



# School plan 2018-2020

**Cowra High School 8148**



# School background 2018–2020

## School vision statement

Through quality teaching, Cowra High School seeks to prepare students to fulfill their potential and pursue excellence in all fields of endeavour. We value culture and positive self-worth to empower students to lead purposeful lives, contributing to local and global communities to succeed in a dynamic world. We strive to provide a holistic and inclusive education for all learners, fostering resilience and creating curious, confident, respectful and responsible life-long learners.

## School context

Cowra High School embodies high expectation of respect and responsibility through encouraging each individual to reach their potential. Students pursue excellence through engagement in academic, sporting, cultural and creative and performing arts.

Broad subject choice ensures students are able to reach their potential and achieve individual success. Staff encourage students to be confident and resilient by developing skills to become contributing members of society as life-long learners and critical and creative thinker.

What makes us unique and proud is our schools rural location and community composition. We embrace a variety of cultures and celebrate this in all we do. We foster this inclusivity through our ties to our national history, Seikei and Camden exchange program and participation in community events. In addition, the sharing of culture of our First Australians is embedded in everyday life at Cowra High School. This ensures every student is known, valued and cared for.

## School planning process

School planning was conducted in consultation with the entire school staff through workshops. This provided opportunities for teaching and learning teams to evaluate whole-school data sets and feed back on the direction of the school in line with State Strategic Direction and Premier's Priorities. Input from community stakeholders has occurred on several occasions through various mediums, including face to face meetings, focus groups and an online and paper survey. Draft school plans were presented to the school staff, Parents' & Citizens' Association and the Aboriginal Education Consultative Group for feedback.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Positive School Culture

**Purpose:**

To develop respectful and responsible members of the school community who value lifelong learning.



**STRATEGIC  
DIRECTION 2**  
School and Community

**Purpose:**

To build a culture of collaboration and communication between the school and the community in order to improve learning outcomes and life opportunities for our students.



**STRATEGIC  
DIRECTION 3**  
Quality Teaching and Learning

**Purpose:**

To deliver a high quality curriculum that meets the needs and expectations of our school and community.

