School plan 2015 – 2017

Gundagai High School 8442
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Gundagai High School’s vision is to develop the potential of each student through the provision of quality educational experiences. We strive to develop high achieving, compassionate, confident global citizens, who show Respect, Responsibility and Integrity towards themselves, others and their community.</td>
<td>Gundagai High School is a small (224 enrolments with 4% NESB, 6% Aboriginal) comprehensive rural secondary school in the Riverina. Gundagai High School works collaboratively with its partner primary schools and local community.</td>
<td>Gundagai High School has formulated this school plan by consulting the broader community in Open Invitation Forums and numerous Parent &amp; Citizen meetings.</td>
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<td>Gundagai High School's core business is the delivery of quality teaching and learning, addressing student needs and parent expectations, within a Positive Behaviour for Learning (PBL) framework.</td>
<td>Gundagai High School offers Video Conferencing, Distance Education and VET courses to broaden the senior curriculum and vocational pathways for students.</td>
<td>The staff have attended training sessions, worked on the plan in Executive meetings, staff meetings and whole school planning initiatives over a period of 8 months.</td>
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<td>Through its strong focus on community connections, the school offers a broad range of post-school options within local industry and tertiary education providers.</td>
<td>Students at Gundagai High School have access to many sporting opportunities and cultural events. The school has a supportive welfare system and recognises and rewards students for their successes.</td>
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Purpose:
Our purpose is to provide innovative teaching and learning experiences which will engage all stakeholders.

We will also strive to develop life-long learners and active citizens who contribute positively to their community.

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Our purpose is to build the leadership capacity of all, by fostering a positive and supportive culture that empowers individuals to share ideas and forge links with the local and wider community.

Purpose:
Our purpose is to develop and strengthen connections with carers/parents, the community, industry and business to broaden the learning environment and experiences of all.

We will also strive to facilitate positive relationships within the local and wider community by utilising their knowledge and expertise to create real world experiences.
## Strategic Direction 1: Teaching and Learning

### Purpose
Our purpose is to provide innovative teaching and learning experiences which will engage all stakeholders.

We will also strive to develop life-long learners and active citizens who contribute positively to their community.

### People
#### Students
- Engage 21\textsuperscript{st} Century Learners
- Improve literacy and numeracy
- Students use reflection and feedback to improve learning

#### Staff
- To build the capacity of all staff to address the student learning needs

#### Parents and Caregivers
- Innovative and creative teaching and learning to engage all stakeholders to develop as life-long learners and active citizens

#### Community Partners
- Curriculum provision is enhanced by learning alliances with primary feeder schools and tertiary institutions

### Processes
#### Giving self-directed learning opportunities
#### Use class lessons to teach Literacy and Numeracy Strategies
#### Students use reflection proforma

#### Consistent TPL for staff – Ongoing
- Beginning and early-career teachers are provided with targeted support in areas of identified need

#### Providing opportunities and promotion of the learning environment and facilities available at GHS
#### Establishing the school as a learning hub

#### Build and maintain relationships with community groups/businesses

### Products and Practices
#### Students identify areas of strength and weakness – set future learning goals
#### Units of learning include PBL
#### Embedding Literacy and Numeracy strategies into our units of learning – teacher reflection/evaluation

#### Developing systems for collaboration, classroom observation, and modelling of effective teaching practice and feedback school-wide
#### Professional Development Framework - formal/informal presentation/discussion
#### 100% teachers use student performance data/student feedback/surveys/discussions to evaluate teaching practices

#### Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them in their learning

#### Utilisation of school resources and facilities in providing learning opportunities

#### Maintaining and increasing community based partnerships in scholarship, work-placement/experience
#### Involvement of Partners in school based projects eg. Duke of Ed, sport, cultural activities and curriculum based learning

### Improvement Measures
- Students identify areas of strength and weakness – set future learning goals
- Developing systems for collaboration, classroom observation, and modelling of effective teaching practice and feedback school-wide
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them in their learning.
## Strategic Direction 2: Leadership

### Purpose
Our purpose is to build the leadership capacity of all, by fostering a positive and supportive culture that empowers individuals to share ideas and forge links with the local and wider community.

### People

#### Students
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

#### Staff
- Processes are in place to provide formal mentoring or coaching support to improve capacity and leadership practice.

