School plan 2015 – 2017

Thomas Reddall High School
8589

Student engagement and performance

Teacher learning and leadership

Community engagement and participation
## School background 2015 - 2017

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<th><strong>School vision statement</strong></th>
<th><strong>School context</strong></th>
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<tr>
<td>At Thomas Reddall High School we strive to provide quality learning experiences for all students to promote improved engagement and performance. This is achieved by staff undertaking best practice professional learning. We aim to consult our broader community at all stages of our journey and actively encourage all stakeholders to celebrate our successes.</td>
<td>Thomas Reddall High School is a comprehensive, co-educational 7 to 12 school located in the Macarthur district. The school population of approximately 600 for 2014 includes: 30% Language Background Other Than English (LBOTE) and 8% Aboriginal students and a Support Unit for students with Autism and mild intellectual disability (IM). The school has a strong focus on teacher professional learning that promotes staff leadership in developing teaching and learning programs that ensure engaging classroom practice particularly in the explicit teaching across the curriculum of aspects of literacy and numeracy. This teacher professional learning has been systematic and individualized; each teacher has developed a professional learning plan that addresses their individual needs in the context of the school targets. Coincidental professional learning has addressed the use of data to inform classroom practice particularly as related to the differentiation of curriculum to ensure that the individual learning needs of students are being addressed. The Thomas Reddall High School core responsibilities of students and staff are: Show Respect, Learn Well, Speak Well, Be Prepared, and Right Place, Right Time. And were developed through the Positive Behaviour and Learning Program. The school community works together to improve student outcomes and create a safe and happy school environment.</td>
<td>As part of the regime of self-evaluation and revision that has been in place for previous planning cycles there has been ongoing consultation with students, staff, parents and the wider school community in relation to the vision and direction of the school. These consultations have taken the form of meeting, surveys and focus groups and have covered the gamut of aspects of school procedure and operation. Staff SWOT analysis and online surveys. Online surveys of a representative sample of students and parents. The Melbourne declaration and the Schools Excellence Framework were discussed to inform plan. The executive worked in teams to develop the strategic directions. Participated in Aboriginal Education Consultative Group Principals’ consultation meeting.</td>
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Purpose:
To ensure that socioeconomic conditions cease to be a significant determinant of educational outcomes for students at Thomas Reddall High School in order that every student has the opportunity to achieve their potential and thereby become active and responsible 21st Century learners.

Purpose:
To ensure a staff culture that promotes excellence by providing challenging and stimulating learning experiences that enable students to explore their gifts and talents through the explicit teaching of the 21st Century Skills.

Purpose:
To encourage parents, carers, families and the broader community to hold high expectations for the educational outcomes of the students at Thomas Reddall High School and contribute to supporting the school.
### Strategic Direction 1: Student engagement and performance

