School plan 2015 – 2017

Peel High School 8525
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peel High School aims to develop students that have Truth in their deeds, Courtesy in their actions, and the Courage to achieve.</td>
<td>Peel High is a partially selective co-educational rural high school in Tamworth. The school is also renowned for its agricultural resources and success. The school prides itself on developing academic, cultural and sporting opportunities. Peel High School is a comprehensive high school of over 613 students. Student numbers have increased over the past year and this trend is expected to continue. The school has a significant (38%) Aboriginal and Torres Strait Islander population. The school has over 30 students in the support unit. The IO, IM and MC students are in discrete classes. A selective Year 7 class, based on academic ability, was established in 2011. In 2013 there were selective classes in Years 7, 8 and 9. Peel has strong community partnerships. Many students excel academically, socially, culturally and in sport. The experience of the teachers varies. The staff are dedicated to their own learning and are involved in ongoing professional development, with all teaching staff trained in Gifted and Talented education. The school is supported by a small hardworking P&amp;C.</td>
<td>Students, Parents and Staff have guided the planning process. The three Strategic Directions were chosen after consultation with key stakeholders. Data was analysed from HSC, NAPLAN, student attendance, enrolments, Selective School Applications, instructional practice rounds, and media coverage. This was conducted by the school planning team and the information gathered was appraised at an extended executive meeting.</td>
</tr>
</tbody>
</table>
Purpose: To develop students who are actively involved in their learning for the 21st century.

Purpose: To build a culture of commitment in teaching, where staff actively reflect on teaching and learning outcomes and maintain high expectations.

Purpose: To develop strong connections with the community to enable students to maximise opportunities through all stages of their schooling.
## Strategic Direction 1: Engagement in Learning

### Purpose
To develop students who are actively involved in their learning for the 21st century.

### People

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

**Students:** believe in themselves, building their expectations of themselves to embrace learning, goal-setting, responsibility, resilience.

**Staff:** higher and consistent expectations, higher self-confidence, professional learning, support each other, instructional practice. Consistency. Quality Teaching. Making accommodations & allowances for all learners.

**Parents:** higher and consistent expectations, options for their students, include them in the processes (discipline, n-determinations), increased communication to home & inclusion in their child’s learning.

**Community partners:** increased opportunities for the students,

**Leaders:** building student leadership capacity.

### Processes

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

- Creation of an Engagement Class with a focus on Stage 4
- Professional Learning for all staff on implementing and assessing instructional practice with a focus on learning intentions.
- Evaluate, identify and create engaging learning environments.
- The GAT Committee develop RICH Task Program and appropriate professional learning.
- Whole school focus on improved attendance.

**Evaluation plan:**

- Instructional practice observations
- Improvement in task submission rate.
- Attendance data & fractional truancy
- Literacy and numeracy continuum
- Student and staff surveys
- N-determination data and discipline data

### Improvement Measures

- NAPLAN/HSC
- Instructional Practice

*Note: this links to the first bullet-points (❖) in the Products and Practices column*

### Products and Practices

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

**Practices**

- Engagement Class established with students identified and staffed by a specialist teacher and SLSO.
- Instructional Practice embedded across all classes (Year 7-12), with a focus on Gift and Talented students.
- Development of higher order thinking curriculum in the Gifted and Talented Program.

**What is achieved and how do we know?**

**Product**

- Students significantly improved learning and behaviour to access mainstream. Improvement on the literacy and numeracy continuums/NAPLAN/other methods of assessment.
- Instructional Practice observation with a focus on learning intentions.
- Student and staff surveys highlighting the effect of the changing environments on learning.
- Development and implementation of enrichment tasks for all Selective Classes
## Strategic Direction 2: Engagement in Teaching

### Purpose

To build a culture of commitment in teaching, where staff actively reflect on teaching and learning outcomes and maintain high expectations.

### People

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

**Students:** Effective and timely feedback to/from students.

**Staff:** Professional conversations, team teaching, lesson observations. Induction programs & mentoring of staff. Support for all staff in the completion of the New Teacher Development Plan.

**Parents:** Effective feedback to/from parents and community.

**Community partners:** Incorporate community partners into teaching and learning programs.

**Leaders:** Enable a self-sustaining and self-improving school community that will continue to support the highest levels of learning.

### Processes

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

- Professional Learning for all staff on the New Teacher Performance and Development Plan
- Build culture of lesson observations within the school.
- Mentoring for staff completing and maintaining BOSTES Teacher standards.

**Evaluation plan**

- Completion of the New Teacher Performance and Development Plan.
- Retention rate of staff
- Staff Survey
- Staff attendance rates.
- Staff finishing and maintaining their accreditation.

### Products and Practices

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

**Practices**

- Teachers share responsibility for student improvement and contribute to a transparent learning culture.
- Peer lesson observations.
- Supervision and mentoring program for BOSTES accreditation standards.

**What is achieved and how do we know?**

**Product**

- The implementation of the New Teacher Performance and Development Plan.
- Development of a peer observation practices.
- All staff accredited and maintained at the appropriated BOSTES standard.

---

**Improvement Measures**

- PDF/Lesson Obs
- Accreditation
- [ ] Note: this links to the first bullet-points in the Products and Practices column
## Strategic Direction 3: Engagement with Community

### Purpose
To develop strong connections with the community to enable students to maximise opportunities through all stages of their schooling.

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

**Students:** volunteering & community-based programs, transition opportunities, post-school transition programs. Developing an understanding and planning for individual learning pathways.

**Staff:** utilising expertise of staff to provide opportunities for transition purposes in the community (e.g. music programs, drama shows, nursing home & primary schools). Connecting to country Professional Learning for staff.

**Parents:** feel welcomed and valued within the school community.

**Community partners:** Students benefit from the school’s planned and proactive engagement with parents and the broader community.

**Leaders:** Teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

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

- Sharing of curriculum between primary and secondary teachers
- Careers & post-school transition programs including work placement, University involvement. SBAT, Job Coach, VET coordinator, Careers Advisor
- Cultural perspectives evidenced in teaching programs.
- Transition Programs happening with key community organisations.

**Evaluation plan**

- Retention rates, successful students (in jobs, mentored to stay at school).
- Attendance rates
- Parental and community involvement
- Post School Destination survey.
- Enrolment data.
- Student extra Curricula activities
- Community Surveys.

### Products and Practices
**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**

- Strong relationship between staff, students and the community.
- Transition to high school programs through strong partnerships with Primary Schools.
- Post School Transition opportunities optimised for all students.

**What is achieved and how do we know?**

**Product**

- Increased application and positions offered in the selective class.
- Increased enrolment applications for Year 7.
- Increased retentions rates into Year 12
- Increased University offers and post school opportunities i.e. TAFE, SBAT.
- Implementation of cultural programs.

---

**Improvement Measures**

- Enrolment Data
- Post School Destinations

*Note: this links to the first bullet-points in the Products and Practices column*