# Strategic Direction 1: Positive School Culture

Purpose	People	Processes	Practices and Products
<p>To develop respectful and responsible members of the school community who value lifelong learning.</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>Engaged in classroom activities</li> <li>Accept ownership/ responsibility for behaviour</li> <li>Display a sense of belonging and pride in the school</li> <li>High expectations of behaviour and application to learning</li> </ul>	<p>Explore and establish programs designed to re engage students identified with attendance or behaviour issues.</p> <p><b>Completed Term 2 2019</b></p>	<p><b>Practices</b></p> <p>The school Attendance Policy and strategic plan using connect. thrive, succeed is implemented.</p>
<p><b>Improvement Measures</b></p>	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>Actively engage in PBL strategies and their development</li> <li>Model positive approaches to student management</li> <li>Ensure consistent adherence to school and Department student management policies and procedures</li> <li>communicate and work with parent/carers regarding Department and school expectations of student attendance and behaviour</li> </ul>	<p>Develop PBL based processes that recognises and encourages positive attendance patterns in students.</p> <p><b>Completed Term 2 2019</b></p>	<p>Students are recognised and celebrated for positive attendance.</p> <p>Learning Hub is utilised to re engage students with school.</p>
<p>Whole day attendance rates have improved, with a reduction in class based truancy. <b>Completed Term 2 2019</b></p>	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>Actively work with students to attend school and engage with learning in class</li> <li>Engage with the school Attendance, Learning Support and/or Wellbeing Team using school referral process.</li> </ul>	<p>Development of attendance strategy that identifies motivation behind lack of attendance and classroom truancy and then addresses these motivation.</p> <p><b>Completed Term 2 2019</b></p>	<p>NGOs work with the Attendance team and/or Learning and Support Teams to address student wellbeing.</p>
<p>The school has achieved Tier 3 (the highest level) in its PBL journey. <b>Completed Term 2 2019</b></p>	<p><b>Community Partners</b></p> <ul style="list-style-type: none"> <li>NGOs such as HeadSpace and the Neighbourhood Centre will coordinate</li> </ul>	<p><b>Completed Term 2 2019</b></p> <p><b>Semester Two 2019</b></p> <p><b>PBL Engagement</b></p> <p>Whole school approach understand PBL and systems and processes implemented to ensure fidelity with staff and students.</p>	<p>The school is implementing PBL Tier 3 protocols. Berry Street Education Model underpins Wellbeing Support.</p>
<p><b>Semester Two 2019</b></p> <p>School demonstrates increased levels of wellbeing support underpinned by PBL respect and responsibility.</p>		<p><b>Semester Two 2019</b></p> <p><b>Wellbeing Support</b></p> <p>Targeted support to establish personalized pathways for student learning to maximise student attendance and learning outcomes.</p>	<p>Establishment of H–Hub to provide increased specialist Wellbeing Support for CHS Students and their families maximising educational outcomes.</p>
<p><b>Semester Two 2019</b></p> <p>Decrease in suspensions and increase in student attendance. Alternative pathways for students to eradicate consecutive suspensions.</p>		<p><b>Semester Two 2019</b></p> <p><b>Instructional Leadership</b></p> <p>Mentoring and coaching processes whole school to develop staff to pursue promotional positions and in school succession planning.</p>	<p><b>Products</b></p> <p>Average school attendance rates have improved when compared to the average in 2019.</p> <p>Attendance has improved in comparison to the baseline established at the conclusion of Term One 2019.</p>
<p><b>Semester Two 2019</b></p> <p>Instructional Leadership, coaching and mentoring as part of the Performance and Development Framework to inform the teaching and learning process across all faculties.</p>			<p>There is a reduction in the number of suspensions when compared to 2019.</p>
<p><b>PBL 2020</b></p> <p>School demonstrates increased levels of wellbeing support underpinned by PBL respect and responsibility.</p>			
<p><b>Berry Street 2020</b></p> <p>The school has achieved Tier 3 (the</p>			

# Strategic Direction 1: Positive School Culture

## Improvement Measures

highest level) in its PBL journey and begun embedding Berry Street Education Model to underpin Wellbeing.

## People

with the School's Attendance and Wellbeing team around case management.

- Local business will work with the Careers Advisor relating to work experience opportunities.

## Staff

- Actively engage in PBL strategies and their development
- Ensure consistent adherence to school and Department student management policies and procedures
- Communicate and work with parent/carers regarding Department and school expectations of student attendance and behaviour

## Processes

### PBL Engagement – 2020

Whole school approach understand PBL and systems and processes implemented to ensure fidelity with staff and students.

### Wellbeing Support – 2020

Targeted support to establish personalized pathways for student learning to maximise student attendance and learning outcomes.

### Instructional Leadership – 2020

Mentoring and coaching processes whole school to develop staff to pursue promotional positions and in school succession planning.

## Evaluation Plan

Five week collection of student Attendance – individual and trend data.

Term collection of student suspension data

Fortnightly collection of behaviour referrals by PBL Team will be monitored via the school's electronic data base referral to LST, and Attendance Teams.

Scope and sequence of professional learning for staff interested in promotion casual, temporary and permanent staff. (teacher identified hours).

Preliminary establishment for 2020 of H-Hub to support student Wellbeing and learning outcomes.