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong> To ensure that socioeconomic conditions cease to be a significant determinant of educational outcomes for students at Thomas Reddall High School in order that every student has the opportunity to achieve their potential and thereby become active and responsible 21st Century learners.</td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<td><strong>Students</strong>: Literacy fundamentals are seen as a significant area for improvement in Stage 4 and 5. Students require development in their comprehension skills. Stage 6 students need to improve their extended writing skills. In preparation for the HSC. By improving the students skills in extended writing, HSC results will improve.</td>
<td><strong>PBL</strong> Positive Behaviour for Learning (PBL) is a program that has created significant positive impact on student engagement and school climate and continues to be a focus of innovation.</td>
<td><strong>ALARM</strong> Established to review strategies that offer improvement in extended writing for students in Stage 6. ALARM (A Learning and Response Matrix) provides structure for students who have difficulty in developing and sustaining extended writing passages. A school based matrix will provide a basis for teaching and responding.</td>
<td><strong>Improved performance on external quantitative measures including the HSC and NAPLAN.</strong></td>
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<td><strong>Staff</strong>: Staff will undertake professional development to improve their ability to teach basic literacy skills in their classroom and to develop lessons and strategies that encourage students to attend and engage with their lessons.</td>
<td><strong>Literacy</strong> Implementation of whole school strategy that addresses the difficulties faced by our students with reading comprehension. Known as the Reading 2 Learn (R2L). Primarily concentrates on Stage 4 but the skills are transferable and appropriate for any year group.</td>
<td><strong>Increase in Stage 6 N-Warning Letters</strong></td>
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<td><strong>Parents/Carers</strong>: Parents can support the developing literacy skills of their children by spending time each night reviewing the literacy work being done in classrooms, helping students with their homework or reading and discussing current events with their children.</td>
<td><strong>Numeracy</strong> School Numeracy Improvement Program (SNiP – Working Title) to be researched and developed by the Numeracy team during 2015 for implementation across 2016-2017.</td>
<td><strong>Increase the number of students in Stage 4 achieving at or above the expected level on the Literacy and Numeracy Continua.</strong></td>
<td><strong>ALARM</strong></td>
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<td><strong>Community Partners</strong>: Australian Business Co-operation Network (ABCN), Welfare NGOs such as Uniting Care and MTC and partnerships with University of Western Sydney work with the school to support students in the pursuit of alternate futures.</td>
<td><strong>Evaluation Plan</strong> Data from external exams will provide a guide as to the progression of the students in the curriculum based programs and welfare data will inform the effectiveness of PBL.</td>
<td><strong>Ensure that Aboriginal students in Year 8 improve their performance by two clusters on the Literacy Continuum in the aspects of Reading and Comprehension.</strong></td>
<td><strong>Improved retention, attendance and completion of schooling by Aboriginal students.</strong></td>
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<td><strong>Leaders</strong>: Provide support and expertise in training staff to develop sustainable literacy strategies that will improve the comprehension of students within our school.</td>
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<td><strong>Increase student attendance rates in Stages 5 and 6</strong></td>
<td><strong>Reduce late arrival average by 5%</strong></td>
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<td><strong>Improvement Measures</strong></td>
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<td>- Increase the number of students in Stage 4 achieving at or above the expected level on the Literacy and Numeracy Continua 55 to 65.</td>
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<td><strong>Practices:</strong> The implementation of the R2L program and the ALARM matrix provide sustainable programs that focus on improving lesson quality and delivery. The foundations of each program facilitate quality teaching in our classrooms, supported by the PBL framework.</td>
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| | | | **Practices:** The implementation of the R2L program and the ALARM matrix provide sustainable programs that focus on improving lesson quality and delivery. The foundations of each program facilitate quality teaching in our classrooms, supported by the PBL framework.
Strategic Direction 2: Teacher learning and leadership

**Purpose**

Why do we need this particular strategic direction and why is it important?

To ensure a staff culture that promotes excellence by providing challenging and stimulating learning experiences that enable students to explore their gifts and talents through the explicit teaching of the 21st Century Skills.

**People**

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

**Students:**
- Are exposed to differentiated quality teaching and learning.
- Give teachers informed feedback on their perceptions of the quality of learning experiences provided.
- Master core subjects, increased literacy and numeracy, increased capacity to deconstruct questions, content and respond in a structured and coherent manner.
- Think deeply and critically, and make relevant connections to the curriculum.

**Staff:**
Are exposed to appropriate professional development opportunities to build capacity to utilise the principles of the Quality Teaching Framework and The 8 Aboriginal Ways of Learning in their practice. These professional learning opportunities will have specific focus on school projects related to ALARM, Formative Assessment, PBL, R2L, Literacy Continuum and Numeracy.

Develop stronger links with local Indigenous organisations, such as Tharawal and Badanami Centre for Indigenous Education (UWS).

**Leaders:**
Promote and support an increase in staff attaining the Higher Levels of Accreditation through the application of the Performance and Development Framework.

**Processes**

How do we do it and how will we know?

**PBL**
Staff will be consistently trained in the ongoing implementation PBL curriculum and reward initiatives across the school, to improve student behaviour and maximise opportunities for quality teaching and learning in the classroom.

**ALARM**
Staff will participate in training and development opportunities to assist them with the implementation of ALARM (A Learning and Responding Matrix)/Formative Assessment; Increasing rates of staff incorporating ALARM and Formative Assessment practices in their teaching and learning programs for Stage 6 initially and furthermore Stage 5 and 4.

**Literacy**
Ongoing formal and peer led training to occur for Reading to Learn (R2L), leading to it being embedded as a consistently utilised strategy across KLA’s.

Increased training to occur around the implementation of the Literacy Continuum, including its use in Assessment and Feedback procedures.

**Numeracy**
SNIP (Working Title) training opportunities to be provided to staff throughout 2016-2017 to improve ability to incorporate numeracy perspectives across KLA’s and incorporate strategies that allow students to demonstrate improved growth on the markers of the Numeracy Continuum.

Training teachers to engage Aboriginal students on a deeper level through ongoing and sustained training in the 8 Ways.

