
- Focus on Reading (FoR) co-ordinator,
- Focus on Writing (FoW) co-ordinator,
- Numeracy by Necessity (NbN) co-ordinator,
- Career & Transition (CaT) co-ordinator, &
- Gifted & Talented (GAT) co-ordinator.

Build collective school-wide responsibility for student learning and success through comprehensive staff professional learning activities to drive pedagogy that enhances student learning.

Parents/Carers:
Continue to foster an inclusive school environment in which parents/carers actively contribute to the initiation, development and planning of school priorities thereby supporting student success.

Community Partners:
Draw upon external community expertise to enhance learning opportunities for students.

Leaders:
Draw upon evidence-based data and innovative thinking to drive ongoing improvements in student outcomes.

Processes
How do we do it and how will we know?
- Build connections and expand on programs between feeder schools;
- Establish a student Digital Leader program to drive 21st Century learning. Build upon existing ICT based teacher capacity and evaluate current resources;
- Refine and embed FoR pedagogy in classroom practice;
- Establish a FoW PLC to develop a comprehensive school-based writing strategy;
- Re-establish NbN programs;
- Evaluate current support structures such as Quicksmart, Lexia, Yr 9 NAPLAN Preparation, MilbaDjunga (Aboriginal Cultural financial literacy program), Norta Norta NAPLAN tutoring, Senior Norta tutoring, Aboriginal Language class, access to the Learning Centre (TLC) & Community Tutoring (CT);
- Develop Personalised Learning Plans (PLPs) for all Aboriginal and Torres Strait Islander students;
- Strategically plan and evaluate staff professional learning;
- Initiate Elevate through external providers and embed practices;
- Establish curriculum links to Stage 4;
- Redesign the Library;
- Industry visits, work placements, traineeships, &
- Differentiation – profiling of students

Evaluation Plan
- Staff, student and community qualitative/quantitative data (TTFM survey and Survey Monkey)
- Millennium data – N Awards, Academic Referrals, Commendations
- HSC RAP analysis and SMART data
- TLC & CT participation rates
- Student work samples
- Enrolment data
- Increased use of the Library

Products and Practices
What is achieved and how do we measure?

Products:
- Established procedures and timelines for Year 6-7 transition
- ICT PLC/coding club
- iPad trolley per faculty
- FoR resources evaluated and updated
- Resources for FoW strategies, NbN
- PLP’s
- Elevate resource file
- Library transformation to a 21stC learning environment
- Industry partnerships

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

Practices:
- Year 7 students successfully transition to high school
- Students use ICT to make content meaningful and engaging
- Students use FoR strategies to assist them in reading and comprehension
- Students use FoW strategies to monitor and self-evaluate their writing in order to strengthen it
- Students value NbN
- Students use study skills to assist with revision and task planning
- Students are active participants who engage positively in their education including iSTEM and related activities
- Students speak Gathang
- Students access alternate pathways for career transition
- Industry partnerships provide pathways for future careers
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.

**People**

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

**Students:**
- Initiate processes which systematically teach and support students in the development of effective learning, study skills and task completion. Build student self-awareness of the role and responsibility they have in their individual success. Provide students with opportunities to connect, succeed and thrive.

**Staff:**
- Initiate purposeful leadership roles through an EOI process based on professional expertise to drive staff leading innovative practice;
  - Deputy Principal Teaching and Learning
  - Head Teacher Quality Teaching
  - 21st C Learning Co-ordinator.

**Parents/Carers:**
- Initiate processes with parents to build an understanding of how effective and innovative teaching practice and student performance can improve outcomes for students and how they can best support and extend on this at home.

**Community Partners:**
- Partner with Newcastle University in Quality Teaching Rounds with Masters of Education Pre-service Teachers. Partner with local businesses to support the development of STEM classes (Industry partners)

**Leaders:**
- Strategically plan executive development opportunities to build capacity and understanding of educational reforms including Great Teaching, Inspired Learning; the Australian Professional Standards for Teachers; the Performance Development Framework; and the School Excellence Framework.

**Processes**

How do we do it and how will we know?

- Provide extensive Teacher Professional Learning (TPL) opportunities to build capacity and support staff at their individual career stage including:
  - Quality Teaching (QT) based Lesson Study (LS);
  - Additional Lesson Study (ALS) in FoR, FoW, NbN;
  - Pre-service teacher mentor training;
  - Beginning Teacher support;
  - BOSTES Results Analysis Package HSC results;
  - Focus on Writing;
  - Effective report writing;
  - Technology in the classroom;
  - Technology in the classroom.

- Provide external TPL aligned to individual Performance Development Plans (PDP’s) including the Thinking & Learning Conference (HBL).

- Feature staff TPL in parent/carer communications.

- Collaborate with community partners to provide additional opportunities for our students.

- Lead an annual faculty evaluation.

**Evaluation Plan**

- TPL evaluations, TTFM Data
- Lesson Study/Additional Lesson Study data and evaluations
- Quality of School Life Survey
- Student work samples
- Staff learning and reflection logs.
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.

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

Students:
Expand on processes in which students learn expected PBL behaviours and demonstrate these in all settings.
Develop leadership skills in students through active participation by members of the SRC, Digital Leaders program, student mediation and Junior AECG.

Staff:
Initiate whole school positions through an EOI process to expand on and embed a whole school culture of values;
- PBL co-ordinator
- Girls adviser
- Boys adviser
- Community Liaison Officer

Parents/Carers:
Provide opportunities to engage parents and carers in a wide range of school-related activities.

Community Partners:
Strategically foster productive relationships with key stakeholders in the Raymond Terrace community the the RT Community PBL.

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

Processes
How do we do it and how will we know?

- Strategically develop PBL & Community PBL lessons and explicitly teach to students.
- Celebrate school successes via Highway signage, Facebook, School eNews, School newsletter and website.
- Provide seamless communication to the school community via Facebook, SMS text messaging, School Newsletter.
- Reinforce school values and expectations in all school settings.
- Plan regular SRC & Junior AECG meetings to include student voice in whole-school decision making.
- Evaluate and improve existing indoor/outdoor school resources.
- Plan for and celebrate whole-school community events including Education week, NAIDOC, Sorry Day, Harmony Day.
- Initiate student training program for Peer Mentoring and Mediation.

Evaluation Plan
- Millennium data
- Parent/community surveys – Quality of school life
- Attendance data
- PBL Community surveys
- PBL surveys

Products and Practices
What is achieved and how do we measure?

Products:
- Digital PBL lessons stored on T-Drive.
- Well resourced, enhanced school environment is collaboratively created and maintained.

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

Practices:
- Contextual data (Millenium) drives planning and decision making for PBL.
- Staff follow PBL processes to reinforce a whole-school culture of shared values.
- PBL expands to the Raymond Terrace community.
- Parents/carers and community members contribute to the educational priorities of the school.
- Collective commitment to a multi-faceted communication strategy is embedded and maintained.
- Consultative decision making includes input from SRC and Junior AECG.
- Students guide a process of Peer Mentoring and Mediation
- Boys and Girls Advisors provide additional support to targeted students.
- School Improvement Team – classroom & playground improvements