# Strategic Direction 2: School and Community

Purpose	People	Processes	Practices and Products
<p>To build a culture of collaboration and communication between the school and the community in order to improve learning outcomes and life opportunities for our students.</p>	<p><b>Staff</b></p> <p>Engage with the development and implementation of a school wide promotions plan.</p>	<p><b>School Promotion</b></p> <p>Utilise the expertise from the DoE Communication directorate to collaboratively finalise the development of a school promotions plan.</p>	<p><b>Practices</b></p> <p>Host a minimum of two local business/employer events at the school each year.</p>
<p><b>Improvement Measures</b></p>			
<p>Students accessed work placement or work experience in Cowra if the industries exist in town. <b>Completed Term 2 2019</b></p>	<p>Develop opportunities to engage local employers in school events.</p>	<p><b>Community Support</b></p> <p>Actively seek improved relationships with local employers to enhance work experience, work placement opportunities for students.</p>	<p>Community events are promoted within the school community as important components of school life.</p>
<p>A high proportion of Cowra High students attend all community events the school is involved with. <b>Completed Term 2 2019</b></p>	<p>Enhance the school's relationship with local service clubs.</p>	<p><b>Completed Term 2 2019</b></p>	<p>Focus on writing with program 'Secondary Writing Focus' involving partner primary schools</p>
<p><b>Semester Two 2019</b></p> <p>School Website communication with community used to inform parents of school and student learning and wellbeing.</p>	<p><b>Leaders</b></p> <p>recognise and promote opportunities to enhance the school's standing in the community and with employers.</p> <p>Actively encourage students and staff involvement in positive community events.</p>	<p>Formulate a team to develop strategies to increase student and staff participation in community events.</p>	<p><b>Products</b></p> <p>Students accessed work placement or work experience in Cowra if the industries exist in town.</p>
<p><b>Semester Two 2019</b></p> <p>Transition Plan with systems and processes with all primary schools to promote Cowra High School and how Year 6 students can seamlessly adjust to high school.</p>	<p>Explore strategies to enhance school and parent/carer communication.</p>	<p><b>Semester Two 2019 Community Engagement</b></p> <p>Employment of a Community Liaison. Work with the community and develop relationships via, website, Facebook, newspaper and Newsletter to promote CHS information and student success.</p>	<p>A high proportion of Cowra High students attend all community events the school is involved with.</p>
<p><b>Semester Two 2019</b></p> <p>Community Links and school plan promotion such as work experience, Rotary, Seikei, Business Chamber and VET.</p>	<p><b>Community Partners</b></p> <p>Local employers and service clubs utilise the school as a first point of call for connection with the youth of Cowra.</p> <p>Employers willing provide opportunities for work placement and work experience for Cowra High students.</p>	<p><b>Completed term 4 2019</b></p> <p><b>Partnerships with Primary Schools (Cowra Network) 2020</b></p> <p>Deputy Principal develops a strategic plan. Organise professional learning workshops with primary and high school staff. Embed a seamless transition process to class profile students prior to starting year 7.</p>	<p>Cowra High is recognised as an active member of the Cowra community.</p>
<p><b>Communication 2020</b></p> <p>School Website communication with community used to inform parents of school and student learning and wellbeing.</p>	<p>Community organisations recognise the positive involvement of Cowra High students in the community.</p>	<p><b>Evaluation Plan</b></p> <p>Quarterly collect Work placement records to review after each work placement period</p>	
<p><b>Transition 2020</b></p>	<p><b>Students</b></p> <p>Involvement in significant community events such as ANZAC day, Break Out commemorations and the Festival of</p>		

# Strategic Direction 2: School and Community

## Improvement Measures

Transition Plan with systems and processes with all primary schools to promote Cowra High School and how Year 6 students can seamlessly adjust to high school.

### Community Links 2020

Community Links and school plan promotion such as work experience, Rotary, Seikei, Business Chamber and VET.

## People

International Understanding.

Positive commitment to work placement and work experience.

### Parents/Carers

Encourage student involvement in school/community events.

Recognise the breadth of opportunity for student involvement in the community.

## Processes

by the VET coordinator.

Quarterly collect Work experience records by the school careers adviser.

Each semester survey parents focusing on school communication.