**Evaluation Plan**
Data from external exams will provide a guide as to the progression of the students in the curriculum based programs and inform the effectiveness of staff professional development initiatives.

**Products and Practices**

What is achieved and how do we measure?

- Increased participation rates of staff in professional learning opportunities.
- Embedding ALARM, Formative Assessment, R2L, Literacy and Numeracy Continua perspectives into the classroom delivery of all staff.
- Review of numbers and areas in professional development applications.
- Improved performance on external measures including the HSC and NAPLAN.
- Increase the number of students in Stage 4 achieving at or above the expected level on the Literacy and Numeracy Continua.
- Ensure that Aboriginal students in Year 8 improve their performance by two clusters on the Literacy Continuum in the aspects of Reading and Comprehension.
- Improved retention, attendance and completion of schooling by Aboriginal students.
- Increase student attendance rates by 1% each year 2015-2017.
- Reduce student late arrival daily average each year from 2015-2017.

**Products:**
All staff to be involved in Professional Learning related to PBL, Formative Assessment, ALARM, R2L, Literacy Continuum and Numeracy.

An Audit Report of Professional Development Applications with 100% of staff attending at least one external activity.

Accredited teachers with BoSTES logged hours of professional development

**Practices:**
- Exit surveys of student focus groups.
- Implementation of Performance and Development Framework.

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**Aboriginal Equity**

- Increased participation rates of staff in professional development opportunities
- All staff implementing school-wide curriculum initiatives related to ALARM, Formative Assessment, R2L and Literacy Continua.
- Review of numbers and areas in professional development applications.
- Improvement in external assessment results, including HSC, NAPLAN and ESSA, and KLA specific competitions.

**Socio-Economic Equity**

Develop stronger links with local Indigenous organisations, such as Tharawal and Badanami Centre for Indigenous Education (UWS).
Strategic Direction 3: Community engagement and participation

### Purpose

Why do we need this particular strategic direction and why is it important?

To encourage parents, carers, families and the broader community to hold high expectations for the educational outcomes of the students at Thomas Reddall High School and contribute to supporting the school.

### People

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

- **Students:** Demonstrate the attributes of an engaged 21st Century Learner.

- **Staff:** Have the capacity to develop in students the attributes of an engaged 21st Century learner. Staff are actively involved in promoting the positive work of the school via the school’s community engagement platforms (CSG, Newsletter, Facebook, Website and School Sign).

- **Parents/Carers:** Are actively involved in the Community Support Group (CSG). They also actively engage in the activities of the school via attendance at parent/teacher meetings and through online platforms (Website/Facebook).

- **Community Partners**

  Increased participation in the CSG and increased collaboration between the school and its community partners.

- **Leaders:**

  Actively promote community participation through the transparent operation of the school.

### Processes

How do we do it and how will we know?

- **PBL**
  - Staff enter fractional and whole day absence on Sentral to improve attendance data
  - Social media posts use PBL language

- **ALARM**
  - Publication of assessment and exam dates on social media
  - Parent/community meeting to discuss ALARM and Formative Assessment processes and expectations of students.

- **Literacy**
  - Continue promotion of volunteer parent mentoring programs such as the Reading program
  - CSG meeting to discuss Literacy Continuum processes and expectations of students.
  - Investigate the establishment of Community of Schools Reading Program for parents.
  - KLA publication of student work to social media

- **Numeracy**
  - CSG meeting to discuss Numeracy Continuum processes and expectations of students.
  - KLA publication of student work to social media

### Products and Practices

What is achieved and how do we measure?

- Sentral data analysis of fractional and whole day absences for all students.
- Parent attendance at school events and activities.
- Analysis of post school destinations

**Products:**

- Improved student attendance through better communication with and cooperation from parents.
- Social media participation increase resulting in improved communication.
- Increased attendance at school events and meetings.
- Increased participation in volunteering of both students and adults.

**Practices:**

- Phone home program to address recidivistic non attendance
- Year advisors contacting parents of students whose attendance is at or below 40%
- Deputy principals targeting repetitive lateness
- Support students who have missed work though referral to the learning support team in order to minimise impact of absence
- Open Night, information nights, Multicultural Day, NHS Day, Maths World
- **Koori Flow**

### Improvement Measures

- Sentral data analysis of fractional and whole day absences for all students.
- Measure of N award warnings and determinations.
- Increased engagement by the school community in the achievements and successes of the school via online platforms.
- Parent attendance at school events and activities.
- Analysis of post school destinations.

**Aboriginal Equity**

**Socio-Economic Equity**