Equipping 21st Century Learners with the capacity to succeed and contribute.

Collectively building teacher and leadership capacity to ensure quality learning for all.

Enhancing community congruence through effective partnerships.

School plan 2015 – 2017

Quirindi High School 8174
### School vision statement

We believe that well-informed, quality teaching practice underpins learning success and that all young people are capable of being successful learners in a differentiated, supportive environment. Quirindi High School actively enables student success through innovative curriculum delivery intended to build student skills, values and resilience for the future.

Teachers at our school agree that we are an ‘Assessment for Learning’ school and focus their teaching practice on current research and school-based evidence. We support diverse extra-curricular activities with the knowledge that we ‘make a difference’ for young people in our community.

Our school community provides the context for our approaches to student learning. Our community are valuable and are welcome in our school. We believe that strong links and communication with our community enhance opportunities for student success.

### School context

Quirindi High School is rurally situated 70km south of Tamworth on the Liverpool Plains in North-West NSW. Our students enjoy cutting edge technology, large grounds and new Science, Hospitality and Metal and Engineering facilities, along with 100 acres of school farm for the study of Agriculture.

Quirindi High School is built on the traditional lands of the Kamilaroi people and is part of the Liverpool Plains Community of Schools and has a stable annual co-educational enrolment of students 7-12 with an ATSI student enrolment of 21%. In addition, our school has three support classes specifically for students with mild, moderate and multi-categorical disabilities.

Quirindi High School offers a broad curriculum 7-12, with a large number of senior courses available for study at Higher School Certificate level. Tertiary and Vocational pathways are equally emphasised, with high level academic subjects offered. Our school has a thriving School Based Apprentice and Trainee (SBAT) program, with students successfully obtaining dual accreditation at the completion of their secondary schooling.

Resource allocation to Quirindi High School includes additional equity loadings related to Aboriginal Students, Students with Disabilities and Socio-Economic status. A range of school initiatives are in place to optimise educational performance for all students. Quirindi High School was identified as a National Partnerships Centre for Excellence 2011-2013.

### School planning process

Staff, students and our school community were consulted in the development of the School Plan 2015-2017.

This process included extensive data collection and analysis through:
- SMART data
- RAP
- Individual surveys
- Whole-school program evaluations
- External team evaluations
- Parent and community meetings and discussion, including AECG members and Aboriginal community.
- Parent surveys conducted by students
- Student visioning activities in English classes
- Community of schools meetings and consultation processes

The development of strategic directions was collaborative and evidence-based and built on a history of student focussed programs and evidence collection through previous National Partnerships processes.

Our ‘5Ps’ (purpose, people, processes, practices and products) were brainstormed with a broad cross-section of our school community using tools developed around the work of Simon Senek. Consultation included our community of schools and resulted in the development of one shared strategic direction with a focus on teacher professional learning.
Purpose:
We will equip 21st Century Learners with the essential skills for future success. These skills reach beyond the learning of compulsory Australian curriculum content and have a focus on differentiated learning structures.

STRATEGIC DIRECTION 1
Equipping 21st Century Learners with the capacity to succeed and contribute.

Purpose:
Our alliance of schools will enable consistent, quality learning opportunities for all children. This will be facilitated through collaborative teacher learning initiatives supporting innovative, evidence-based, effective change in 21st Century teaching.

STRATEGIC DIRECTION 2
Collectively building teacher and leadership capacity to ensure quality learning for all.
(Liverpool Plains Community of Schools shared direction)

Purpose:
Established and new community networks and relationships at Quirindi High School will be extended with the common goal of congruent understandings, expectations and support for the whole child.

STRATEGIC DIRECTION 3
Enhancing community congruence through effective partnerships.
Strategic Direction 1: Equipping 21st Century Learners with the capacity to succeed and contribute.

**Purpose**
We will equip 21st Century Learners with the essential skills for future success. These skills reach beyond the learning of compulsory curriculum content and have a focus on differentiated learning structures.

**Improvement Measures**
- Instructional Practices Inventories will evidence increased higher order, high yield teaching and learning practice that is sustained over time.
- Measurement of improved senior student performance in Bands 5 and 6 will include external testing improvement, post school destination and VET data.
- Internal measurement and validation of teaching and learning against School Excellence Framework, learning elements will indicate improvement from over time.
- Students in Year 9, including Low SES and Aboriginal students will evidence an effect size of 0.4 or greater in NAPLAN.

**People**
- **Students**: Effective Australian Curriculum delivery will be underpinned by a focus on the development of values, well-being and emotional intelligence. Curriculum requirements will be explicitly accessed through the use of 21st Century learning strategies.
- **Staff**: Will hone their capacity to teach students the skills required to approach learning from a 21st century perspective and embed the Australian Curriculum as per the staff agreement at Quirindi High School as an Assessment for Learning school.
- **Parents/Carer Community Partners**: Parents have been consulted in our school evaluation and planning processes. Extensive communication will ensure their maximum understanding and support of our 21st Century learning direction.
- **Leaders**: Leadership capacity of all staff will be built through this strategic direction. Our school executive team is committed to the development of a 21st Century learning approach for our school.