#### Parents and Caregivers
- The school community is committed to the school’s strategic directions and practices to achieve educational priorities.

#### Community Partners
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students and parents.

### Processes

#### Promoting SRC involvement, peer leadership and community engagement programs supports GHS goals of leadership development and is central to school capacity building

#### Mentoring and leadership programs
- The school embeds explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

#### Parents and community members have the opportunity to engage in a wide range of school-related activities
- The school solicits and addresses feedback on school performance.

### Products and Practices

#### 5% increase in positive referrals and student promotions to reflect student leadership involvement and opportunities
- 50% more students join SRC and leadership activities within the school and community.

#### The school leadership team engages the school community in reflecting on student performance data

#### 100% more website visits to recognise greater communication with the community
- 50% increase in potential involvement in P&C
- Use of traditional and technological mediums for communication
- Surveys 2014 baseline

#### GHS learning hub – Increase the use of GHS facilities as a venue for learning in Gundagai
- Increase in workplace visits
- Participation in school visits

### Improvement Measures

- 5% increase in positive referrals and student promotions to reflect student leadership involvement and opportunities
- The school leadership team engages the school community in reflecting on student performance data
- The school leadership team engages the school community in reflecting on student performance data
- GHS learning hub – increase the use of GHS facilities as a venue for learning in Gundagai
### Strategic Direction 3: Community Connections

#### Purpose
Our purpose is to develop and strengthen connections with carers/parents, the community, industry and business to broaden the learning environment and experiences of all.

We also strive to facilitate positive relationships within the local and wider community by utilising their knowledge and expertise to create real world experiences.

#### Improvement Measures
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students
- Staff participate in TPL, register their hours and assist with maintaining accreditation

#### People

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<th>Students</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Accessing broader learning environments</td>
<td>School excursions</td>
<td>Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning</td>
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<td>There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement</td>
<td>Online learning and connections to tertiary education</td>
<td>The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students</td>
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<td>Students, staff and the broader school community understand the behaviours, attitudes and expectations that contribute to the wellbeing of others and the wider community</td>
<td>School programs address the needs of identified student groups (eg. special needs students)</td>
<td>Staff participate in TPL, register their hours and assist with maintaining accreditation</td>
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<td>Staff</td>
<td>Individual learning is supported by the effective use of school, DEC and community expertise</td>
<td>There are opportunities for students and the community to provide constructive feedback on school practices and procedures</td>
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<td>Opportunities to experience local/national/global communities and networks to improve community connections</td>
<td>The school leadership team engages the school community in reflecting on student performance data</td>
<td>Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live</td>
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<td>Encourage students to recognise and respect cultural identity and diversity</td>
<td>Teachers expand the learning environment</td>
<td>Increase use of School information systems (maximum 2 per year) E.g. webpage/email/newsletters/Facebook/Moodle/Daily Bulletin/Independent/radio/Information evenings</td>
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<td>Communicate clearly about school priorities and practices</td>
<td>The school leadership team facilitates strategies to maintain and improve positive community profile</td>
<td>The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations</td>
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<td>Parents and Caregivers</td>
<td>Opportunities to engage in a wide range of school-related activities eg. webpage/email/newsletters/Facebook/Moodle/Daily Bulletin/Independent/radio/Information evenings</td>
<td>The use of school facilities are optimised within the local community, to best meet the needs of students and the local community</td>
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<td>Involvement in school initiated learning activities</td>
<td>Community Partners</td>
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<td>Clear communication links</td>
<td>Tertiary education partnerships</td>
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<td>Parents and Caregivers</td>
<td>Business and industry providers</td>
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<tr>
<td>Community Partners</td>
<td>Wider community</td>
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<td></td>
<td>Maintain and improve positive community profile</td>
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#### Staff
- Tertiary education providers
- Industry and business providers
- Wider community
- Maintain and improve positive community profile

#### Processes
- Shared school-wide responsibility is embraced through leadership teaching, learning, and evaluations to assist in setting educational priorities
- Practices and processes are responsive to school community feedback

#### Products and Practices
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students
- Staff participate in TPL, register their hours and assist with maintaining accreditation
- There are opportunities for students and the community to provide constructive feedback on school practices and procedures
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live
- Increase use of School information systems (maximum 2 per year) E.g. webpage/email/newsletters/Facebook/Moodle/Daily Bulletin/Independent/radio/Information evenings
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