Visible evidence of improvement in Year 7 Student Writing as shown by formative work samples

# Strategic Direction 3: Quality Teaching and Learning

<p><b>Purpose</b></p> <p>To deliver a high quality curriculum that meets the needs and expectations of our school and community.</p>
<p><b>Improvement Measures</b></p> <p>The average value added growth in 7 to 9 and 9 to 12 increases.</p> <p>Average HSC results for each subject will increase over the average results for the last 5 years where that data exists.</p>
<p><b>Semester Two 2019</b></p> <p>High quality teaching and learning practices in classrooms, evidenced in every faculty through differentiated and individualised programs, assessment tasks and work samples.</p>
<p><b>Semester Two 2019</b></p> <p>Increased use of student assessment and external examination data for teachers to inform the teaching and learning process.</p>
<p><b>Data use in Practice 2020</b></p> <p>Increased use of student assessment and external examination data for teachers to inform the teaching and learning process.</p>
<p><b>High Quality Assessment 2020</b></p> <p>High quality teaching and learning practices in classrooms, evidenced in every faculty through differentiated and individualised programs, assessment tasks and work samples.</p>

<p><b>People</b></p> <p><b>Students</b></p> <p>Engaged in their own learning .</p> <p>Striving to meet their potential.</p> <p>Responding positively to opportunities to improve general learning skills development.</p> <p><b>Staff</b></p> <p>Engaging with professional learning opportunities.</p> <p>Utilise available data relating to student performance.</p> <p>Implementing whole school strategies to improve student learning outcomes.</p> <p><b>Leaders</b></p> <p>Deputy Principals work with Head Teachers and their faculties to maintain direction towards set targets.</p> <p>Deputy Principals directly support development of required programs in their portfolios.</p> <p><b>Parents/Carers</b></p> <p>Encourage their students to participate in learning</p> <p>Opportunities and programs as required.</p>
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<p><b>Processes</b></p> <p><b>Dr Hopkins Curiosity and Powerful Learning</b></p> <p>Explore and implement an approach to enhance classroom teaching in literacy and numeracy through the "Curiosity and Powerful Learning" model.</p> <p><b>Focus on Students Below NMS</b></p> <p>Develop a strategy to address the numeracy and literacy needs of identified students falling just short of Band 8 in Year 9 NAPLAN.</p> <p><b>Stage 6 Syllabus Implementation</b></p> <p>Target Professional learning to address teaching strategies for the implementation of of the new Stage 6 syllabuses.</p> <p><b>Stage 6 Student Study Skills Development</b></p> <p>Development of a program to address Stage 6 study skills for students.</p> <p><b>Literacy – Writing Focus – Target Professional Learning</b></p> <p>Increasing students writing results from BNMS, mid achieving and AES cohorts. Developing a whole school writing focus that is embedded across all classrooms and assessment. To ensure all students have achieved the minimum standard prior to the HSC.</p> <p><b>Data to inform teaching and learning</b></p> <p>All faculties engage with evaluating Naplan and HSC assessment and examination data. Determinations will inform future teaching and learning processes through</p>
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<p><b>Practices and Products</b></p> <p><b>Practices</b></p> <p>An effective whole school approach to the specific development of numeracy and reading for all students is embedded.</p> <p><b>Products</b></p> <p>The proportion of Year 7 and Year 9 students in the top two NAPLAN bands for reading and numeracy has increased when compared to the proportion achieved in their last NAPLAN tests.</p> <p>Average HSC results for each subject has increased over the relevant average result for the last 5 years. Where that data exists.</p> <p>Student assessment results show increased levels of achievement in those previously in the middle bands.</p>
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# Strategic Direction 3: Quality Teaching and Learning

<b>Processes</b>
updating programs, modifications and assessment strategies.
<b>Evaluation Plan</b>
Evaluate NAPLAN and HSC data
Annually Best Start data to inform Year 7 student progress
By term evaluate SCOUT data to inform teaching
Annually Tell Them form Me Survey to track student engagement
By term programs, registers and assessment tasks show evidence of differentiation, accumulations and adjustments with reference to student work samples used as evidence to evaluate the effectiveness of those modifications.