**Processes**
- Explicit teacher learning in developing student learning/thinking skills in the areas of metacognition, vocabulary literacy, numeracy, technology, divergent thinking, innovation, creativity and problem-solving.
- Explicit student development of 21st Century understandings, including evidence of learning in the skills listed above.
- Development of Assessment for Learning approaches to Australian Curriculum requirements as they are mandated.
- Increased contact with KLA networks and Australian Curriculum PL to ensure teacher expertise.
- The development of an improved, whole school strategy for senior school RoSA, Preliminary and HSC structures, including benchmarking and rubric development around best practice.
- The development and implementation of a Year 7-10 ‘genius hour’ for higher performing students to support the development of implicit, intrinsic 21st century learning skills.

**Products and Practices**
*What is achieved and how do we measure?*
- Teachers at Quirindi High School will evidence current school strategic directions in ‘Assessment for Learning’ strategies in their classroom practice in all classrooms, measured through Instructional Practice Inventories and instructional rounds.
- External testing results improve, measured against SSGs and the state.
- Students in Year 9 will evidence an effect size of 0.4 or greater in NAPLAN.

*Product:*
- Young people who are equipped to contribute to 21st century society through sound thinking skill and curriculum learning and are ‘achieving at least a year’s worth of learning from every year’s teaching.’ (SEF, Hattie)

*Practice:*
- Students will evidence a range of understandings of 21st learning skills across KLAs

*Product:*
- Teachers will evidence differentiated planning, delivery, evaluation and feedback practice reflecting 21st century approaches to learning.

**Evaluation Plan**
Milestones will set explicit timeframes for teacher development and evidence collection based on whole school and faculty improvement approaches.
Strategic Direction 2: Collectively building teacher and leadership capacity to ensure quality learning for all.

(LPCS shared direction)

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<th>Purpose</th>
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| Our alliance of schools will enable consistent, quality learning opportunities for all children. This will be facilitated through collaborative teacher learning initiatives supporting innovative, evidence-based, effective change in 21st Century teaching. | **Students:** Structured improvements in teacher pedagogical practice will facilitate growth in student capacity to engage as 21st Century Learners both at and beyond school as confident and creative individuals. (Melbourne Declaration). **Staff:** As an alliance of schools, we recognise that our teaching staff and school leaders have a variety of strengths and developmental needs and capacities. DEC reform and Performance and Development Framework and procedures will provide a scaffold for further exploration of capacity building for all staff. This will be supported by school-based planning and professional learning to ensure transformation of practice. (Great Teaching, Inspired Learning. AITSL Teacher Standards.) | **How do we do it and how will we know?**  
- The establishment of ongoing and regular Professional Learning for all leaders/teachers through an external provider in ‘Assessment for Learning’ and the establishment of staff agreements on best classroom practice across the LPCS alliance. There will also be an initial focus on classroom learning evidence collection via Learning walk and Instructional rounds.  
- Prioritising principal and executive ‘leading and learning’ across DEC reform agendas through collegial leadership, regular collaboration and Principal Professional Learning for improved resource allocation, sharing and teacher capacity building. The implementation of coaching and mentoring and systems leadership strategies. Leadership capacity building will be planned, implemented and evaluated. | **What is achieved and how do we measure?**  
- Implementation of relevant Australian Curriculum Syllabi.  
- All Teachers at Quirindi High School will evidence further development in current school directions in ‘Assessment for Learning’ strategies in their classroom practice.  
- 100% of staff will evidence a Performance Development Plan  
- An increase in teachers applying for accreditation at higher levels.  
- Executive staff immersed in Instructional Leadership practice. |

**Improvement Measures**

- Internal measurement and validation of teaching and learning against School Excellence Framework, teaching and leadership elements.  
- 100% of staff demonstrate a self-reflective understanding of their own professional development directions.  
- All teachers at Quirindi High School will evidence negotiated current school directions in ‘Assessment for Learning’ strategies in their classroom practice via their Performance and Development Framework goals and through regular evidence collected during Instructional Rounds and Learning Walks  
- Evidence of an increase in teachers applying for accreditation at higher levels.  
- Evidence of common teacher capacity building development  

**People**

**Students:** Structured improvements in teacher pedagogical practice will facilitate growth in student capacity to engage as 21st Century Learners both at and beyond school as confident and creative individuals. (Melbourne Declaration).

**Staff:** As an alliance of schools, we recognise that our teaching staff and school leaders have a variety of strengths and developmental needs and capacities. DEC reform and Performance and Development Framework and procedures will provide a scaffold for further exploration of capacity building for all staff. This will be supported by school-based planning and professional learning to ensure transformation of practice. (Great Teaching, Inspired Learning. AITSL Teacher Standards.)

**Parents:** Parents have been consulted in our school evaluation and planning processes. Extensive communication will ensure their maximum understanding and support of our teacher capacity building direction.

**Community partners:** An expert facilitator will be engaged across the schools to provide joint professional learning around 21st century learners, teaching and learning.
Leaders: Lead Learners will be the nine school Principals with a focus on implementation of recent evidence-based pedagogy in "Assessment for Learning" (Willam, Hattie, Marzano, Dweck) Effective implementation will be measured against the School Excellence Framework.

schools middle school strategy to provide improved transition, a consulted learning continuum focused on building 21st Century learning and technology skills for all students Years 5-8.

- Community of school leadership of opportunities for increased inter-school promotion initiatives, such as Performing Arts, Community Participation strategies and media opportunities.

Evaluation Plan

Progress will be measured against milestones on a regular basis, twice per term. Milestones will be evaluated by teams and individuals, and regular executive meeting and LPCS feedback will ensure clear communication of progress and future directions.

Evaluation strategies will include DEC measurement tools (School Excellence Framework) classroom observations-learning walks, instructional rounds, staff surveys, formal and informal parent feedback, school leadership surveys, staff professional development plans and student classroom evidence.

Declaration principles.

Product:
• A further focus on 21st Century learners through the promotion of a K-10 continuum and a Middle School initiative will result in leadership capacity building across schools.

Practice:
• Great Teaching, Inspired Learning and policy and procedure related to Australian Professional Teacher Standards will be effectively implemented, resulting in an improved collective capacity to plan for and evidence proficient, highly-accomplished and lead level professional practice.

Practice:
• Technology will be embedded into teaching practice across schools, rather than a 'bolted on' approach.
Improvement Measures

- A measurable increase in the number of services available to support student achievement.
- An increase in the number of students accessing support services.
- Post school destination data indicates increases in vocational and tertiary uptake.
- Attendance data is at state average.
- Increased positive promotion of our school, evident in an increase in the number of positive contacts in comparison with previous years.

Purpose

Established and new community networks and relationships at Quirindi High School will be extended with the common goal of congruent understandings, expectations and support.

People

**Students:** Will be provided equitable access to learning through recognition of socio-economic and wellbeing aspects which may impede learning. Aboriginal students will be culturally recognised and their learning needs and successes celebrated.

**Staff:** Will identify and develop their understandings of our community context and effective community-based strategies to support improved learning.

**Parents/Carers:** Will continue to be respectfully consulted regarding strategies to improve learning outcomes and future directions for their child.

Our P&C will conduct joint school forums and meetings in local towns to support parent understanding and participation.

**Community Partners:** A range of community partners including local employers, Health and Non-government wellbeing service providers will provide specific opportunities and services for students and learning for staff.

A social worker will be employed by the school to enable improved structures.

**Leaders:** Will ensure a school focus on the whole child, including providing reasonable adjustment and learning for staff to ensure an improved and comprehensive equity focus.

Processes

- Community agencies and local employers and organisations will be engaged in a collective impact strategy to improve services for the ‘whole child’ at a local level. *(Every Student, Every School, Rural and Remote Education Blueprint, Aboriginal Education Policy)*.
- A social worker will be employed to work within our community of schools.
- Our community of schools will be a focal point at student, teacher and community levels to ensure high quality service and equitable outcomes for all students.
- Our P&C will provide joint school forums for parents on topical areas such as cyber-safety, bullying, mental health and effectively parenting adolescents.
- Aboriginal mentoring groups – Mooki Murris and the Guuraama Women’s group will continue to implement high quality cultural support.
- A healthy food canteen will be refurbished and implemented.
- School Uniform will be evaluated and updated.
- A school promotions process will be refined.

**Evaluation Plan**

Milestones for implementation, as well as the School Excellence Framework element of Learning will be used. Additionally, attendance data, post school destinations and service access will be evaluated.

Products and Practices

- All identified student wellbeing issues have an action plan.
- Increased links with student general health testing results indicate improved access to learning.
- Post school data shows an increase in vocational and tertiary engagement.
- School achievements are celebrated by our community.

**Product:**

- Increased community engagement in school processes to support increased opportunities for children.

**Practice:**

- Consistent processes for access to support structures for students are in place across the areas of health and well-being.

**Product:**

- **Every Student, Every School and Rural and Remote Education Blueprint** directions will drive wellbeing structures and improve student access to support. Learning adjustments and disabilities, Low SES issues and good physical and mental health will be explicitly supported.

**Practice:**

- Adjustments will be evident in teaching programs, differentiation and negotiated services and pathways for students.

**Product:**

- Effective and collaborative links between community of schools and wider community- marketing, promotion, joint school approaches - we will celebrate our successes.

**Practice:** A coordinated promotions approach.